رَّ رُدُوْ، بُرَوْرُوْ، بُرَوْرُوْ، بُرَوْرُوْ، بُرَوْرُوْ، بُرَوْرُوْ، بُرُورُوْ، 19 عِلْمُوْمُوْرُ 2017 مُرَّمِوْرُوْ. 19 مِرْسُومُوْرُوْ. 1

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7	وَمَوْجِ هُوْ دِسْوُورُ مُ سَجَعَ عُمَّ الْمُؤْوْسُ فَ سَجَوْمُ هُو كُو دِرُوْ دُسْءٌ زُوْهُ الْمَرِّدِ الْغِيْرُورُ وَمَوْجِ هُوْ دُسُونُ وَمُوا مُا مَا مُعْوَفُرُودَ وَدُورُ دُسُورُ وَدُّ ذَكِيْهُ مِسْرِدُوسُ وَمِر دِرُورُ دُسْءً نَهُمُ الْمَاسُ دَمَوْوُرُودَ وَدُورُ وَمِدْرُورُ وَجُورُ	
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12	ייי אירים איר אירים אירים קיית פ אירים אי	FC 330
12	נְילְפֶקְילֶרְ הַיְּתְפִּלְנְרְ כָּצְ רְנִילֶהְ צִילְ הְרְתְּתְ עִרְבְּרְעִּלְ בְּתְשׁׁבְּתְּבְ בְּתְשׁׁבְּתְב נִילְפֶבֶּילְרְ בִי צִין נִינְרְ נִינְיְלְנִילְ בְּתְבְּבְּלְנִילְ בְּתְשׁׁבְּלִילְ בְּתְשׁׁבְּתְבִּילְ בְּתְשׁׁבְּתְבִּילִ בְּבְּבְרִבְּבְּ בְּנִבְּבְּבְּבְּבְּבְּבְּבְּבְּבְּבְּבְּבְּב	; FC 331
12	رْسِرَوَ بَرْسِعِ دَ بِرَسِّمُ مُ سَمَّعُ بَرْسُ هُدُوَّ بِرَسِّمُ وَمُرْمُوَ بُرُو وَبُرُوَّ وَبُرُوهُ وَمُر رُونَ دُونِ دَوْنِ ذَيْ كِذَا مِرْسُرُدُرْ. رُونَ دُسِوْرُوْرُ دُودُ دُودُ مِرْسُرُدُرْ.	FC 332
13	وَرَوْجِ اللَّهِ اللَّ وَمَوْجِ اللَّهِ اللَّ وَمَرْدُ يَمِي الْمَاثِ اللَّهِ اللَّهِ عَلَى اللَّهِ عَلَى اللَّهِ عَلَى اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللّ	
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AS **306** 

وَّصْرَيْمُوْشِ مُرِّمِرُ: 22 عَسَرُونِمِ 2017 فَحُرْسًا: 129

#### **MNU Foundation Studies Programme**

The MNU Foundation Studies Programme (FSP) is one year pre-university program equivalent to MNQF Level 4. The FSP is also approved by Maldives Qualifications Authority (MQA).

On completion of the foundation one-year program, students can apply a university degree or a diploma. The Foundation Studies Programs (FSP) are offered in Male` and atoll Campuses of MNU.

The objective of the MNU Foundation Studies programme is to prepare students for admission into the undergraduate courses offered at different faculties of The Maldives National University. It provides students with the basic knowledge and skills required for successful completion of university education.

The MNU Foundation Studies Programme offers a choice of three distinct streams of study:

Science

Business

Humanities

#### Core modules

English Language and Study Skills I & II Mathematics / Numeracy I & II

#### **Electives**

Students will choose three electives. There are a wide range of electives available, and students will be counselled by Centre for Foundation staff to ensure the electives they choose will meet university prerequisites.

#### **Sciences**

Biology I & II
Chemistry I & II
Physics I & II
Introduction to Computing
Amalee Dhivehi
Computer Science I & II
English for Oral Communication

#### English in a Wider World

#### **Business**

Business Studies I & II
Economics I & II
Financial Accounting I & II
Computer Science I & II
Introduction to Computing
Amalee Dhivehi
English for Oral Communication
English in a Wider World

#### Humanities

English in a Wider World
English for Oral Communication
Introduction to Computing
Amalee Dhivehi
English in a Wider World
English for Oral Communication
Social Science
Science for beginners
Introduction to Islamic Studies I & II
Economics I & II
Dhivehi (Higher Secondary)
Arabic Language I & II
Computer Science I & II
History I & II
Geography I & II

#### Rules

Students must complete the program within 18 months of commencement, or they will be deemed to withdraw from the program.

To complete the Foundation Year, students must obtain a minimum of 120 credits. The students in foundation courses must study 4 core subjects and choose 6 elective subjects to suit their skills, and the degree they wish to apply for.

Science & Business studies students are allowed to choose one elective from Humanities in semester II. Students can expect to attend four hours per week of class time for each full load subject. Total study approximately 20 hours per week in the classroom, plus self-directed study as required. Students may choose any combination of courses, subject to target course requirements.

#### **MNU Foundation Studies Programme**

**Programme:** Certificate 4 – Foundation Studies

Level: 4

**Faculty**: Centre for Foundation Studies

Credits: 120

#### **Programme Learning Outcome**

Demonstrate integrated knowledge and understanding of science, business studies and humanities, and information technology;

Work collaboratively, learn independently and practice lifelong learning;

**Entry Requirements**: Minimum 'C' pass in Three O' Level / SSC exam OR Attainment of a MNQF Level 3 qualification in a related field OR

**Alternate Entry:** 18 years of age and work experience of one year in a job that required reading, writing and ability to communicate in the language of instruction.

**Note:** *In addition to general admission requirements, some of the target programmes require additional entry requirements, such as two or three GCE O' Level passes.* 

#### FOUNDATION STUDIES COURSE STRUCTURE

#### **Certificate 4 – Foundation Studies (Science)**

certificate 4 1 dundation Studies (Science)				
Subject Code	Semester 1	credit points per subject		
	English Language and Study Skills I	12		
	Mathematics / Numeracy	12		
	Elective I	12		
	Elective II	12		
	Elective III	12		
	TOTAL	60		

Subject Code	Semester 2	credit points per subject
	English Language and Study Skills II	12
	Mathematics / Numeracy	12
	Elective I	12
	Elective II	12
	Elective III	12
	TOTAL	60

#### **Certificate 4 – Foundation Studies (Business)**

Cutilic	Certificate 4 Toundation Studies (Business)				
Subject Code	Semester 1	credit points per subject			
	English Language and Study Skills I	12			
	Mathematics / Numeracy	12			
	Elective I	12			
	Elective II	12			
	Elective III	12			
	TOTAL	60			

Subject Code	Semester 2	credit points per subject
	English Language and Study Skills II	12
	Mathematics / Numeracy	12
	Elective I	12
	Elective II	12
	Elective III	12
	TOTAL	60

#### **Certificate 4 – Foundation Studies (Humanities)**

Subject Code	Semester 1	credit points per subject
	English Language and Study Skills I	12
	Mathematics / Numeracy	12
	Elective I	12
	Elective II	12
	Elective III	12
	TOTAL	60

Subject Code	Semester 2	credit points per subject
	English Language and Study Skills II	12
	Mathematics / Numeracy	12
	Elective I	12
	Elective II	12
	Elective III	12
	TOTAL	60

#### **Appendix 1: Electives:**

#### SCIENCE Semester 1

Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject
Core	ENG063	English Language and Study Skills I	4	12
Core	MAT047	Mathematics I (OR)	4	12
Core	MAT035	Numeracy I	4	12
Elective	CPT001	Introduction to Computing	4	12
Elective	PHY0023	Physics I	4	12
Elective	CHE025	Chemistry I	4	12
Elective	BIO033	Biology I	4	12
Elective	CPT025	Computer Science I	4	12
Elective	EGN051	English in a Wider World	4	12

Semester	2

Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject		
Core	ENG065	English Language and Study Skills II	4	12		
Core	MAT049	Mathematics II (OR)	4	12		
core	MAT037	Numeracy II	4			
Elective	DHI023	Amalee Dhivehi	4	12		
Elective	PHY025	Physics II	4	12		
Elective	CHE027	Chemistry II	4	12		
Elective	BIO035	Biology II	4	12		
Elective	CPT027	Computer Science II	4	12		
Elective	ENG057	English for oral Communication	4	12		
Choose an	Choose any 3 from the elective					

Choose any 3 from the elective

#### BUSINESS

Semester .	L			
Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject
Core	ENG063	English Language and Study Skills I	4	12
Core	MAT047	Mathematics I (OR)	4	42
	MAT035	Numeracy I	4	12
Elective	CPT001	Introduction to Computing	4	12

Semester 2	2			
Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject
Core	ENG065	English Language and Study Skills II	4	12
Coro	MAT049	Mathematics II (OR)	4	12
Core	MAT037	Numeracy II	4	12
Elective	DHI023	Amalee Dhivehi	4	12

Elective	ACC031	Financial Accounting I	4	12
Elective	ECO023	Economics I	4	12
Elective	BUS023	Business Studies I	4	12
Elective	CPT0125	Computer Science I	4	12
Elective	EGN051	English in a Wider World	4	12

Choose any 3 from the elective

Elective	ACC033	Financial Accounting II	4	12
Elective	ECO025	Economics II	4	12
Elective	BUS025	Business Studies II	4	12
Elective	CPT027	Computer Science II	4	12
Elective	ENG057	English for oral Communication	4	12

Choose any 3 from the elective

## HUMANITIES Semester 1

Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject
Core	ENG063	English Language and Study Skills I	4	12
Core	MAT047	Mathematics I (OR)	4	12
Core	MAT035	Numeracy I	4	12
Elective	CPT001	Introduction to Computing	4	12
Elective	ENG051	English in a Wider World	4	12
Elective	SOC013	Social Science	4	12
Elective	ISL011	Introduction to Islamic Studies I	4	12
Elective	ECO023	Economics I	4	12
Elective	DHI021	Dhivehi Higher Secondary	4	12
Elective	HISO01	History I	4	12
Elective	ARA003	Arabic Language I	4	12
Elective	CPT025	Computer Science I	4	12
Elective	GEO001	Geography I	4	12

