TAV

POLICY No. 01

INSTITUTIONAL POLICY ON THE EVALUATION
OF STUDENT ACHIEVEMENT (IPESA)[1]

MODIFICATIONS

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BG-10-009-001

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[1] Through a previous partnership, TAV College applied Cégep Marie-Victorin's IPESA. The Cégep's policy was also in force at the time the *Commission d'évaluation de l'enseignement collégial* evaluated TAV's application of the policy in 2010. With the Cégep's permission, TAV has translated, adapted and partially rewritten the Cégep's institutional policy for its specific needs. TAV College wishes to thank Cégep Marie-Victorin for its contribution. The updated version of this policy (2018) was written by Marie-Lou Larouche, at TAV College.

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Foreword

With this policy, TAV College seeks to ensure quality, fairness and equivalence in the evaluation of student achievement. Student achievement takes place in an academic context and, when it meets the learning objectives of a course, it may lead to the granting of grades.

This policy is a public agreement between the College and its students, partners, authorities, and Ministry of Education (Ministère de l'Éducation, de l'Enseignement supérieur, MEES). Its aim is to inform students, the public and the Minister on how the College assumes its responsibilities when evaluating student achievement.

Since the evaluation of student achievement forms an integral part of the teaching and learning process, TAV College wants this policy to reflect its *Mission Statement.* Therefore, among its main goals, the College specifically states that it intends to

> *be a multicultural institution, where students from diverse backgrounds contribute to a rich and fulfilling educational experience. Its aim is to help individuals realize their full potential, academically and personally, while respecting their cultural and ethnic diversity. Its broader goal is to establish the College as a community resource center for lifelong learning. It emphasizes excellence in teaching and academic standards and encourages interaction between faculty and students.[2]*

Through its *Mission Statement*, the College wishes to state how the policy will be applied within College learning activities. To ensure that all students, staff and authorities are well-informed concerning this policy, the College will:

- Specify the concepts, goals and objectives of the policy and its application;
- Describe the responsibilities of the individuals involved;
- Define the means used to reach its objectives;
- Determine the criteria for the policy's implementation and self-evaluation.

1. Basic Concepts

1.1 Objectives and Competencies

Ministerial guidelines are presented in programs and course descriptions. They identify the learning objectives (competencies) that are part of the objectives and standards expected of a College education. Based on these objectives, the College defines the Exit Profile of future graduates, establishes the set of competencies and course grid (including the generic course outlines) for all programs.

Each teacher's course outline defines:

- The objectives to be met;
- The course content;
- The teaching and learning activities;
- The methods used for measuring student achievement;

Students are specifically responsible for their own success and learning experience. The definition of the objectives will help students better understand the program and inform them in advance on the evaluation process used to determine if they have met these objectives successfully. The evaluation of students can include the completion of a piece of work (or training session, a problem-solving exercise, an artistic, physical or professional performance, a written essay or the passing of various examinations) allowing students to demonstrate, based on evaluation criteria, that they have reached the expected performance level in a given discipline.

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[2] See *Mission Statement* of TAV College (**www.tav.ca).**

1.2   Evaluation of Student Achievement

The evaluation of student achievement is an appreciation of the knowledge, competencies and attitudes of a student with the aim of determining to what extent objectives (competencies) have been mastered. The evaluation of student achievement may be diagnostic, formative or summative.

1.2.1 Diagnostic Evaluation

The *Diagnostic Evaluation* aims: a) to evaluate the presence or absence of competencies deemed prerequisites for a course (for example, to identify students who need to improve their mastery of content or who require upgrading courses) and b) to determine their level of mastery of course objectives in order to register students in courses based on their level of proficiency.

1.2.2 Formative Evaluation

The *Formative Evaluation* informs students on the learning they have achieved and on what they need to work on to improve their mastery of course content. The formative evaluation identifies (prior to a summative evaluation) any difficulties the students may have. It gives students the time needed to adjust their personal study plan to more effectively pursue the course objectives. It gives teachers the opportunity to make any required adjustments in their own teaching methods to help students better succeed. The formative evaluation's goal is one of assistance, improvement or correction.

1.2.3 Summative Evaluation

The *Summative Evaluation* takes place following a learning sequence or at the end of a course. It aims to attest to the student's degree of mastery of the objectives (competencies). The student grade reflects the student's degree of mastery of course content. The learning target is measured at the end of the semester using an evaluation in one area or more or by using a number of evaluations linked to the final stages of learning. The summative evaluation directly influences decisions regarding the student's obtaining a diploma.

1.3   Recognition of Acquired Competencies (RAC)

The recognition of acquired competencies will be considered for students who present valid transcripts produced by accredited institutions. The College has no obligation to award credits or courses based on the transcripts submitted for evaluation.

The College can award credits and/or courses if it considers that the coursework was achieved in a recognized academic institution. Student results (grades, averages) will be considered. Should the transcript present poor achievement, the transfer of credits and/or courses can be denied by the College.

2.   Guiding Principles, Orientations, and Objectives

2.1   Guiding Principles

First principle: the student has the right to be evaluated in a fair and equivalent manner.

