

Policy Name	<b>Evaluation of Student Learning</b>		
Policy #	<b>119</b>	Category	<b>Academic</b>
Policy Sponsor(s)	<b>Associate Vice-President, Learning and Teaching</b>	Previous Revision Date	<b>February 10, 2014</b>
Policy Approved by	<b>President &amp; CEO</b>	Revision Date	<b>July 1, 2017</b>
Procedures Approved by	<b>Provost and Vice-President, Academic</b>	Review Date	<b>See Policy Review Date or as Required</b>

See the related [POLICY](#).

## DEFINITIONS

**Course Outline:** The course outline is a formal and official document which provides students with information on course content, course requirements, learning outcomes and the assessment of the learning outcomes.

**Evaluation Methods:** An evaluation method is a process to assess learning. The determination of which evaluation method to use is based on the learning outcomes in a course. Examples of evaluation methods include formal written or oral examinations and tests; research papers, reports or essays; shop or laboratory assignments; journal writing; objective structured clinical exam; observed work procedures and task completion in shops, laboratory, clinical, work placement, or co-operative education environments; presentations; projects; case studies; simulations; and portfolio assessment.

**Examination:** An examination is a comprehensive form of testing for the purpose of assessing student learning. A final examination is comprehensive and is provided at the end of a course. It assesses learning outcomes from the entire course.

**Test:** A test assesses knowledge or skills application for a specific topic or shorter section or portion of work in a course. A mid-term test assesses learning outcomes covered up to the date of the mid-term.

## PROCEDURES

### 1.0 Evaluation Criteria and Methods

- 1.1 Students will be evaluated based on objective criteria as identified by measurable learning outcomes provided in the course outline for each course. The instructor should make every effort to ensure equitable assessment occurs for outcomes associated with group assignments and/or peer assessment.
- 1.2 Students will receive a course outline at the beginning of each course which will contain the following information (at a minimum):
  - Course code and course name
  - Course description
  - Pre-requisites or co-requisites
  - Course hours

- Credit units
- Evaluation/assessment methods - types, numbers and weighting for each assessment
- Passing grade
- Learning resources
- Learning outcomes
- Prepared/updated by with date
- Approved by with date
- Effective term or academic year

**1.3** After a course outline has been approved by the program head and provided to students by the course instructor, no major changes will occur.

**1.4** If student attendance or presence is required in a course as part of the evaluation criteria, the course outline will provide necessary details required by students to meet the criteria.

**1.5** Students will ensure they receive and understand the requirements of a course and methods of evaluation. It is the student's responsibility to seek clarification if a requirement is not clear.

## **2.0 Weighting of Evaluation Methods**

**2.1** No single evaluation in a course will exceed a weighting of 40% of the final grade except in exceptional circumstances as approved by the program head (or associate dean/academic chair if the program head is the course instructor). Courses of less than 3 credit units or clinical practice education, when necessary, may have evaluations of greater than 40%.

## **3.0 Conduct of Examinations and Assessment Requirements**

**3.1** Students are required to be present for examinations and tests and to submit other assessments on the required date or deadline. Failure to do so will result in consequences indicated in the course outline and/or course syllabus.

**3.2** Students must produce their student identification card or government issued photo ID, in an examination or test if requested. A student may be denied an opportunity to write an examination or test if s/he does not have this photo identification.

**3.3** Program instructors will work together in setting major assignments and examinations worth 20% or more of a final grade so as not to create hardships for students. A student who has more than three (3) mid-term tests or final examinations in a 24-hour period may request a deferral or other resolution by submitting the request to the program head. Upon request, the program head will ensure a resolution is reached such that no more than three (3) mid-term tests or final examinations occur within a 24-hour period. The student is responsible for advising the program head of the hardship as soon as s/he becomes aware if s/he wishes to request a resolution.

**3.4** An examination will not exceed three (3) consecutive hours unless required by an external accrediting body. A student will not have more than six (6) hours of examinations in a 24-hour period. In the case of an extended clinical practice education examination beyond three hours, a student will be given a break after two hours. (Also see section 6.2 for Accommodations).