Semester 2

Core / elective	Subject code	Subject	Contact Hours per week	Credit points per subject
Core	ENG065	English Language and Study Skills II	4	12
Core	MAT049	Mathematics II (OR)	4	12
core	MAT037	Numeracy II	4	12
Elective	DHI023	Amalee Dhivehi	4	12
Elective	ENG057	English for oral Communication	4	12
Elective	SCI019	Science for beginners	4	15
Elective	ISL015	Introduction to Islamic Studies II	4	12
Elective	ECO023	Economics II	4	12
Elective	SOC013	Social Science	4	12
Elective	HISO02	History II	4	12
Elective	ARA005	Arabic Language II	4	12
Elective	CPT027	Computer Science II	4	12
Elective	GEO002	Geography II	4	12

Choose any 3 from the elective Choose any 3 from the elective

## Appendix 2

List of MNU programs eligible after Foundation:

#	Programme	Faculty
1	Diploma in Business	COL
2	Diploma in Judicial Administration	COL
3	Bachelor of Teaching Primary (Dhivehi/Islam)	COL
4	Bachelor of Human Resource Management	COL
5	Advanced Diploma in English Language & Communication	FA
6	Diploma in library and Information Services	FA
7	Diploma in Journalism	FA
8	Diploma in Dhivehi Language	FA
9	Bachelor of Arts Dhivehi Language	FA
10	Bachelor of Psychology	FA
11	Bachelor of Arts (Journalism)	FA
12	Bachelor of Arts in Political Science and International Relations	FA
13	Bachelor of Arts in English Language & Communication	FA
14	Bachelor of Education (Early Childhood)- Honours	FE
15	Bachelor of Education (Health & Physical Education) - Honours	FE
16	Bachelor of Teaching Primary	FE
17	Bachelor of Education Primary - Honours	FE
18	Bachelor of Education Primary (Dhivehi/Islam/Quran) - Honours	FE
19	Bachelor of Teaching Secondary (Dhivehi Language & Literature)	FE
20	Bachelor of Arts Teaching English as a Foreign Language	FE
21	Bachelor of Teaching Secondary (Mathematics)	FE
22	Bachelor of Teaching Secondary - Honours	FE
23	Bachelor of Education Secondary - Honours	FE
24	Bachelor of Education (Special Education)	FE
25	Bachelor of Arts in Architectural Design	FET
26	Bachelor of Civil Engineering -Honours	FET
27	Diploma in Electronics Engineering	FET
28	Diploma in Nursing	FHS
29	Diploma in Primary Health Care	FHS
30	Diploma in Pharmacy	FHS
31	Diploma in Counselling	FHS
32	Diploma in Medical Laboratory Science	FHS
33	Bachelor of Nursing	FHS

34	Bachelor of Primary Health Care	FHS
35	Bachelor of Medical Laboratory Science	FHS
36	Bachelor of Social Work	FHS
37	Bachelor of Health Service Management	FHS
38	Diploma in Tourism Management	FHTS
39	Diploma in Hospitality Management	FHTS
40	Bachelor of Hospitality Management (Culinary Arts & Food Services)	FHTS
41	Bachelor of International Tourism Management	FHTS
42	Bachelor of International Hospitality Management	FHTS
43	Bachelor of Hospitality Management (Culinary Arts & Food Services)	FHTS
44	Diploma in Information Technology	FSc
45	Diploma in Networking	FSc
46	Bachelor of Information Technology	FSc
47	Bachelor of Environmental Management	FSc
48	Diploma in Shari'ah & Law	FSL
49	Bachelor of Shari'ah & Laws (Honours)	FSL
50	Diploma in Business (1 years)	MNUBS
51	Diploma in Business (2 year)	MNUBS
52	Bachelor of Business (2 years)	MNUBS
53	Bachelor of Business (3years)	MNUBS
54	Bachelor of Marketing (2years)	MNUBS
55	Bachelor of Marketing (3years)p	MNUBS
56	Bachelor of Human Resource Management	MNUBS
57	Bachelor of Accounting & Finance	MNUBS
58	Diploma in Arabic Language	FIS
59	Diploma in Teaching Islam	FIS
60	Bachelor of Islamic studies	FIS
61	Bachelor of Teaching Islam	FIS

Note: Courses may change according to changes in course offers by Faculties.

AS المَوْرِةُ وَكُرْ مِسْوَدِنَ سَعَاءِعَ وَاللَّهُ وَسُونَ وَكُو مِدْدُو وَكُو مُرَدُو وَكُو اللَّهُ اللَّهُ كَاللَّهِ اللَّهُ اللَّهُ اللَّهُ اللَّهُ وَلَوْدُو وَكُو وَكُو

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# THE MALDIVES NATIONAL UNIVERSITY MNU BUSINESS SCHOOL

## MBA Schedule and Exam Dates

MONTH	Friday	Saturday	BLOCKS	Modules	Modules	Modules	Final Exam, Resit and Re-exam Dates
lanuary	27	28	Batch 1	Batch 2	Batch 3		Resit / Re-exam 28 January (1400 hrs)
January	3	4	BLOCK 1	Dissertation / Strategic Human		Assembles	, ,
	10	11	BLOCK 2	Resource	Data Analysis for	Accounting for	
February	17	18	BLOCK 3	Management HRM601	Management Decisions STA501	Managers ACC505	
rebruary	24	25	BLOCK 4			ACCSOS	
	3	4		BREA	K WEEK		
	10	11	BLOCK 1			Leadership	Final Exam 10 March (1400 hrs)
March	17	18	BLOCK 2	Project Management	Behaviour in Organization	and	
24	25	BLOCK 3	MGT605	MGT503	Management MGT501	Resit / Re-exam 23 March (1900 hrs)	
	31	1	BLOCK 4				,
	7	8		BREA	K WEEK		
A!!	14	15	BLOCK 1		Financial		Final Exam 14 April (1400 hrs)
April	21	22	BLOCK 2	Innovation and	Management	Managerial	
	28	29	BLOCK 3	Entrepreneurship MGT607	and Market Analysis ACC507	Economics ECO501	Resit / Re-exam 27 April (1900 hrs)
	5	6	BLOCK 4				
	12	13		BREA	K WEEK		
May	19	20	BLOCK 1				Final Exam 19 May (1400 hrs)
	26	27	BLOCK 2A				
	2	3	BLOCK 2B	Ethics and	Corporate	Marketing	
	9	10	BLOCK 3A	Corporate Governance MGT609	Strategy	Management	
June	16	17	BLOCK 3A		MGT505	MKT501	Resit / Re-exam 15 June (1400 hrs)
	23	24	BLOCK 4A				
	30	1	BLOCK 4B				
	7	8			SEMESTER E	BREAK	
July	14 21	15 22	BLOCK 1	<u> </u>	Γ		Final Exam 21 July
					Strategic Human		(1400 hrs)
	28	29	BLOCK 2		Resource	Behaviour in Organization	
	4	5	BLOCK 3		Management HRM601	MGT503	Resit / Re-exam 3 August (1900 hrs)
	11	12	BLOCK 4				
August	18	19	DI 00:: :	BREA	K WEEK		<b>5</b> . 15. 55.
	25	26	BLOCK 1			Data Analysis	Final Exam 25 August (1400 hrs)
	1	2	BLOCK 2		Project Management	for Management	
	8	9	BLOCK 3		MGT605	Management Decisions	Resit / Re-exam 7 September (1900 hrs)
	15	16	BLOCK 4		STA501		
September	22	23		BREA	K WEEK		
	29	30	BLOCK 1		Innovation and	Financial Management	Final Exam 29 September (1400 hrs)
	6	7	BLOCK 2		Entrepreneurship	and Market	
October	13	14	BLOCK 3		MGT607	Analysis ACC507	Resit / Re-exam 12 October (1900 hrs)

	20	21	BLOCK 4				
	27	28			BREAK WE	E K	
	3	4	BLOCK 1				Final Exam 3 November
					Ethics and Corporate Governance MGT609	Corporate Strategy MGT505	(1400 hrs)
	10	11	BLOCK 2				
November	17	18	BLOCK 3				Resit / Re-exam 16
							November (1900 hrs)
	24	25	BLOCK 4				
	1	2			BREAK WE	E K	
	8	9		Fi	nal Exam 8 Decembe	r (1400 hrs)	
	15	16					
December	22	23			Resit/ Re-exam 22 D	ecember	
	29	30	The order of	f modules offered ma	ay change without pr	ior notice. All ch	nanges will be notified
			duly.				