The evaluation of student achievement must be one of quality, based on fairness and equivalence in the evaluations used.

Fairness requires coherence between the results sought, the teaching and learning activities completed in the context of a course and the evaluations used to measure student achievement. Teachers will evaluate student mastery of the objectives of the course. Teachers will conduct the summative evaluation only after the teaching and learning activities are completed in order to allow students a fair chance in demonstrating the extent of their mastery of course content.

Fairness is based on equivalence. It requires that teachers explain the objectives and success levels for the courses for which they are responsible. Students are subjected to equivalent evaluation methods. Students must be evaluated (regardless of the teacher) on the basis of comparable objectives, criteria, and weighting (relative percentage value).

Fairness and equivalence do not mean that the educational methods used to meet the objectives or that the evaluation tools used should be the same from one teacher to another for the same course.

Second principle: learning evaluation tools must be valid and reliable.

The **validity** of an evaluation tool (examination, written assignment, oral presentation, etc.) refers to its relevancy, its ability to properly measure what it is intended to measure.

The tool must evaluate the degree to which the objectives of a course have been reached while also taking into account the weighting of objectives and fixed evaluation criteria. The evaluation types must take into account the integration of knowledge, specific abilities and competencies.

The evaluation tool must be adapted to the learning being evaluated and be based on appropriate evaluation criteria (performance indicators). For example, an observation checklist is appropriate but it should specify the criteria as well as the performance level expected of the student in order to measure his mastery of the competency and to what degree that competency has been mastered.

The **reliability** of an evaluation tool refers to its quality to measure using the same degree of accuracy each time it is used. A tool is considered reliable if the results it produces remain stable for the same subjects under identical conditions for different cohorts.

Teachers have the obligation to choose appropriate methods to ensure the validity and reliability of the evaluation tools they use.

Third principle: the evaluation of student achievement is an essential component of teaching and must reflect institutional coherence.

Teachers must clearly present the objectives (competencies) and success levels (or standards) expected of students. There must be coherence between the objectives, the learning activities and the evaluations used to measure student achievement. Formative evaluations must be integrated into the course in order to allow students see their progress and difficulties.

Efforts to improve the quality of student evaluation must be made by the College to help teachers with training and upgrading services to support them in their duties as evaluators.

2.2 Orientations

The College will adopt the following orientations:

- The evaluation of student achievement will take place within the framework of College supervision and policies. It will involve all teachers, staff and upper management.

- The College will ensure that the evaluation of student achievement is consistent with program objectives and standards while reflecting a character of fairness and equivalence.

- The evaluation of students will include a measurement of their mastery of the language of instruction in all courses.

- The evaluation process must be transparent and allow for an external review, primarily by the *Commission d'évaluation de l'enseignement collégial*. The review must attest to the quality and thoroughness of the evaluation process.

- The College's ability to properly evaluate student achievement is determined by the quality of its evaluation practices. The College will help teachers improve their evaluation skills.

2.3 Objectives

The Institutional Policy on the Evaluation of Student Achievement aims to:

- Ensure the right of students to be evaluated in a fair manner.

    - The evaluation will be based on clearly defined course and program objectives;
    - The weighting of objectives and success levels will be presented and known to students;
    - The tools used to measure student achievement will *only* evaluate the competencies and course objectives that are expected to be mastered by the student;
    - The tools will meet the standards required of a properly designed evaluation tool;
    - The administration of tests (work assignments, examinations, oral presentations, etc.) will be conducted in a context that promotes a fair evaluation;
    - The correction of tests will be conducted using a clearly presented marking scheme provided to students in the course plan at the beginning of the session.

- Ensure the quality, flexibility and diversity of tools used for measuring student achievement.

- Inform students and the Minister of the methods used to guarantee the fairness and quality of evaluations.

- Contribute to the improvement of evaluation practices.

- Contribute to attesting to the reliability of the certification of studies.

- Ensure that students are informed concerning the objectives and success levels that will be expected of them at the beginning of the session.

- Ensure that students are informed concerning the tests that will be used to measure their mastery of objectives at the beginning of the course.

- For DEC programs, ensure the organization of a *Program Comprehensive Assessment* (Synthesis Exam). The assessment is a summative evaluation activity aimed at attesting to the student's integration of the essential learning experience completed at the end of the program.

- Define the rights and responsibilities of each individual involved in the evaluation of student achievement: students, teachers, upper management, and board of governors.

3.   Responsibilities

The College IPESA depends on the cooperation of all those involved in the respect, enforcement and application of this College policy including the student, the teacher, the academic and student advisors, College management, program coordinators, the dean of studies, and the board of governors.

3.1   The Student

The student's responsibilities are the following:

- To attend classes;
- To read the course outline and refer to it throughout the course;
- To invest the required amount of personal study and preparation time required for homework, assignments and learning activities;
- To use the resources offered by the College to counter any learning difficulties;
- To be present at all evaluations.