# ית אריית אל הפת הית שעה יול בע בכם אום היול בפת הית בפת הית בפת

AS 309



#### THE MALDIVES NATIONAL UNIVERSITY

#### 2017 ACADEMIC CALENDAR

**MNU Term 1 :** 29 Jan-11 May (69 days) | **Term II:** 16 Jul - 2 Nov (71 days)

MONTH	WEEK	S	M	T	W	Т	F	S	MNU CALENDAR DATES	Normal Term1	Extra Intake 1	Normal Term 2	Extra Intake 2
	1	- 1	2	3	4	5	6	7	New Year 2017				
	2	8	9	10	11	12	13	14	10 Jan 2017 - Academic				
		Ů	1	10	•••				staff report to work				
	3	15	16	17	18	19		21	15 Jan 2017 - Re- registration opens				
January									Orientation Week   22 Jan -				
·	4	22	23	24	25	26		28	MNU General Orientation	Orientation Week			
	5	29	30	31	1	2	3	4	Week 1   29 Jan - MNU Term I 2017 starts   Resit Examinations	Week 1   29 Jan - MNU Term I 2017 starts   Resit Examinations			
February	6	5	6	7	8	9	10	11	Week 2   9 Feb - Registration deadline	Week 2   9 Feb - Registration deadline			
rebruary	7	12	13	14	15	16	17	18	Week 3	Week 3			
	8	19	20	21	22	23	24	25	Week 4 Week 5	Week 4 Week 5			
	9	26 5	27 6	28 7	1 8	9	3 10	4 11	Week 5 Week 6	Week 5 Week 6			
	11	12	13	14	15	16	17	18	Week 7	Week 7			
March									Mid Term Break for	Mid Term Break			
	12	19	20	21	22	23		25	Students	for Students			
	13	26	27	28	29	30	31	- 1	Week 8	Week 8			
	14	2	3	4	5	6	7	8	Week 9	Week 9			
	15	9	10	11	12	13	14	15	Week 10	Week 10			
	16	16	17	18	19	20	21	22	Week 11	Week 11	Orientation Week		
April	17	23	24	25	26	27		29	Week 12	Week 12	Week 1   Extra intake 1   Resit Examinations		
	18	30		2	3	4		6	Week 13	Week 13	Week 2   Registration deadline		
	19	7	8	9	10	11	12	13	Week 14	Week 14	Week 3		
May	20	14	15	16	17	18		20	SWOT VAC: Study Without Teaching	SWOT VAC	Week 4		
	21	21	22	23	24	25	26	27	Exam Week 1	Exam Week 1	Week 5		
	22	28	29	30	31	1		3	Exam Week 2	Exam Week 2	Week 6		
	23	4	5	6	7	8	9	10	Exam Week 3	Exam Week 3	Week 7		
June	24	11	12	13	14	15	16	17	Result Finalization	Result Finalization	Mid Term Break for Students		
	25	18	19	20	21	22	23	24	Result Finalization	Result Finalization	Week 8		
	26	25	26	27	28	29	30	1	Result Finalization	Result Finalization	Week 9		
	27	2	3	4	5	6	7	8	Term II - 2016 Re- registration	Term II - 2017 Re- registration	Week 10	Term II - 2016 Re- registration	
July	28	9	10	11	12	13	14	15	9 Jul - MNU General Orientation	10 Jul - MNU General Orientation	Week 11	10 Jul - MNU General Orientation	

										Week 1   16 Jul -		Week 1   16 Jul -	
	20					20			Week 1   16 Jul - MNU	MNU Term II		MNU Term II 2017	
	29	16	17	18	19	20			Term II 2017 starts   Resit Examinations	2017 starts   Resit	Week 12	starts   Resit	
										Examinations		Examinations	
	30	23	24	25		27			Week 2   25 Jul -		Week 13	Week 2   25 Jul -	
	31	30	31	1	2	3	4	5	Registration deadline Week 3		Week 14	Registration deadline Week 3	
August	32	6	7	8 15	9	10 17	11	12 19	Week 4 Week 5		SWOT VAC Exam Week 1	Week 4 Week 5	
August	34	20	21	22	23	24	18 25	26	Week 6		Exam Week 2	Week 6	
	35	27	28	29	30	31	1	2	Week 7		Result Finalization	Week 7	
					-				Mid Term Break for			Mid Term Break for	
	36			5	6	7			Students   Al'ha Eid		Result Finalization	Students   Al'ha Eid	
									Holidays			Holidays	
September	37	10	11	12	13	14	15	16	Week 8			Week 8	
•	38	17	18	19	20	21	22	23	Week 9		Extra intake II -	Week 9	
	39	24	25	26	27	28			Week 10		2017 Re- registration	Week 10	Extra intake II - 2017 Re-registration
	40	1	2	3	4	5			Week 11		10 Jul - Orientation	Week 11	10 Jul - Orientation
October	41	8	9	10	11	12			Week 12		Week 1   Extra intake II  Resit Examinations	Week 12	Week 1   Extra intake II  Resit Examinations
	42	15	16	17	18	19			Week 13			Week 13	Week 2   Registration deadline
	43	22	23	24	25	26	27	28	Week 14			Week 14	Week 3
												Additional Teaching	
November	44	29	30	31	1	2	3	4	Additional Teaching Week to cover Public Holidays			Week to cover Public Holidays	Week 4
	45	5	6	7	8	9	10	-11	SWOT VAC: Study Without Teaching			SWOT VAC: Study Without Teaching	Week 5
	46	12	13	14	15	16	17	18	Exam Week 1			Exam Week 1	Week 6
	47	19	20	21	22	23	24	25	Exam Week 2			Exam Week 2	Week 7
	48	26	27	28	29	30	-1	2	Result Finalization			Result Finalization	Mid Term Break for Students
	49	3	4	5	6	7	8	9	Result Finalization 10 Dec - Annual Leave			Result Finalization	Week 8
December	50	10	11	12	13	14			begins				Week 9
	51	17	18	19	20	21	22	23					Week 10
	52	24	25	26	27	28	29	30					Week 11
	1	31	1	2	3	4	5	6					Week 12
	2	7	8	9	10	11			9 Jan 2018 - Academic staff report to work   9 Jan 2018 Re-registration opens				Week 13
January 2018	3	14	15	16	17	18	19	20					Week 14
2010	4	21	22	23	24	25	26	27	Orientation Week   21 Jan - MNU General Orientation				SWOT VAC: Study Without Teaching
	5	28	29	30	31	1	2	3	Week 1   28 Jan - MNU Term I 2018 starts				Exam Week 1
	6	4	5	6	7	8			Week 2   9 Feb - Registration deadline				Exam Week 2
February	7	11	12	13	14	15	16	17	Week 3				Result Finalization
ren uary	8	18	19	20	21	22	23	24	Week 4				Result Finalization
	9	25	26	27	28	1	2	3	Week 5				25 Feb - Annual Leave begins
	10	4	5	6	7	8	9	10	Week 6				
	11	11	12	13	14	15	16	17	Week 7				
March	12	18	19	20	21	22	23	24	Week 8				
	13	25	26	27	28	29	30	31	Week 9				25 March - Academic staff report to work

وَرَوْعِ مِوْ مَعْمِدُ مُعْرَةً وَ مَوْ مُونِ مِنْ اللَّهِ الْحَمْدِ مِنْ مُونِدُ وَمُومِدُ مِعْرَةً ددد، ده در ده اد ۱۵۰ مرمردومر معردی رامتر فرمرد دی دی مرمردومر 310

وَّصْمَا مُورِدُ مُرِيدُ: 12 وَهُوَرُبِهِ 2017 | خَوْسُ: 132

> AS 311

AS

وروع مر مسرور معدد وروع مروم وروم مروم وروم وروم وروم באס המיל פתי. באת תמקב פתי

وَّصْمَا مُوْمَدُ مُرِيدُ: 26 وَصُوْرَا مِي الْحَالَةِ الْحَرْمُ الْحُرْمُ الْحَرْمُ الْحَرْمُ الْحَرْمُ الْحَرْمُ الْحَرْمُ ا

وْرُوع دُوْ دِسْوُرْدُ سُعَاءُ وَرُدُ وَوَرُعُ وَدُومُ وَمُوعِ وَيُورُ وَمُ وَرُورُ وَرُرُو وَرُورُ وَرُدُورُ وَسَرَ سَرَسُوهُ يَرَدُونُ وَرَدُونُو مِنْ مِنْ وَرَدُونُو مِنْ مُؤْرِقُ وِيْدُونِ مِنْ دُوْرُونِ مُؤْرُقُ وَمُرْسُورُ وَرُدُووْ بِمَسْوِوْ رِهْبُرُو بَرَسْوِيْرُ هُوُوْلَادُوْرُوْرُ بِرَجِ دِلْبُوْلُووْدُ رَدُوْرُورُ رَاءُ مِنْ وَرُدُووْ بِمَسْوِوْ رِهْبُرُو بَرَسْوِيْرُ هُوُلِايْرُورُوْرُ بِرَجِ دِلْبُولُووْدُ رَدُورُورُورُ دَارِيْرِ درد بِجَرُورُ سِرْدِنْرُو. درد بِجَرُورُ سِرْدِنْرُو.

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۸٠٨٠، ٨٠٨	0/(( /0( ; g); ************************************		
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		3/3/ 32/1	
	ريثر	رُسْرِسْرُ وَيِ وَقُرْ وَيُرْهُوهُمُ لِللَّهِ } وَسُرْهُ	عربروي
מאר פינים מרים מאר פינים המת	ژبرس <sup>س</sup> و برانو	رُورُ سُورُو بُرُهُ تُراللُّهُ مِرِيرٍ	4
ייי פיני פיני האמרת העל	عُرِدُ وَمِرْسِ وَرُو	مُرُوِّدُ سَرُو وَمِوْمَ مِرْمُ وَمِرْدُ	5
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	ר כ ל ט מ כ כ הפע ע ע ביינים מ	ב לשתר בל של התחת פל	وُرَاوُج
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وبرسوم بر در سرود مرور برد	بروم وسرسفير		
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ورو مرور سرور کا	00 ( 047 ? 0× 00/04 2mn mn×3 3n em7e3; 2	مُرْمُ مُرِدُ وَبُرُودُو مُرَدِي	10
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ورو مرور سرور کا	ייס איס איס איס איס איס איס איס איס איס	رُرْ مُورِدُ وَرُرُوكُوْ رِبُومُوكُوْ	11
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AS 312

زُّ مُرْمَدُونِهُ مُّمِرُدُ: 26 زُفْتُرَمَّهِ 2017 | غَرْبُ: 133

"At least 50% of the final mark should be from مَنْ عَرَوْ اللهُ عَلَى اللهُ عَلَى اللهُ اللهُ

All students are required to achieve 50% from " بَعْ 4.3.2.5 مُرْسِوْ وَرُوقُ هُورُو وَمُرُو هُورُو هُورُونُ مُرَادُ وَاللَّهُ مُعْرُونُ مُرَادُ مُرَادُ مُرَادُ مُرَادُ مُرَادُ مُرَادُ وَاللَّهُ مُرَادُ مُ مُرَادُ مُ مُرَادُ مُرَادُ مُ مُرَادُ مُ مُرَادُ مُرَادُ مُرَادُ مُرَادُ مُ مُرَ

FC 330

رُسِر فرير سِي مِنْ رِسْرُورْ عُسْرِنَاءُ رَجِّدُونُ مُرَدِّدُةُ وَجُرُدُ سِرَدُيْنَ فِي مُدُّ مُسْرِيْدُوْسِ.

وَّ مُنْ مُرُونِرُ مُّ مِرْدُ: 16 خَسَرُوكِ بِ 2017 فَحَرْبُ: 10

> FC **331**

وَمَوْجِ مِمَّادِ سَمْ عَلَمُ مُوْمِدُ وَيَرْمِدُوهُ عَدْجِ دِرْدُورُ مُدَرَدُ مَرْدُورُ وَمُرْمَدُونَ مُعْرِمُ دُوُوْسِنَوْ دُرُورُ نَوْدُو تَوْجُودُ تَوْجِ وَدُمْرُهُ رَدُوْوُرُومٍ وَمَرْجِ مِنْدِ سَمْ عَلَمُومُومُ وَيَرْمِدُومُوعُ تَدْجِدُ وَمُومُرُهُ دُرُدُرُهُ مَدْرُدُ لَهُورُ .

وُ مُنْ مُرُوْسُرُ مُرْسِرُدُ: 16 جَسَرَوَبِرِ 2017 | جَوْسًا: 10

رُيَوْجِوَيُّهُ مِيْرِيْ وَجَرِيْهُ وَجَرِيْهُ وَيَوْمُ مِيْرِيْ مُرْمِيْ لَا مُرْمِيْ وَجَرَّهُ وَمُرْمِيْ وَ رُيوْجِوَيْهُ مِيْرِةِ وَمُرْمَادُ مُوجِعُ مُوجِوَةً مِيْرِيْهِ وَمُوجُونِ مِيْرِدُ مُرْمِيْ لَارْدُرُ مِرْمُرْشُونِوْ. رُسَوْجِ مُرْدُ وَمُرْمَرُ مُرْمُرُدُ مِنْ فَيْرِيْ وَمُوجُونِ مِيْرُوشُونِ

رُ وَجَدِرُ وَهُ حَدَّ مِنْ عَدْدُو مُرْدُرُ مُرْدُرُ مُرِيْرُ فَرُوْدُ مُرِّمُ وَمُرْمُ وَمُرْمُ وَمُرْمُ مُر مُرِ وَجَمِرِهُ مِنْ عَرْجِ مِنْ عَدْدُو مُرْدُرُ مُرْدُرُ مِنْ كَارْدُو مُرْمِعُ مُرْدُمُو مُرْمِعُ مُرْدُورُ سِرْدُنْ فِي الْمُعْلِمُ مِنْ فِي الْمُرْدُنِ مُرْدُنْ مِنْ مُرْدُنْ مِنْ مُرْدُنْ مُرْمُونُ مُرْمِعُ مُرْدُمُ

- 3 سوس مر زر ورس سوس م
- 4. פעלש הפ המתב שהאל העל שעתל ב
  - دُرُونُ مُرْكُمُ وَمِرُ مُرِيْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُرْكُمُ مُر
    - 6. הלי העייה שש על היים
      - ٠٠٠ وُسُوع دو ديد ديد ٢٠٠٠ ٠٦
    - 8. وُرَارُج دُوْ سَمْرُدُ دُرُورُ وَ 6
      - 9. وْرَارُع دُوْ دُعْ .9
    - - ال وُسَوْعِ مُرَّةِ سُرِينَ ١١٠.

FC

332

هُرِ وَمُرْسِعٍ وَ مُرْسَمُ سَمْرُعَ مُرْدُ عُرُو مُرْسَمُ وَالْمُحَوَّدِ خَدِوْمِوْ وَمُرْهُومَانُدُ 20 مُرُورُودُ مُرْضِدُ سَدِ رَوَعَ رُسَوُّوْدُ وَخَدْ مِرْسُوْدُرُ.

وَّسْمَا مُرَوْرُ مُرَّمِرُ اللهِ 16 عَسَرُوَير 2017 الْحَرْبُ اللهِ

برسك وسر المراد و المراد و المراد و المراد و المراد و المراد و المرد الم

وُ اللهُ الل

وَمَوْجِ هُوْ دِسْوُورُ سَجَاءِ فَى دِسْ رِسْوَكُورُ "دِيَهِ لَا يَهُ مَا الْكُورِ الْكَارِدُ وَالْكَارِدُ الْكَارِدُ لَا الْكَارِدُ وَالْكَارِدُ وَالْكُورُ الْكِرْدُ وَالْكُورُ وَال

FC ئۆسۈنىدىد ولادر ئېرۇنىدۇ د ئۇردۇرى ئۆسۈنىدىد ئىردۇرى ئۇسۇنىدىد د ئىدۇر ئىد

وُ مُنْ مُرُورُ مُرِيرُ: 14 وُصْرُوبِ 2017 الْحَرْبُ: 02

قهی شرقه وَم وَدُهَمَ وَمُ رِهْمَرُ وَوَرَجَ وَسُرَدُورُ وَسُهُمَ مُرَّدُورُ وَسُرُكُمْ مُرَّدُ سُرُرُ مُرَّدُ دُسْوُرُ دُورُدُهُ وَوُرِدُورُ صُرُّمُ وَرُدُ وَمِدُ وَمَا وَمَا وَمَارُهُ مُرَّدُورُ مِرْدُورُ مِرْدُودُ صُرُودُهُ دُورِدُهُ وَوَرِدُورُ وَالْمَارُورُ وَمَا وَمَارُورُ مُرْدُورُ مِرْدُورُ مِرْدُورُ مِرْدُورُ مِرْدُور

הנית פאת היש עורייל הייל בי יתייל בייל 378-376

UC شروكر و وكروكشركر 376

הנת פיצות בא בא בל הנות הית בל היעל עם ב בהעב הבב בפה תית ביתי

رُّ مُعْرَفُونْ مُرِيرُ: 26 زُهُ تَوْرَبِهِ 2017 | خَرْبُ: 215

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رُّسْنَ مُرُوْسُرُ مُّمِرِدُ: 26 زُفْ مُرْسِرِ 2017 | خَوْسُ: 215

מַרָּשְ ה'בּרְאַמֶּה מִתְּפֶּבּלְאָל ב'הְרָּרְהַתְּאֶּה הְתְּרְהַתְּאֶּה הְתְּלְהַתְּאֶּה הְתְּלֶּהְהָאֶה הְתְּלֶהְנֶבְּלְהְנִי בְּבְּבְּ המינוע הייפורה היו ציים באופית ב

(س) که 4 کوسر گردگر "کلوچ درشترکی کاروی کاروی کاروی کاروی کی سودگر کی گردی کاروی کا



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## (١) تنوع مُسْمَدُهُ مِنْ مُنْ مُنْ مُوْمِدُ دُدُدُدُ سِوْمُهُ

## (١) تنوع در المادية براه مادي يود كارد عرد و الماد ماد كارد الماد ماد كارد الماد الم

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## (١) كىرەرۇر كىرى ئىدىرى ئىگە ئىدى دىلىدى ھىردىرىم دۇوس

### 

- - 2. خرچ دستار كرس مره كريد و دُور وران دوس برسوند دروس مردوس دروس
- ن د و که وی کرد و که وی و کرد و که وی کرد و که وی کرد و که وی کرد و کر
- - 4.2 ٤ يُورْج وَرْبُ مُحْسَرْبُورْشَ
  - 4.3 كَرُسْ مِوْسُ رُقُ رُسُوكِ مِنْ فَكُودُ كَرُسُ مِوْكُ دُرُ وَمُرْفَعُ
    - 4.4 يرُحِ سُوعٌ برُبر
    - 4.5 غِرْسُرُدُ مُخْرِمِيْ وَمِتْ كُوسْتُ فَرُسْتُ وَمُرْتُ مُسْتَوْخُ مُسْعَ مُرَّةً مُرَّدُ عِيْرُ

- ٥٠ سوئوستاس مجرورش سناج مرسو مرسو مرسور مرسور

## (٤) تسرع يونريري دُسوريني برودنوير

- - 2. מפה עמש במפצע 2 ינפט שאצה מפה מנמש עהיי התי התי הרוציוני

## (١) كالره كركور وكورش وكوريش

- ן. ברישת הלי הלי הלי הלי הלי הלי הלי הלי הלי האים ברישה לי ברישת לי ברישת לי ברישת ברישת



## 

مُرْسَاءِ مُرْقَ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْدُورُ مُرْسَاءِ مُرَادُورُ مُرْسَاءِ مُرْدُورُ مُر عُکری کامور کاموری مِرْدُورُ کُرِدُر کُر مُرْدُورُ کُر کُر مُرِدُر کُر کُر کُردُد کُر کُردُد کُر کُردُر کُرد وَکری مُرْدُدُ دُرِدُرُدُ کُردُر کُردُدُر کُردُ کُردِ مُردُدُورُ کُردُدُ کُردُدُ کُردُدُ کُردُدُ کُردُدُ دُرد ئر المرد ال

## (١) دُسِمْ عَسْ عَلَى عَلَى الْمُعْلَى عَلَى اللَّهُ عَلَى اللّهُ عَلَى اللَّهُ عَلَّهُ عَلَى اللَّهُ عَلَّى اللَّهُ عَلَى اللَّهُ عَا عَلَّهُ عَلَّى اللَّهُ عَلَّى اللَّهُ عَلَّى اللَّهُ عَلَّهُ عَ