3.2   The Teacher

The teacher's responsibilities are the following:

- To prepare their course outline in compliance with the *College Education Regulations,* ministerial guidelines, the program's Exit Profile, the generic course outline, as well as College regulations;
- To ensure that students are fairly evaluated;
- To ensure that formative evaluations are used;
- To identify the components to be covered in the summative evaluation including the course objectives that will be evaluated. For each objective, the teacher will indicate its relative percentage weight in relation to the other course objectives. The teacher is responsible for determining the type of evaluation tool (exam, written assignment, oral presentation, etc.) used to measure student achievement;
- To prepare and contribute to the preparation of student evaluation tools. The teacher is required to keep a copy of tests used in the summative evaluation of his students, including the exam answer grid, at least until the beginning of the next session;
  Teachers are required to hand in a copy of their final exam, including the exam answer grid (if applicable) and the evaluation criteria at the end of each session;
- To correct exams following the marking scheme which specifies the evaluation criteria used and their relative weight;
- To distribute to their students, as soon as possible, 1) all relevant information concerning summative evaluations, 2) the objectives being evaluated, 3) the types of evaluation tools to be used, 4) the relative weight of each evaluation, 5) the evaluation criteria and 6) the marking scheme used;
- To enter final grades 10 days, at the latest, after the final evaluation date.

3.3   Academic Advisor

The academic advisor's responsibilities are the following:

- To ensure that summative evaluations by teachers meet the necessary requirements of validity and reliability;
- To recommend the adoption of the IPESA to the dean of studies;
- To establish the necessary methods for implementing the IPESA, especially in reference to regulations, the implementation of grievance mechanisms and evaluation mechanisms for the application of this policy;
- To carry out other related duties.

3.4   Student Advisor

The student advisor's responsibilities are the following:

- To manage the students' academic progression: course proposals, prerequisites verification, schedule changes, program changes, application of the Success Plan, etc.;
- To inform about government and College regulations;
- To inform about admission to a program offered at the College;
- To advise on a change of program;
- To inform and advise on academic prerequisites;
- To track students at risk of having learning difficulties;
- To inform of the consequences of canceling a course;
- To establish an action plan to improve success;
- To identify resources that can help students achieve their goals;
- To adapt the educational path in consideration to their living environment (work-family balance, health problems, etc.) or their career objective (insert certain academic prerequisites in the pathway scenario, for example);
- To welcome disoriented or struggling students, discuss with them and then refer to the appropriate professional service to work on the problem;
- If necessary, recommend and submit to the Registrar requests for substitution, equivalence or exemption from a course;
- To carry out other related duties.

3.5   Program Coordinator

The program coordinator's responsibilities are the following:

- To know the grid and description of the program;
- To know the progression of the program by semester;
- To participate in the elaboration of the course choices with the dean of studies;
- To approve course outlines, index them, ensure their storage for at least three years and advise teachers regarding course outlines;
- To receive final results of the evaluations of student achievement for each course and the Program Comprehensive Assessments; treat these results with impartiality, integrity and complete confidentiality; communicate the results to students within the prescribed deadlines;
- To support teachers in their role as evaluators and provide consulting services in the evaluation of student achievement to teachers;
- To organize two teacher meetings every semester (one at the beginning, the other at the end) and conduct these departmental meetings;
- To participate in the hiring and welcoming of new teachers;
- To share program expertise with the teaching team;
- To respond to teachers' inquiries (on issues that affect the program) and offer them support, as needed;
- Every 5 years, to participate in the organization of the program evaluation under the authority of the dean of studies and the academic advisor responsible for program evaluations;
- To share expertise in new teaching methods or pedagogical improvements;
- Follow up with College management regarding strengths, weaknesses and problems encountered;
- To carry out other related duties.
- DEC program coordinators must also:
    - Approve the nature and content of the Program Comprehensive Assessment (Synthesis Exam) and ensure that it is consistent with the program objectives;
    - Represent TAV College at the Issue Tables (*Tables de concertation*) at the Ministry of Education (MEES) and other colleges.

3.6   The College³

The College's responsibilities are the following:

- To ensure fairness and equivalence in the summative evaluations;
- To define the *Exit Profile* of future graduates based on objectives and standards as presented in ministerial guidelines;
- To define terminal objectives for each course in accordance with the *Exit Profile* and ministerial guidelines;
- To develop all generic course outlines for the program in order to reflect the correct sequence of learning activities to be proposed to students and the final performance to be evaluated;
- To establish specific evaluation methods for each course in accordance with fixed success levels and established standards;
- To determine the success level (between 60 and 100 %) for learning objectives (for example, language skills, attitudes or competency components) that are so crucial that, on their own, can result in a verdict of failure if they are not mastered to the required minimum level;
- To ensure the quality of evaluation tools prepared by teachers;
- To ensure the reliability of the marking of evaluations;
- To ensure that Program Comprehensive Assessments (Synthesis Exam) are properly managed;
- To ensure the implementation of this policy among all the people and entities concerned;
- To ensure favourable conditions for the implementation of fair and quality evaluations.

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³ This entity represents all College employees: management, administrative staff, teachers, program coordinators, professionals and support staff.