- ا المحمد المرود المرود المرود المرود المردد المرد المردد ا

- ۵. وَمِ وَ وَرَهُ وَ وَرَهُ وَ وَرَهُ وَ وَرَهُ وَمُ وَرَهُ وَالْمُ وَرَا وَالْمُ وَرَا وَالْمُ وَرَا وَالْمُ وَرَا مُؤْولًا لَا وَالْمُ وَالْمُ وَالْمُ وَالْمُ وَالْمُوا وَالْمُ وَالْمُ وَالْمُ وَالْمُ وَالْمُوا وَالْمُ وَالْمُ وَالْمُ وَالِمُ وَالْمُوا وَالْمُ وَالْمُوا وَالْمُ وَالْمُوا وَالْمُ وَالْمُ وَالْمُوا وَالْمُوا وَالْمُ وَالْمُوا وَالْمُ وَالْمُوا وَالْمُوا وَالْمُ وَالْمُ وَالْمُ وَالِمُ وَا

12. وَمِ وَمُوْدَ مُنْ وَمُوْدَ مِنْ وَمُوْدَ مِنْ وَمُوْدَ وَمُرْدُ وَمُودَ وَمُودُ وَمُودُ مُونَ مُرْدُودُ وَمُدُودُ مُونَ مُرْدُودُ وَمُودُ وَمُرْدُونُ مُرْدُورُ وَمُودُ وَمُودُ وَمُودُ وَمُرْدُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُرْدُونُ وَمُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُونُ وَمُونُ والْمُونُ وَالْمُونُ ولِمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ ولِمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ وَالْمُونُ ولِمُ وَالْمُونُ وَلِمُ وَالْمُونُ وَلِمُ وَالْمُونُ وَالْ

## (س) وَقُوْدُ مُعَامِرُمُ

## مُدْود سورُمُدُ

رُسِسُ عَيْرُهُ عَلَى سَوْرُ رَدَعَ رُسَسِ عَرَدُودُ هِ ، عَرَدُ دَوْرُ وَ الْمَرْدُورُدُو الْمَرْدُورُدُ وَلُورُ و دُ وَسُوْرُدُدُ سَرَدُهُ الْبِهِوْلِمُرْدُرُهُ وَرَبُونُ عَهُوسُو بِالْحَرِيمُ الْمُرْدُورُ وَالْمُورُورُ الْم

## حرج برمًا

## 

- - دُرِي مُوسُونُ عَرِي مُوسُونُ عَرْدُورُ دُرُورُ دُرُورُ دُرُورُ عَنْ الْمُرْدُ عَرْدُ مِنْ إِذْ دُرُورُ مَا دُرُورُ عَرْدُ مِنْ اللَّهِ عَرْدُ مِنْ اللَّهِ عَرْدُ مَا مُؤْمِدُ اللَّهِ عَرْدُ مِنْ اللَّهِ عَرْدُ مَا مُؤْمِدُ اللَّهِ عَرْدُ مِنْ اللَّهِ عَلَيْهِ مَا مُؤْمِدُ اللَّهِ عَلَيْهِ مِنْ اللَّهِ عَلَيْهِ عَلَيْهِ مِنْ اللَّهِ عَلَيْهِ عَلَيْهِ مِنْ اللَّهِ عَلَيْهِ مِنْ اللَّهِ عَلَيْهِ عَلْمَ عَلَيْهِ عَل عَلَيْهِ عَلَيْ

## (١) دُسِمُ عَامُ عَلَى الْمُعْمِدُ مَا وَكُوْ دُدُورُو لَا مُعْمِدُ دُجْوَةٍ

- - 4.1. وَرَبُ كُورُرُمُ الْمُرْسُورُم
  - 4.2 ؛ برازم ورث كوس مؤرس
    - 4.3 مَرْبِح سُوجٌ مَرْمِر
  - 4.5 يشرشوك مؤخريش ورب كوش كوش موركة ماسرة رع در يسر

## (٠) كىسىغىرغ ئىچىسىغىرى دەكىرى برودىرىرىر

- - 2. برود نهي ويرود و ازور وين المار مرود برويم مادين المراز المراز

## (٤) كرسم عَرْج مَعْ عَرِي مَعْ عَرْجُ وَكُوْرُ وَمِعْ مُرْمِدُ

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- 4. وَهِ وَر صَرُّسُووِدِهُ سَصَفَّهُ وِهِ وَدُوْدِ سَصَفَّلُانَ يَوْدُجُ وَرَبُ مُكْسِسَوُمُ رُوْدُو مُنَاوُسِيَ سَمَّرُمُ لَهُ سِسَاءَهُمُ مَعِ سَعَمَّمُ وَمِنْ مُرْدُورُ لَرَّهِ وَرَبُ مُكْسِسَوُمُ مَادُسِوْرُ (مَرْمُورُ مِنْ وَرَبُ وَمِنْ مُورُدُورُ وَسُومُ مُرْسِرُ وَمِنْ مُرْدُدُورُ وَسُرَا مُرْدُدُو.

وَّ نَعْرُوْسْ مُرْمِدْ : 26 وَهُمْرَمْ 2017

## UC دُوْرِدُ دُوْرُكُ وُرُسُرُو وُرُدُكُ مِنْ رِسْرُو. 378

وُ الْمُعْرِينَ مُرِيدُ عَلَى مُرْدُ عَلَى مُرْدُمِ 2017 عَرْسُمُ 215

﴿ ﴿ ﴿ ﴿ وَهُ هُ وَهُ ﴾ ﴿ وَهُ هُ وَهُ مُ الْمُ مُرْدُرُ مُ مَا يُرَدُّوُ كَا مُرَادُ كُلُورُ وَ الْمَا وَهُ وَهُ وَهُ وَهُ الْمُرْدُرُونُ وَمُ مُرْدُونُ وَالْمُودُونُ وَمُورُونُ وَمُورُونُ وَمُرْدُونُ وَالْدُونُ ولِكُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ ولِنُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ ولِونُ وَالْدُونُ ولِنُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالِهُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْدُونُ وَالْد

משל בש של של של של של בשל 1313 - 314

# مناسخورع فرسدر ورزورة مسود وسود

AS 313

وَّسُوْنِ مُوْنِدُ مُرِيرٌ: 19 حُبرِمُمُ 2017 فَيُوسَّ: 134

"At least 50% of the final mark should be from مُرُورُهُ وَمُرَوُّ مُرَوُّ مُرَوْ

"All students are required to achieve 50% from مَنْ عَنْمُ وَرَدُ عُنْمُ وَرَدُ اللّٰهُ عَالَمُ اللّٰهُ عَالَمُ وَرَدُ اللّٰهُ عَالَمُ اللّٰهُ عَلَيْهِ عَلَيْهِ وَرَدُ اللّٰهُ عَالَمُ وَرَدُ اللّٰهُ عَلَيْهِ وَرَدُ اللّٰهُ عَلَيْهِ وَرَدُ اللّٰهُ وَاللّٰهُ وَاللّٰه

رُسُورُسُ بِوَسِود 6.3.1.2 دُسُرَسِ وَ دُورُ هُوَرُنْدُورُ دُسُورُسُ بِوسٍ وُسُورُ دُرَ دُسُورُسُ فَرَوْسُ وَرُ سُنِهُ وَدُرُوهُ دُرُونُهُ مِرْسُورُدُونُ

"6.3.1.2 Moderation in Subjects with large numbers: For subjects with large number of students (100 or more), moderation should be carried out in cases where 35% or higher percentage of students attain distinction and above OR a fail grade.



#### **Assessment Policy**

Approved Date: 27th August 2006

Revised Date: 19th March 2017

Revision Effective from: 16th July 2017

#### 1. Policy Statement

Valid and reliable assessment practices are the hallmark of quality control in the University. This policy sets out broad parameters surrounding the assessment of student learning in subjects (units) of study at The Maldives National University.

In instances where this broad policy does not fit particular objectives of a subject, Faculties, institutes or other divisions of the University may make variations more sensitive to the needs of a particular subject or discipline. However, such Faculty-level policies must not conflict with the overall spirit of this general policy. Faculty-level variations of this policy should be approved by a Faculty-based

academic review committee prior to the commencement of the courses which may be governed by it. It is mandatory to write down all policies and made publicly available.

#### 2. Purpose

The purpose of this policy is to ensure that assessment practices within the University are consistent and valid. A published policy ensures transparency of operations. It is also designed to ensure that all necessary and appropriate information about subject assessments is clearly communicated to all students and to all staff involved in teaching and/or marking of assessment tasks.

This broad policy sets out a general framework for guiding assessment practices. Regulations governing assessment are in a separate document.

#### 3. Definitions

**Faculty:** For the purposes of this policy, Faculty refers to Institute, Centre, School or other Academic Unit with a major responsibility for teaching students. Dean or Head refers to the person charged with the running of the Faculty.

**Assessment tasks:** For the purposes of this policy, an assessment task shall be defined as any compulsory or optional activity or exercise where one explicit intent is to assess student progress or learning achievement in a subject of study. Assessment tasks may have other ancillary objectives stated in Section 4.2.

**Aggregate mark**: An aggregate mark is defined as the final numerical mark computed for any student on the basis of combining the outcomes from two or more distinct assessment tasks. Aggregate combining rules may be based on either a simple averaging principle (all tasks counting equally) or a weighted averaging principle (where tasks are differentially weighted). If there is a need to standardize marks this task should precede the aggregation process. However, to ensure statistical validity, only sets of marks where such validity can be maintained should be standardized or scaled.

**Grades:** A grade is the final alphabetic letter conversion of the aggregate mark attained by a student undertaking a subject. The letter conversions translate the numerical aggregate mark into a statement of level of achievement as defined in the Uniform Grading System Policy. The interpretation of a grade shall be clearly taken to represent a summary of the student's academic achievement in a subject. Letter conversions that indicate special outcomes from a subject of study, such as Failed Conditional, various types of withdrawal and unavailability of results shall not be considered as grades in the context of this policy.

Minimum pass mark: A cutoff score set by the subject coordinator, that a student must exceed on one or more specific assessment tasks in order to obtain a passing grade for the subject. By definition, University policy is that the minimum pass mark for an aggregate mark in any subject is 50%. However, it is possible to establish a minimum pass mark for any specific assessment task (for example, a formal final examination, a practicum, or clinic), which means that a student must pass that specific assessment task, at the required level, in order to pass the entire subject, irrespective of the magnitude of the student's final aggregate mark. Minimum pass marks should be set with clear criteria in mind.

**Subject**: A discrete component or unit within a degree or other course of study assessed separately.

**Subject coordinator:** Lead Academic staff responsible for organizing teaching, classrooms, students, time, assignments, examinations together so that the objectives of a particular subject may be achieved.

**Internal student:** A student who undertakes all subjects for which they are enrolled through attendance at the institution on a regular basis OR a student who is undertaking a higher degree program for which regular attendance is not required, but who attends the institution on an agreed schedule for the purposes of supervision and/or instruction.

**External Student:** A student whose registered course involves special arrangements whereby lesson materials, assignments etc. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature.

**Unaided Capability of a Student:** An assessment or any part of an assessment that is carried out under supervision and can be verified as the work of an individual student.

#### 4. Assessment at University

Proper assessment of students is essential to achieve the University objectives. Therefore, assessment should be seen as an integral part of the teaching and learning process. Further, assessment has a political dimension as its outcome sometimes leads to investigations, appeals and representations. Therefore, the more transparent this judgment process is, the less room there is for ambiguities and possible disagreements. This University policy is designed to ensure that maximal transparency. Staff should deem all assessment tasks, tools, instruments and procedures as public and all records and documentations relating to assessment need to be archived within the relevant division of the University.

#### 4.1. Considerations for assessment in subjects

Assessment in the context of a subject of study is an individualized process requiring significant academic judgment in its conceptualization, design, and execution. While it is neither possible nor desirable to delineate or anticipate all of the different potential types of assessment tasks that could be designed for a specific subject of study, there are important considerations that broadly cut across all assessment tasks. The types of assessment strategy selected should match well with the goals and objectives of the subject.

#### 4.2. Purposes of Assessment

The purposes of assessment are:

- 4.2.1.to judge performance and to determine the extent to which a particular student has attained the stated learning objectives of a subject
- 4.2.2.to determine whether a particular student has sufficient pre-requisite competencies to proceed to the next level of instruction;
- 4.2.3.to provide feedback to students on their performance and to indicate and diagnose misunderstandings and learning difficulties;
- 4.2.4.to provide feedback to staff to indicate areas in which students are experiencing difficulties and to identify and diagnose ineffective teaching; and
- 4.2.5.To promote learning.

#### 4.3. Assessment tasks

#### 4.3.1. Types of tasks

Different expectations apply to assessment tasks depending upon whether or not the task is undertaken under formal examination conditions.

4.3.1.1. *Non-examination tasks:* Assessment tasks designed for completion under non-examination conditions (e.g., periodic assignments throughout a semester of study, major papers due at the end of a semester, research reports, problem sets, and laboratory or practicum reports, various types of construction, composition, or performance) provide maximal flexibility for student assessment. Each task should be considered for its appropriateness relative to the learning to be assessed, the feedback to be gained and clarity in structure, intent and expected response. Each

- task should also be designed so students lacking the opportunity to access key supplemental resources (e.g., the Internet, library, employment settings) are not systematically disadvantaged.
- 4.3.1.2. *Examination tasks*: Assessment tasks to be undertaken under examination conditions, which are explicitly supervised, timed and controlled, must be designed to be fully completed within the space of *two* or *three* hours as appropriate. Tests that are designed so that no student will actually complete the test within the assigned time (the mark therefore being the number of items completed that were correct) are not permitted because performance is inseparably confounded with reading speed and ability. Examination questions should address learning outcomes explicitly expected during the subject of study and students must be clear as to the learning outcomes they should expect to be covered in the examination.
- 4.3.1.3. Students in a subject may request a variation to the assessment methods to be used in the subject and the variation should be negotiated with the subject coordinator.
- 4.3.1.4. Failed assessment tasks, other than examinations, may be resubmitted within provisions indicated by the subject coordinator. Where this provision applies it must do so equally to all students who have failed the exercise. The original mark assigned will stand unless superseded by a higher mark achieved as a result of resubmission.
- 4.3.1.5. Students have the right to appeal to the ARC on any assessment matter.

#### 4.3.2. Amount of assessment

- 4.3.2.1. It is recognized that different disciplines and teaching philosophies may lead to different perceptions about what the appropriate amount of assessment should be for a specific subject of study. However, every subject must have at least one non-examination assessment task if a formal final examination is planned. The amount of work expected from any student across all assessment tasks should relate to the credit point value of the subject and with the complexity of the material under study. Faculties, institutes and other divisions should develop their own clear expectations about student assessment workloads in the subjects that they offer.
- 4.3.2.2. However, as a general principle, no component of assessment should count for more than 70% of the final mark, except with the approval of Faculty-based Academic Review Committee.
- 4.3.2.3. As part of all assessment students should produce at least one piece of written individual work from which the unaided capability of a student could be assessed.
- 4.3.2.4. At least 50% of the final mark should be from assessments which assess the unaided capability of a student.
- 4.3.2.5. All students are required to achieve 50% from assessments which assess the unaided capability of a student.
- 4.3.2.6. No subject should require all home-written assignments to reduce incidences of third-party involvement in writing assignments for individual students. Where home-written assessments constitute more than 50% of aggregate marks, the assessment regime of such subjects needs to be approved by the Academic Review Committee.

#### 4.3.3. Weighting of assessment tasks

Consideration must be given to the appropriate weighting to be given to each assessment task when computing aggregate marks. In many cases, a simple average may be used which means that each task carries equal weight. Alternatively, assessment tasks may be weighted in terms of their relative importance, expected word length, difficulty or complexity, or amount of subject material that is expected to be covered. In these cases, the rationale for the weighting system must be clear. For some subjects, a 'sliding

weights' system may be employed where doing fewer (or more) optional assignments may be traded off against increasing (or decreasing) weight on a formal final examination.

#### 5. Grading standards

#### **5.1.** Criterion-referenced assessment

Subject coordinators are expected, as far as is practical and reasonable, to organize assessment tasks so as to measure student learning on a criterion-referenced basis. This means that clear expectations should be set out as to the expected level of achievement, skill or behavioral performance that will be taken to reflect a particular level of mark or grade. The standards of performance will be established on the basis of the professional judgment of the subject coordinator. There will be no pre-determined distribution of grade allocation applied to assessments in University subjects. Examinations must not be norm-referenced and statistical treatments of marks that are based on the normal distribution should not be used if the population size is less than 30.

#### 5.2. Grading system

The following grades are used in the University for reporting results of all assessments.

Level of Achievement	Equivalent Marks Range	Grade point	Meaning
HD	85–100	4	High Distinction: Denotes work of outstanding quality. This grade may be awarded to recognize particular originality or creativity in performance.
DN	75–84	3	Distinction: Denotes work of predominantly excellent quality, demonstrating a sound grasp of content together with efficient organization, selectivity and use of techniques.
CR	65–74	2	Credit: Denotes a clear pass and satisfactory achievement of unit objectives.
PP	50–64	1	Pass: Denotes a clear pass.
FC	45–49	0	Fail Conditional: Denotes a student has failed to achieve sufficient knowledge of learning, but after further study and tuition may be reassessed.
FF	0–44	0	Denotes that the candidate has failed to complete the unit satisfactorily
I	0–100	-	Incomplete: An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the lecturer that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the lecturer with the head of the department or the dean of the faculty in which the subject is given. A "contract" of conditions for completion and time limit, not to exceed 6 weeks within the next semester will be executed by the lecturer and signed by both the lecturer and student. If the terms to remove the grade of "I" are not fulfilled by the end of the sixth week, the grade will become "FF".
DF	Deferred 0–100	-	Assessment task(s) have been deferred
SA	-	-	Satisfactory: This grade is assigned for subjects that are usually marked as either "pass" or "fail". Satisfactory refers to a passing level achievement.
US	-	-	Unsatisfactory: This grade is assigned for subjects that are usually marked as either "pass" or "fail". Unsatisfactory refers to a failing achievement.

WD	-	-	Withdrawn: This grade is assigned when the student officially withdraws in the allocated time period.
WF	-	-	Withdrawn Fail: This grade is assigned when the student does not follow the University's official withdrawal policy by the subject withdrawal deadline or is dropped for excessive absences. This is the equivalent of an "FF" grade.
AU	-	-	Audit.
XC	-	-	Cross Credit.
CC	-	-	Continuing Class: Assigned when a student is unable to complete work during the current semester because of class scheduling over consecutive semesters or at the discretion of the lecturer to allow additional time to complete work. A "contract" of conditions for completion and time limit, not to exceed 12 months, will be executed by the lecturer and signed by both the lecturer and student. If the terms to remove the grade of "CC" are not fulfilled by the end of the contract period, the grade will revert to "FF".
NR	-	-	Results not released: This grade is assigned to subjects when the results are not released due to misconduct or other reasons.
P	-	-	Pass for Short Courses: Applies to non-credit courses. Grades of P are not included in GPA calculations.
F	-	-	Fail for Short Courses: Applies to non-credit courses. Grades of F are not included in GPA calculations.

#### 5.2.1. Grade Reports

- 5.2.1.1. The above grading system will apply for all courses and certificates. Courses for which an overseas Institution through a formal link agreement gives awards will abide by the grading structures of the link institution.
- 5.2.1.2. At the close of each semester, grades or grade reports or results of assessments shall be made available to students. Students are encouraged to keep grade reports and other records pertaining to their academic record.