3.7   Dean of Studies

The dean of studies is responsible for the application and enforcement of the IPESA at TAV College. In this respect, the dean of studies' responsibilities are the following:

- To recommend the adoption of the IPESA to the board of governors;
- To oversee the respect, application and enforcement of the policy by staff, teachers and students;
- To oversee the revision of the policy when modifications are deemed necessary;
- To disseminate the policy to all students, staff and teachers;
- To name all persons responsible for the orientation, development, revision, adjustment and modifications made to this policy;
- To provide students, teachers, professionals, and support staff with the human, material and technical resources for ensuring that the evaluation of student achievement is fair and equivalent, that it respects individual rights and allows for the carrying out of individual responsibilities;
- To coordinate the visit of the *Commission d'évaluation de l'enseignement collegial (CEEC)* in view of this policy's evaluation;
- To follow up on the recommendations made by the *CEEC* in view of improving the policy;
- To personally attest to the students, the public, the Minister and the *CEEC* concerning the quality, fairness and equivalence of the evaluation of student achievement;
- To take charge of all communication with the *CEEC*;
- To complete an annual review of the IPESA activities concerning the implementation and development of the College *Institutional Policy on the Evaluation of Student Achievement*.

3.8   The Board of Governors

The board of governors' institutional responsibilities are the following:

- To adopt the IPESA policy submitted by advisors upon the recommendation of the dean of studies*;*
- To adopt any report resulting from the application or evaluation of this policy;
- To receive the evaluation report established by the *CEEC* with respect to this policy and mandate the dean of studies to follow up with any recommendations made by the *Commission*.

4.0 The Generic Course Outline and the Course Outline

4.1 Definition of the Generic Course Outline

The generic course outline is the planning tool used to reflect the Ministerial guidelines for a course. It ensures a fair and rigorous interpretation of ministerial specifications for the course and guarantees the coherence and integration of all academic practices within a particular program.

4.2 The Elements of the Generic Course Outline

The generic course outline (program specific component) contains the following elements[4]:

a)   The technical data of the course (number of hours, weighting, credits, course code, and course title);
b)   The targeted competency or competencies;
c)   The presentation of the essential course content;
d)   The learning stages;
e)   Clarification of the link with other courses in the program (if applicable);
f)   The learning target of the course (if applicable);
g)   A detailed description of the final evaluation (if applicable);

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[4] Some of these elements are already in the program booklet, for example, the number of hours.

h) The course's specific requirements (if applicable);

The generic course outline (general education component) contains the following elements:

   i) The technical data of the course (number of hours, weighting, credits, course code, and course title);
j) The targeted competency;
k) The elements of the competency;
l) The course's specific requirements (if applicable);

4.3 Definition of the Course Outline

The course outline is the starting point for the planning of all courses. It is the reference tool for the teacher, the College and for the students since it is their guide for the material to be covered. It should reflect the essence of the generic course outline. The course outline is a form of commitment to the student. It is distributed to students who are registered in courses at the start of each session.

4.4 Elements of the Course Outline:

The course outline contains the following elements:

a) The course title;
b) The role of the course in the student's education;
c) The competency or competencies to be mastered;
d) The links with other courses;
e) The indication of any prerequisites;
f) The relevance of this course for the student;
g) The learning target for the course;
h) The stages of learning and, for each of them:
  ▪ The learning objectives,
  ▪ The essential course content,
  ▪ The teaching and learning strategies,
  ▪ The length of each stage of learning (if applicable);
m) The evaluation of acquired skills and knowledge:
  ▪ The formative evaluations;
  ▪ The summative evaluations:
    o the evaluation types and their description (assignments, exams or other),
    o the evaluation dates,
    o the weighting of each evaluation,
    o the evaluation criteria;
j) A description of how the final examination relates to the learning target;
k) The course schedule of learning activities and evaluations;
l) The specific requirements of the course;
m) A description of how the IPESA will be enforced using the following parameters:
  ▪ Students' responsibilities (3.1),
  ▪ Students' attendance (10.3),
  ▪ Student submission of assignments and attendance at evaluations (7.1-7.4),
  ▪ The measurement of student achievement (5.4-5.5),
  ▪ The evaluation of the student's proper use of the English language (9.2),
  ▪ Academic fraud, plagiarism and cheating (12.1-12.5);
o) A commented bibliography which will include:
  ▪ Required reading,
  ▪ Recommended reading.

5.0　The Measurement of Student Achievement

5.1 Student achievement will be measured using summative evaluations and will evaluate the student's mastery of the learning objective (competency). Evaluation tools will take account of the success level approved by the College or set forth in the generic course outlines.

5.2 Teachers will evaluate assignments and exams based on what the student has actually demonstrated and not on what is presumed that he can demonstrate.

5.3 The student's grade will express his degree of mastery of the objective (competency) according to the expected success level or established standard. No grade may be awarded for class attendance alone. No points can be awarded for attendance in class or participation. All points awarded, all summative evaluations must be used to evaluate the competencies and course objectives. It is forbidden to award points for an evaluation only because it was submitted.

5.4 When some assignments required of students are to be done as a team, the summative evaluation of each student will always be based on individual performance. It is the individual student's mastery of the objectives (competencies) that must be demonstrated, not that of a group of students.