#### 5.2.2. Reviewing Assessment Marks and Grades

- 5.2.2.1. If students have grievances concerning assessable work they should approach the subject lecturer with their request for explanation and/or remarking. If the grievance is unresolved then they should contact the subject coordinator, course coordinator, the Dean, in this order, the next person only after receiving an unsatisfactory resolution from the previous person on the list.
- 5.2.2.2. Any student who believes that the aggregate mark or grade awarded does not reflect their performance in the subject has the right to approach the subject coordinator and, if necessary, the Dean and have the grading explained or reviewed.
- 5.2.2.3. If a student believes there has been a lack of due process in the reassessment procedure, such students may formally appeal to the Academic Review Committee to review the matter. The letter of appeal must state fully the reasons for the appeal and include any relevant documentary evidence to support such appeal. Please note, however, that the Committee's role is to ensure that the proper procedures have been followed in relation to the assessment of the subject—the Committee's role is not to reassess the academic quality of the work.

#### **5.2.3. Grade Point Average**

5.2.3.1. The Grade Point Average is a calculation which reflects the overall grades of a student. The grade point average is calculated by dividing the total number of grade points earned by the total number of letter-graded subjects completed. It can be calculated at the end of

each semester as well as progressively as a cumulative GPA. Only FF, WF, PP, CR, DN and HD grades are used in GPA calculations.

5.2.3.2. The following formula may be used to calculate the GPA.

$$GPA = \frac{4A + 3B + 2C + 1D}{E}$$

Where:

A is the number of credit points gained at HD grade

**B** is the number of credit points gained at DN grade

*C* is the number of credit points gained at CR grade

**D** is the number of credit points gained at PP grade

*E* is the sum of credit points for subjects for which the student obtained FF, WF, PP, CR, DN and HD.

#### **5.2.4. Change of Grades**

Students who believe that a computational error occurred in grading must immediately contact the lecturer of the subject in question. Students must bring this matter to the attention of the lecturer involved no later than 10 days after the marks of the subject have been given in order for a grade change to be considered. Administrative personnel of the University are not authorized to change a lecturer's grade.

#### **5.2.5.**Repeating a Subject

When a subject is repeated, only the highest grade earned is utilized in computing the grade point average. A student who repeats a subject should notify the Registrar for re computation of cumulative grade point average. If a student repeats a subject for which an FF was obtained both grades will be included in calculating GPA.

#### 6. Responsibility for assessment

Ultimate responsibility for the production and verification of individual student grades rests with the subject coordinator and the Dean of the Faculty. Academic Review Committee will review and approve the grades submitted by subject coordinators for all subjects offered within a semester, but will not have the right to unilaterally alter the final grade for any subject for an individual student without the written or verbal (if given in a committee) consent of the subject coordinator.

#### 6.1. Subject coordinator and other teaching staff

It is the responsibility of the Dean and subject coordinators to ensure that all subject assessment is conducted fairly, competently, effectively, and in conformity with subject objectives. It is recognized that piloting of examination papers, especially multiple-choice questions is desirable. Where necessary, this should be done by the subject coordinator. The University expects the nominated coordinator for a subject (along with any other teaching staff if the subject is team-taught) will undertake a reasonable portion of the assessment marking for that subject. The subject coordinator must have active oversight of all aspects of assessment including the production of the final aggregate marks for each student and maintenance of appropriate records of each student's individual assessment task results.

#### 6.2. Casual and other marking support

Subject coordinators may enlist, with the agreement of the Dean, competent casual support for marking assessment tasks as may be required to cope with the marking load for a subject.

#### 6.3. Monitoring of grading standards

#### 6.3.1.Moderation

In order to ensure transparency and fairness in the marking of student assignments and examinations it is necessary to have clearly articulated procedures in place for the moderation of grades assigned to student work.

- 6.3.1.1. Moderation within subjects: In order to ensure that criteria for marking assignments and examinations are applied equitably and fairly by all staff when more than one staff member is teaching in a subject, the following procedure should be followed:
- **a)** Establishment of criteria Criteria for marking should be developed collaboratively by all staff teaching in the one subject or by the subject co-coordinator.
- **b)** Understanding and Interpreting Criteria All staff should meet and discuss their understanding and interpretation of criteria.
- c) Moderation processes Staff should mark a sample of papers across the range of grades, for example a high distinction, distinction, credit, pass and fail. These sample papers should be shared by all staff teaching in the subject to ensure that there is agreement about the standard and interpretation of criteria. Staff should then complete the marking of papers using these sample papers as a reference for standards applied. At the completion of marking the subject co-coordinator should review the marks to ensure some level of parity, although it would not necessarily be expected that all groups of students receive the same distribution of grades.
- **d)** Failing grades All papers that are assigned a failing grade should be remarked by another lecturer. If the lecturer confirms the fail then the paper should be signed by the second marker as evidence of this confirmation. If the fail is not confirmed then an appropriate grade should be assigned to the assessment.
- e) Moderation in subjects with only one marker In such cases it is likely that criteria will be applied fairly by a single marker. However, when there is an unusually high or low distribution of grades then the staff member should review the criteria used for marking to check how well the criteria discriminate between students.
- 6.3.1.2. **Moderation in Subjects with large numbers:** For subjects with large number of students (100 or more), moderation should be carried out in cases where 35% or higher percentage of students attain distinction and above OR a fail grade.

#### 6.3.2. Between subjects – subjects with anomalous grade distributions

Faculties are responsible for periodically reviewing the distributions of grades emerging from various subjects under their jurisdiction with a view toward identifying any anomalous trends (e.g., excessively high fail rates in specific subjects) that should be addressed.

#### 6.4. Group-based versus individual assessment

It is a normal expectation of University students that they individually and personally complete and submit assessment tasks for any subject they are enrolled in. However, in certain disciplines, it may make pedagogical sense to set group-based assessment tasks that are then assessed. In such tasks, the policy for assigning grades must be clearly documented. Subject coordinators should be aware of the fact that group-based assessment means a necessary confounding of individual student contributions and that specifically documented procedures must be put in place to address this. Such procedures may include assigning a single identical mark to all group members based upon group performance or seeking group member input into individual contributions to the group work and using this feedback to assist in the assignment of marks. However, under no circumstances should any group-based assessment, counting

toward the aggregate mark for the subject, be placed entirely in the hands of the group members themselves. Subject coordinators need to be aware that group dynamics often lead to one of few members doing most of the assigned work.

It is recognized that there may be subjects where, for pedagogical reasons, student self-assessments are sought as a valuable source of input into the assessment process. However, these self-assessments must always be obtained in context with assessment judgments made by the subject coordinator. Under no circumstances should any individually-based assessment, counting toward the aggregate mark for the subject, be placed entirely in the hands of the students themselves.

#### 6.5. Assessing internal and external students

Normally, all students will be expected to undertake the same assessment tasks, regardless of their status as internal or external students. In such cases, assessment tasks will need to be constructed with the off-campus resource needs of external students in mind. However, there may be circumstances where, for sound pedagogical or resource-access reasons, different assessment tasks need to be set for internal and external students. In such cases, the overall workload and coverage of subject content associated with assessment tasks, counting toward the aggregate mark for the subject, shall be equivalent between internal and external students. External students must follow University regulations on examinations. It is the responsibility of the appropriate Dean to ensure that the examinations held off-campus are conducted in conformity with the regulations of the examinations.

#### 6.6. Staff development regarding assessment

Where possible, the Dean in association with the Deputy Vice Chancellor (Academic) shall provide opportunities for staff to improve or extend their capabilities in the area of student assessment through workshops and other activities. Periodic Faculty-based reviews of subject assessment practices and outcomes can also serve a staff development function and can provide a useful platform for facilitating the spread of good practice throughout the Faculty through mentoring and sharing of successes and strategies.

#### 6.7. Late assignment submission

It is a normal expectation that Faculties will develop a policy for handling late assessment task submission by students in their subjects. This policy must be documented in written form and included in the subject materials for subjects taught within the Faculties. The policy must be adhered to uniformly. Whatever policy is created within the Faculty, it should be clearly linked with any policy for seeking extensions on assessment task due dates.

#### 6.8. Return of Marked Assessment Tasks

Written assessment tasks should be marked and returned to the students within three weeks of the date on which the task was due. Staff needs to be aware of the value of early feedback especially in promoting learning.

#### 7. Advice to students regarding assessment

#### 7.1. Documentation

It is the immediate responsibility of the subject coordinator and the ultimate responsibility of the relevant Dean to ensure that sufficient information about subject assessment is included in subject documentation sent to or handed out to all internal and external students. Examination time table must be given to students at least two weeks before the time the examination is to take place. It is recognized that, in many cases, the following list encompasses what is currently best practice in some Faculties.

- 7.1.1.Clear and unambiguous specification of each assessment task in terms of what is to be done, what is to be addressed, expected formatting and style to be employed and other writing requirements. This must include a clear statement on whether or not each assessment task is to be considered compulsory or optional and a specific statement regarding the due date and whether or not, for external students, the due date is a posting date or a 'received at COL' date.
- **7.1.2.**Clear and unambiguous specification of how each assessment task will be marked including: the criteria for marking, an indication, where possible, of whether or not other people besides the members of the teaching team are likely to be involved in the marking, how the marking process will be monitored/controlled by the subject coordinator; and an indication of whether or not spelling and grammar will form an explicit part of the marking criteria.
- **7.1.3.**Clear and unambiguous specification of the overall marking policy for the subject including: how assessment task outcomes will be scaled (if applicable), weighted and aggregated to yield a final grade and information about and rationale for minimum pass marks (if any are set) and how they will impact on the final grading system.
- **7.1.4.**Clear and unambiguous specification of the Faculty's late assignment submission policy and how extensions to due dates may be sought.
- **7.1.5.**Clear and unambiguous specification of how long a turn-around time for marked assignment return students may expect, on average. Where possible, this turn-around time must, (maximum 3 weeks), be arranged so that students have a very high probability of receiving feedback on an earlier assessment task before the next assessment task is due to be submitted.
- **7.1.6.**Clear and unambiguous specification, where appropriate, of the form, substance, extent of subject coverage and weighting of a formal final examination, including its length and the types of questions to expect. This should be accompanied by sample examination questions with answers or sample responses so students clearly understand what they will encounter in the examination and what types of reasoning/levels of learning they will need to demonstrate.