When students are given a team assignment, the individual student's mastery of the course's objectives must be established. If the ability to work as a member of a team figures as one of these objectives, this dimension will be awarded a separate grade in order to certify the ability of each student to work as a team member. In this respect, students will be required to sign a team contract stating the requirements and procedures that will ensure that program objectives are attained on an individual basis (see contract, appendix I).

5.5 Every course ends with a summative evaluation activity that counts for at least 40% of the final grade. This percentage can be distributed on more than one evaluation in the last stage if these serve to testify to the progressive achievement of the course's final learning target.

If this final evaluation covers all of the course's objectives or all of the competency components, the grade awarded by this evaluation activity may be increased to over 50% of the final grade.

5.6 Teachers will hold mid-semester summative evaluations that will allow students to assess their degree of achievement and chances of success.

Before the start of the last quarter, the student must have received grades representing at least 30% of the final grade.

5.7 The minimum passing grade for a course is 60%.

5.8 Students who successfully complete a course will obtain the credits attached to that course.

5.9 Students who fail in clinical or practical training sessions, due to a serious breach of professional ethics, may not be authorised to continue their studies in the program.

6.0 Weighting of Objectives and Criteria

6.1 For each course, the teacher will identify what objectives (competencies) will be evaluated in the summative evaluation. For each objective, he will specify a relative percentage value.

In evaluating each objective, the teacher will specify the evaluation criteria and establish the marking scheme (value assigned to each of the criteria).

6.2 Certain objectives (competencies) are so important that, on their own, can result in a failing grade if they are not mastered to a certain level.

The teacher will inform the College in writing when he determines which objectives and success levels that, on their own, can justify the action of failing a student in a course. The teacher's decision must be approved by the College and/or its representatives (advisors or program coordinators). The exceptional weight given to these objectives (competencies) will be reflected in the course outline.

7.0   Attendance at Final Exams and Submission of Class Assignments

7.1   Attendance at final exams (summative evaluations) is mandatory. A student who is absent without serious justification will automatically receive a grade of zero (0).

The student must meet with the teacher in order to motivate his absence with proper documentation (i.e. doctor's note). Only serious reasons (such as a death in the family, an accident or illness) will be accepted as valid by the College. In such cases, the teacher will propose a make-up evaluation.

Students must arrive for an exam at the specified time and place. If a student is late, the student may be refused entrance to the room if another student has already handed in his exam paper and left.

7.2   All assignments will be submitted to the teacher on the specified date and time. Students who hand in work late will be penalized up to 10% of their grade (may be less than 5%) *for each day the assignment is late*. This indication will be specified in the course outline. Students are responsible for keeping a copy of their assignments.

7.3   Assignments that are handed in after the teacher has returned corrected assignments to the rest of the students will not be accepted. The decision to propose another assignment and grant an extension will be at the teacher's discretion.

7.4   Written assignments will be presented in typed format.

8.0   Correction of Assignments and Exams

8.1   Students will have sufficient advance notice of the evaluation criteria and marking scheme for an exam or assignment in order to allow them to adequately prepare and revise their own assignments before handing them in.

8.2   All annotations, comments and observations by the teacher will be designed to help the student recognize his mistakes and understand what he must do in order to improve.

8.3   The teacher will return the results of an evaluation within a reasonable period of time in order to help students improve.

8.4   Copies or work assigned during the semester will be returned to the students. Students will have access to their results, as well as comments and annotations made on their copy by the teacher.

The teacher will be required to keep copies of all final exams or other summative evaluation assignments for one year or until the official grade review period has passed.

9.0   Evaluation of the English language

9.1   In order to give students every opportunity to improve their language skills and to prepare them to pass the Ministerial English Exit Exam (for students studying in a DEC program), teachers will assign written assignments.

9.2   Teachers will deduct marks of up to 10% of the grade for English language mistakes. The College or its representatives (advisors) will specify a reasonable negative marking scheme for errors. The negative marking scheme will be part of the course outline.

In courses where language accuracy is part of the learning objectives, the maximum number of points deducted for mistakes may exceed 10% but will not represent more than 20% of the grade awarded for a specific assignment or exam.

9.3   Teachers will be vigilant concerning the quality of language in the documents they distribute to students.

10.0 Class Attendance

10.1   It is the responsibility of students to attend class.

10.2   Teachers are required to record attendance in class and to encourage students to attend all classes scheduled during the session.

10.3   Teachers cannot modify a final grade due to a student's poor attendance. In other words, poor attendance in itself cannot be used to alter the value of the final grade in view of the fact that the final grade reflects the student's level of attainment of the course objectives (see article 5.3 of policy for more details). Since the final grade is based on the attainment of objectives, it must be determined through the use of the evaluation tools presented in the teacher's course plan: for example, summative evaluations including quizzes, term papers, mid-term exams, final exams, class presentations, etc.

11.0 Grade Reviews

11.1   Students who feel they have been unfairly evaluated in a summative evaluation may request a grade review **no later than 60 days** after the official end of the course. Unless there are exceptional circumstances, any request after this deadline will be refused.