#### 7.1.7.Internal students

- 7.1.7.1. Clear and written documentation regarding all aspects of assessment relevant to the specific subject of study must be circulated to all enrolled internal students within the first week of lectures. Students must be advised that they are personally responsible for correctly submitting all assessment tasks and that failure to do so (e.g., by asking a friend to turn the assessment task in) may result in the assessment task being deemed not to have been submitted. Students must retain a hard copy of all assessment tasks submitted during the semester in case any problems arise. If students are to collect marked assessment tasks from some named location, the collection process must be monitored at all times by an appropriate member of staff; students must collect only their own work.
- 7.1.7.2. When assessment tasks are marked and returned to students (except for formal final examinations), feedback to the student must be clear and readable and such feedback must be substantive and focused solely on the academic content of the task. Feedback comments of a derogatory nature shall not be made under any circumstances. All feedback must refer to specific content in the assessment task and be related to the marking criteria, not to personal characteristics of the student. In order for students to profit from feedback, it must be interpretable and meaningful in the context of learning what was successfully accomplished and how to do things better the next time rather than simply indicating that something was right or wrong.

#### 7.1.8. External students

7.1.8.1. Clear and written documentation regarding all aspects of assessment relevant to the specific subject of study must be explicitly included in the Subject Notes, Study Guides or Resource Materials sent to all enrolled external students. Students must retain a hard copy of all assessment tasks submitted during the semester in case any problems arise.

7.1.8.2. When assessment tasks are marked and returned to students (except for formal final examinations), feedback to the student must be clear and readable and such feedback must be substantive and focused solely on the academic content of the task. Feedback comments of a derogatory nature shall not be made under any circumstances. All feedback must refer to specific content in the assessment task and be related to the marking criteria, not to personal characteristics of the student. In order for students to profit from feedback, it must be interpretable and meaningful in the context of learning what was successfully accomplished and how to do things better the next time rather than simply indicating that something was right or wrong.

#### 7.2. Changes to assessment tasks

Once the assessment requirements have been set down for a specific subject and distributed via subject materials, they may not be altered except in terms of varying due dates and other minor details. In the event of such minor modifications, all students must be informed, in writing, of the changes by the subject coordinator. Changes in the forms of assessment or in the number of assessment tasks will not be permitted once the semester has commenced, except under conditions approved by the Faculty-based Academic Review Committee.

#### 8. Handling special assessment circumstances

#### 8.1. Special consideration, extensions, and deferred assessment

Refer to Section 6.7.

#### 8.2. Supplementary assessment

There may be special circumstances, outside the provisions under Sections 6.7 where alternative arrangements must be made for assessment tasks for particular students. For example, special individual arrangements may need to be made for additional assessment tasks to be set for students who are unable, for legitimate reasons, to attend a compulsory residential school or for whom the carrying out of a specific assessment task, as originally set out, is not possible (as may be the case for people with visual impairment, unanticipated resource access problems or other difficulties). These special arrangements must be directly negotiated between the student and the subject coordinator with due consideration given to issues of equity and assessment validity. Whatever arrangements are agreed to must be set down in writing and signed by both parties, with a copy lodged in the relevant Faculty office. Supplementary assessment arrangements shall only be considered for students with genuine documented hardship claims; they will not be made simply to suit the student's convenience.

# 8.3. Re-marking and re-submission or previewing of student assessments 8.3.1.Re-marking of assessment tasks

Students may request that an assessment task be re-marked, in its original form, in circumstances where the student presents a strong case arguing that the original marking was unfair or inconsistent with marking guidelines. This request must be directly addressed to the subject coordinator, with a copy to the Dean, by the student within 5 working days of receipt of the original marked assessment task. It will be the Dean's responsibility to arrange for the re-marking to be done. Only a single re-mark will be permitted, and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original mark. If the student remains dissatisfied with the outcome, then normal University rules for handling appeals will be followed (Refer to General Rules for specific details).

#### 8.3.2. Assessment task re-submission and preview

At the discretion of the subject coordinator, students may be invited or permitted to revise and re-submit a specific subject assessment task for marking. However, the maximum grade that can be attained for that assessment component under such circumstances is a grade of *Pass*. Students shall also be advised that asking subject coordinators for preliminary reviews of any assessment tasks prior to formal submission is inappropriate and unfair to other students

without that opportunity, unless the subject coordinator has clearly established, in writing, such a practice for all students enrolled in the subject.

#### 8.4. Cheating and plagiarism

Refer to the Policy on Plagiarism.

#### **8.5. Examinations**

Refer to "Examination Rules" approved by the Academic Senate for specific details.

#### **8.6.** Re-sit Examinations

Refer to "Examination Rules" approved by the Academic Senate for specific details.

#### 9. Responsibilities

#### 9.1. Administration of Assessment

- **9.1.1.** Deans of Faculties have the general responsibility for the assessment process but will be advised by the Academic Review Committee of the Faculty.
- **9.1.2.** Deans on the advice of the Academic Committee shall determine (i) the methods of assessment, and (ii) the standards of achievement required for the approved grades.
- **9.1.3.** Mere attendance at prescribed classes shall not be a component of the assessment in any subject, but the Dean may prescribe that participation be a consideration for determining pass or fail. However, the Dean may prescribe that attendance at specified classes be a mandatory requirement for satisfactory completion of a subject and in such cases mechanisms must be in place to mark attendance properly.

#### 9.2. Academic Review Committee

Every Faculty should form an Academic Review Committee (ARC) to consider and reconsider issues related assessment, student progression, and other matters of an academic nature

- **9.2.1.** The Chairperson of the ARC shall be the Dean of the Faculty and comprises members of the Faculty either elected or nominated by the Dean. The committee shall comprise no less than five members or more than 15 members.
- **9.2.2.**The ARC shall advise the Dean on the assessment used in the Faculty including all major components of assessment for each subject, particularly examination papers. The ARC is responsible for reviewing examination papers to determine suitability of the papers.
- 9.2.3. The ARC may exercise judgment by reviewing the results of assessment of each student and the grade distribution for each subject. Additionally, it may ensure that any modification or scaling of marks (as advised to students in the subject outline) has been applied systematically and consistently, and thus make certain that the marks presented for record keeping and declaration properly reflect the levels of performance of individual students.

#### 9.3. Documentation of Assignment Receipt and Return

Faculties must provide a system for recording the submission and return of work, to safeguard against claims of non-receipt and non-return.

#### 9.4. Deans of Faculties

Deans of Faculties must ensure that academic staff are familiar with relevant University regulations and policies, including this policy. Further, it is their responsibility to ensure that assessment methods and practices comply with University policies including the provisions of this Policy. All assessments must be carried out fairly, objectively and consistently for all students.

#### 9.5. Academic Staff

Guided by the Dean of the Faculty, the staff has the following responsibilities:

- **9.5.1.**to identify the objectives of the subject clearly and in terms which enable students to understand what skills and knowledge they are expected to achieve, and what values and attitudes will be fostered by satisfactorily completing the subject; these objectives must be included in the Subject Outline;
- **9.5.2.**to assess students' work fairly, objectively and consistently and to provide adequate feedback on performance. Such feedback should be appropriate, helpful and explanatory and should be delivered as promptly as possible on all work submitted for assessment.
- **9.5.3.**to provide, where appropriate and possible, opportunities for students to participate in identifying their learning needs and planning their learning experiences and ways in which they will be assessed;
- **9.5.4.**to inform students in writing by the end of the first week of formal contact for each subject, of the requirements for the subject including the method(s) of assessment to be used, or not later than the second week in cases where assessment methods and practices are to be finalized after consultation with the enrolled students. (Essential requirements are listed in the requirements for Subject Outline and on University Policy on Plagiarism);
- **9.5.5.**to ensure that no change is made to assessment methods or weightings after the second week of session without the consent of every student enrolled in the subject. The subject co-ordinator must inform the Dean of the Faculty of any proposed changes and the way in which students are to be notified;
- 9.5.6.to notify the Dean as appropriate, of potential or actual conflicts of interest;
- **9.5.7.**to maintain the confidentiality of personal information including marks;
- **9.5.8.**to attend meetings of the Academic Review Committee to advise the Dean on marks and grades;
- **9.5.9.**To ensure that all assessment work and other teaching commitments have been completed and that marks have been considered by the ARC before departing on leave. Another member of staff of the unit must be available to answer any subsequent enquiries about the subject.

#### 9.6. Students

Students have a responsibility to:

- **9.6.1.** comply with the requirements of assessment;
- **9.6.2.** submit for assessment their own individual and unassisted work, except as otherwise permitted;
- **9.6.3.** in general, respect the rights of other students and staff engaged in the teaching process; and
- **9.6.4.** comply with general rules for students.

2017 פֿית הלגל האול כל אפיתו אל ליקות של שלפה ביים בנים.

AS 314

وَّسُونَ مُونِّدُ مُرِيرٌ: 26 حُيرِهُمُ 2017 | عَوْسٌ: 135

16 رُوْرِوْ رُرِ 2017 وَسَرَ رُرَيْرَةُ وَمُرَوَ وَيُرْوَرُ وَيُرَوِّدُ وَيُرَوِّدُ وَيُوْمِ مُرَّدُو رُوْمِ مُؤَدِّدُ رَبِّا فَيْ وَمُو وَيُوْمُو مُرَّدُةُ وَمُوْمَ وَوَجُرِ رَبِّا فِي مُرْمِوَةُ وَمُومِ وَوَسُومٍ وَمُومٍ وَمُؤْمِونًا وَمُومٍ ومُومٍ ومُ