11.2   A grade review does not mean that the student will receive a higher grade. The grade may remain the same or even be reduced.

11.3   For all evaluations within the semester, students will appeal directly to the teacher for a grade review.

The grade review form can be obtained through an advisor at the registrar's office. The College will form a Grade Review Committee to evaluate the student's request.

The student's copy will not be available to consult by the student until the grade review process is over.

11.4   The grade review process does not apply where a simple technical error (faulty mark calculation, transcription error, etc.) has been made. Requests of this kind will be made directly to the teacher concerned during the session or, at the end of the session, through the registrar's office.

12.0 Academic Fraud, Plagiarism and Cheating

12.1   The notion of fraud applies to all plagiarism or cheating during an activity leading to a summative evaluation.

12.2   All plagiarism, attempt to plagiarize or collaboration to plagiarize will lead to a grade of zero (0) for an exam or assignment. After having informed the student, the teacher will prepare a written report and submit it to College authorities (or program coordinator) who are responsible for filing the report. If the student plagiarizes a second time, he will receive a grade of zero (0) for the course or courses concerned. The teacher will submit a written report to the authorities who will file the report in the student's record.

12.3   Students are deemed to plagiarize or cheat when they:

- Use unauthorized notes;
- Copy assignments or answers belonging to another person;
- Provide answers to other students in an exam room;
- Do not provide references including Internet sources;
- Falsify documents used for evaluation purposes.

12.4   To ensure the validity of an evaluation, the teacher supervising an exam will be required to take the necessary measures to avoid any form of plagiarism or cheating.

12.5   Any student who believes himself unjustly accused of plagiarism and/or cheating will have the right to recourse in accordance with the grievance mechanisms set forth in article 17.0 below.

13.0 Posting of Grades

The posting of student grades will be done through the College Omnivox system to ensure confidentiality.

14.0 Program Comprehensive Assessment (Synthesis Exam)

14.1   In compliance with article 25 of the *College Education Regulations,* a final Comprehensive Assessment specific to each program will be administered to all students enrolled in programs leading to a Diploma of College Studies.

14.2   The Comprehensive Assessment is a specific evaluation that is designed to attest to the student's integration of the learning experience he has acquired in the program of studies as a whole.

14.3   The Assessment will take into account learning objectives, standards, Ministerial guidelines as well as the program *Exit Profile*.

14.4   The Assessment may have more than one component. It may be a single examination or consist of a combination of a few evaluation activities including a College Board of examiners (internal or external).

The Assessment will measure three aspects of the student's acquired learning:

- The result obtained (what the student did)
- The process used (how he did it)
- The awareness of cognitive strategies invested (the student's ability to justify what was done and how it was done).

Furthermore, the Assessment will include one or more end-of-study courses, such as a comprehensive course, a practical training session, an integration activity or a graduate project.

A clear distinction will be made between the evaluation of a learning activity and the evaluation done using the Program Comprehensive Assessment.

14.5   The development and implementation of the Program Comprehensive Assessment will be carried out for each program, in compliance with:

- The determination of the subject of the Program Comprehensive Assessment;
- Its form;
- The type of preparation required of the student;
- Eligibility conditions and evaluation methods;
- The method of transmitting the Comprehensive Assessment results and the Comprehensive Assessment remake conditions;
- The responsibilities to be assumed;
- The allocation of resources.

15.0 Course Substitution and Equivalence

Substitution

15.1 The College may authorize the substitution of a course normally required in a student's program through another course done at the College level.

15.2 Substitutions will only apply to College-level courses taken in a recognized institution in Quebec.

15.3 The substitution grid that is in force at the College will be used. All other substitution requests will be analyzed on an individual basis.

15.4 All substitutions are recorded by the College. Any documentation submitted in support of a substitution as well as the official decision will be filed in the student record for future reference.

Equivalence

15.5 The College may grant an equivalence when the student demonstrates that he has acquired the objectives of the course for which the equivalence is requested. The equivalence entitles the student to the credits attached to the course, which does not have to be replaced by another course (see Appendices 2 and 3).

15.6 Equivalences will only apply to university-to-College or College-to-College level courses taken in recognized institutions.

15.7 The student must provide all necessary documents for evaluating the request. The equivalence will be authorized by the registrar's office after recommendation by the student advisor.

15.8 All equivalences are recorded by the College. Any documentation submitted in support of an equivalence as well as the official decision will be filed in the student record for future reference.

Exemption

15.9 The College may grant an exemption for a course. The exemption does not entitle the units attached to the course, which does not need to be replaced by another course. In this case, the total number of units required by the program is reduced by the credits representing the exemption.

15.10 The exemption is an exceptional procedure by which a student may be allowed to refrain from taking a course in the program in which he/she is registered. The exemption can only be applied if the course cannot be replaced by another. This procedure applies to exceptional cases and cannot, at any time, be considered a formal precedent in College procedure. When granting an exemption, the College is committed to the attainment of the program objectives by the student getting an exemption in order not to reduce the quality of the diploma.

15.11 The student is responsible for filing his/her application for an exemption and providing all necessary documents supporting the request. The student advisor will submit the exemption request for approval by the registrar. The documents used to award the exemption will be kept in the student file.

Incomplete

15.12 According to the College Education Regulations, a college may grant a permanent incomplete where a student demonstrates that he or she was unable to complete a course for a serious reason beyond the student's control and that the deadline determined by the Minister is reached. For example, this could be due to an accident, prolonged illness, care of a loved one or death (see Regulation Promoting Academic Success). The motive must have prevented the student from fully participating in the course for a period exceeding three weeks, if the course was offered in a regular session. The incomplete does not give entitlement to the credits related to that course. By no means, illness or other, students in a Major Failure Situation can avail themselves of a Permanent Incomplete.

16.0 Procedure for the Certification of Studies

16.1   Before recommending the granting of a Diploma of College Studies to a student, the board of governors will ensure that the student file complies with the following:

- Before recommending the granting of a Diploma of College Studies, the registrar's office will verify the following:

    - The student has successfully completed the learning objectives of the program in which he is registered;
    - The student has completed all learning activities in conformity with the program objectives;
    - The student has obtained the credits attached to courses or has been granted course equivalences, exemptions, or substitutions in accordance with the regulations set forth in this policy;
    - The student has successfully completed the Program Comprehensive Assessment and all examinations conducted through the Ministry;
    - The student in the DEC program has completed his/her HSD;
    - The student admitted through an equivalence procedure respects all admission criteria;
    - The student admitted in the program respects all admission criteria, specific admission conditions, and specific registration conditions;

- Once the verifications are completed, the registrar's office will make its graduation recommendations to the board of governors.

16.2   Before recommending to the board of governors that a student be granted an Attestation of College Studies, the registrar's office will verify that all records comply with the following:

    - The student has successfully completed the learning objectives of the program in which he is registered;
    - The student has completed all learning activities in conformity with the program objectives;
    - The student has obtained the credits attached to courses or has had been granted course equivalences, exemptions, or substitutions in accordance with the regulations set forth in this policy.
    - The student admitted through an equivalence procedure respects all admission criteria;
    - The student admitted in the program respects all admission criteria, specific admission conditions, and specific registration conditions;

Once these verifications are completed, the registrar's office will make its graduation recommendations to the board of governors.

17.0 Grievance Mechanisms

In the event of a breach of any of the above clauses, regulation or condition provided for under this policy, the following mechanisms will apply:

- In an effort to resolve any misunderstanding or any issues resulting from the non-compliance of this policy, the College will encourage dialogue between the parties involved. Before taking any further action, the parties will meet and attempt to resolve the problem. At this stage, the student is encouraged to start the process;

- If no agreement is reached, the student advisor or academic advisor will be informed of the problem (if the advisor is involved, the College will appoint a substitute). The advisor will seek to resolve the problem with the parties involved and invite them to state their cases and he will help them find a solution;

- If no satisfactory solution can be found, the complaint will be referred to the dean of studies who will act in the name of the College and decide what action (disciplinary or other) will be taken to resolve the

grievance. At this stage, there will be no other appeal process available within the College and the case will be considered closed.

At each stage of the process, if the student is liable to litigation, he may be accompanied by a person of his choosing (for example, another student, an advisor, etc.).

18.0 Implementation and Evaluation of the Application of the Policy

This *Institutional Policy on the Evaluation of Student Achievement* of TAV College will be effective as of September 2010.

18.1 The approved policy will be distributed to all teachers and all academic service personnel. An abridged version will be distributed to students. The complete text of the policy is available to students on the College website, www.tav.ca.

18.2 The dean of studies will ensure the implementation of this policy among all persons and authorities concerned.

18.3 The next evaluation will take place during the 2022-2023 school year. This evaluation will apply to the policy's goals and objectives, the sharing of responsibilities, the implementation methods and the policy's evaluation procedure.

18.4 The criteria used in evaluating this policy will be the following: the congruence between the application and the text of the policy, the effectiveness of this application in ensuring quality, equivalence and fairness in the evaluation of student achievement.

18.5 The evaluation report of this policy will be submitted by the dean of studies to the College's board of governors, including any requests for amendment.

18.6 During its application, any request for amendment will be submitted through a formal request addressed to the dean of studies.

18.7 All parties (students, teachers, advisors, upper management) will be consulted concerning this request for amendment.

18.8 Once adopted by the board of governors, the amendment will be included in the policy and all parties concerned will be informed.

Appendix I

TEAM CONTRACT

Course title : _____

Codification : _____

Semester : ☐ Fall   ☐ Winter   **Year : _____**

This contract allows you to establish rules and procedures that will guide your team's work in order to support the achievement of program objectives.

Information relating to team members

Last name, first name	Availability	Phone number	email

Personal requirements for each team member supporting the team's work

Name	Personal requirements (Ex. : not working at the last minute, be well-prepared, etc.)

1/3

Qualities or resources that every team member can contribute to the team

Name	Qualities

In case of non-compliance with the rules established in the contract
In order to promote the proper functioning of the team, or if members do not respect the rules listed in this contract, they will face the following consequence(s):

2/3

- avoid wasting time;
- limit the discussions on the agenda
- listen to and respect the ideas and opinions of others;
- show solidarity for everyone's work;
- fairly distribute and individually take responsibility for the required work;
- participate in decision-making;
- meet deadlines for the team and the teacher;
- approve the parts of the work and improve them with your personal contribution so that the final product is a common production;
- bring together results stemming from individual efforts so that everyone has good knowledge of the project;

Note that members may also determine other rules according to the context.

Here are the rules determined or proposed by the team members :

- _____
- _____
- _____
- _____
- _____

Date of signature of the agreement by the team: _____

Signatures of the team members :

_____

_____

_____

_____

Signature of the teacher: _____

3/3

The team contract has partly been drawn from and adapted from the three following resources :
- Jacques, J. et Jacques, P., *Le petit guide du travail en équipe gagnant*, Éditions Saint-Martin, 2008, 96 pages.
- Motoi, I. et Villeneuve, L., *Guide de résolution de conflits dans le travail en équipe*, Université du Québec en Abitibi-Témiscamingue, Presses de l'Université du Québec, 2006, 82 pages.
- Proulx, J., *Enseigner Réalité, réflexions et pratiques*, Québec, Cégep de Trois-Rivières, 2009, 564 pages.

Appendix 2

Admission in DEC programs

Some students registered in a DEC program have their general education courses credited and have obtained equivalencies for studies completed abroad. These students must successfully complete the English Exit Exam to obtain their diploma.

To prepare the students for this exam, they will have to complete the DEC Admission test. The results from this test will determine which English courses, Language of Instruction and Literature, will have to be taken.

As of Winter 2020, these students will have to complete the following English courses: 603-102-MQ (Literary Genres) and 603-103-MQ (Literary Themes). If these students pass the English Exit Exam, the course 603-TVE-TV (English Adapted to Program) will be credited. If they fail the English Exit Exam, they will have to complete 603-TVE-TV.

Admission dans un programme menant à l'obtention d'un DEC

Certains étudiants inscrits dans un programme menant à l'obtention d'un DEC ont des cours de formation générale crédités et obtiennent des équivalences pour des études effectuées à l'étranger. Ces étudiants doivent obligatoirement réussir l'épreuve uniforme de français afin d'obtenir leur diplôme.

Afin de les préparer le mieux possible à cette épreuve, tous ces étudiants devront compléter le test d'admission au DEC. Le résultat de ce test d'admission déterminera quels cours de français, langue d'enseignement et littérature, devront être suivis.

Depuis la session d'Hiver 2020, ces étudiants devront suivre et réussir les cours de français suivants : 601-102-MQ (Littérature et imaginaire) et 601-103-MQ (Littérature québécoise). Si ces étudiants réussissent l'épreuve uniforme de français, le cours de français 601-TVA-TV (Français propre au programme) leur sera crédité. S'ils échouent l'épreuve uniforme de français, ils devront compléter le cours 601-TVA-TV.

REGISTRAR'S OFFICE : EQUIVALENCE, DISPENSE OR SUBSTITUTION

Appendix 3

Nom de famille / Family Name: _____ Prénom / First name : _____ DA : _____

Date de naissance / Date of Birth : _____ / _____ / _____ Programme / Program: _____

Jour-Day   Mois- Month   ANNÉE-YEAR

DISCIPLINE	COMPÉTENCE / COMPETENCY	COURS/COURSE	NOTE		
Français / *English*	4EF0 / 4EA0	601/603-101-MQ	**EQ**	**DI**	**SU**
	4EF1 / 4EA1	601/603-102-MQ	**EQ**	**DI**	**SU**
	4EF2 / 4EA2	601/603-103-MQ	**EQ**	**DI**	**SU**
	4EFP / 4EAP	601/603-TVA-TV	**EQ**	**DI**	**SU**
Philosophie / *Humanities*	4PH0 / 4HU0	340/345-101-MQ	**EQ**	**DI**	**SU**
	4PH1/ 4HU1	340/345-102-MQ	**EQ**	**DI**	**SU**
	4PHP/ 4HUP	340/345-TVA-TV	**EQ**	**DI**	**SU**
Anglais langue seconde / *French as a Second Language*	4SA0 / 4SF0	604/602-100-MQ	**EQ**	**DI**	**SU**
	4SAP / 4SFP	604/602-TVA-TV	**EQ**	**DI**	**SU**
Éducation physique / *Physical Education*	4EP0	109-101-MQ	**EQ**	**DI**	**SU**
	4EP1	109-102-MQ	**EQ**	**DI**	**SU**
	4EP2	109-103-MQ	**EQ**	**DI**	**SU**
Cours complémentaires / *Complementary courses*			**EQ**	**DI**	**SU**
			EQ	**DI**	**SU**

Commentaires/Comments: _____

_____

Student Advisor: _____ Date : _____

Registrar's Office: _____ Date : _____

En vertu du document créé par le SRAM: *Équivalences de niveau de scolarité et équivalences de cours pour les études effectuées à l'étranger* et de la PIEA du Collège TAV. / Pursuant to the SRAM document and the TAV College IPESA.