- 3.5 Scheduled dates and deadlines for major program assessments worth 20% or more of the course grade and any mid-term tests or final examinations will be made available to students at least three (3) weeks prior to the assessment deadline, examination or test date or at the start of the course for courses less than three (3) weeks. When possible, all dates and deadlines for examinations, tests and other assessments will be identified in the course outline.
- 3.6 Final grades and grades that contribute to a final grade **must** be received by a student no later than 10 calendar days following course completion to support their future learning and student success.

#### 4.0 Student and Invigilator Responsibilities in Examinations and Tests

- 4.1 It is the course instructor who will invigilate an examination or test. If the course instructor cannot invigilate the examination or test, s/he will advise the program head and make appropriate arrangements for an alternate invigilator. Where possible, the instructor will attempt to ensure s/he can be contacted in case there are questions.
- 4.2 The invigilator will make every effort to ensure that examination or testing rooms are quiet and free from unnecessary and unreasonable disruption.
- 4.3 The examination invigilator is responsible for ensuring proper security and being vigilant for integrity purposes during an examination or test. The invigilator will refrain from activities that may distract them from their invigilation duties.
- 4.4 Any breach of integrity by a student will result in the student being denied access to complete an examination or test and being removed from the room. The student will be liable to penalties as defined in policy 1211 *Student Conduct*.
- 4.5 In an electronic examination or test, the instructor/invigilator will ensure any necessary system restrictions are in place such as disabling web browsing or removing software.
- 4.6 Students may bring into the examination or testing room only those devices or resources that have been approved by the instructor or noted on the examination or test information. Students may not bring any electronic communication devices (including laptops, notebooks, tablets, cell phones, smart watches, etc.), papers, books or other materials into the examination or testing room unless indicated by the instructor or on the examination or test materials.
- 4.7 Students may not communicate with one another unless permitted by the instructor or invigilator.
- 4.8 At the discretion of the instructor or invigilator, a student may be denied access to an examination or test if s/he arrives more than 30 minutes after the start of the examination or test. If a student is denied access and meets required criteria for a deferral, s/he may request a deferral as outlined in section 5.0.
- 4.9 A student may not leave an examination or test until 30 minutes after the start of the examination or test. A student may only leave the room prior to the end time of the examination or test with the permission of the instructor or invigilator.
- 4.10 If an emergency occurs during an examination or test such as a fire alarm, students will leave all materials in the examination or testing room and will leave the room with and stay

with the invigilator and shall not communicate with anyone prior to the resumption of the examination or test. If the examination or test must be cancelled, the instructor may reschedule or determine an alternate assessment. At the beginning of a test or examination, the instructor or invigilator will advise students of the protocol in the case of an emergency.

- 4.11** If an examination or test must be cancelled by the institution prior to its start (such as a shutdown for a storm), information will be accessible on the Saskatchewan Polytechnic website and/or mySaskPolytech.

## **5.0 Missed Examinations, Tests and Assessments and Deferrals Due to Excused Absences**

- 5.1** Students are expected to write exams and tests and submit other assessments on scheduled dates. A student who will miss an examination, test or other assessment deadline is required to contact the instructor or program head prior to the examination, test or deadline. If prior contact is not possible due to exceptional circumstances, the student will contact the instructor or program head no more than two (2) working days following the examination, test or deadline. The instructor, in consultation with the program head (or continuing education/extension consultant, if applicable), will determine if the absence is an excused absence and, if so, will make arrangements for a deferred examination or test or submission of a late assessment or an alternate assignment. An instructor, in consultation with the program head, may also reallocate the weighting to the final exam. If the program head is also the instructor, s/he will consult with the associate dean/academic chair of the program.
- 5.2** An instructor may request documentation to support any request for a deferral. Students will be provided an opportunity to write a deferred examination or test or make up other evaluations in the following circumstances of an excused absence supported by appropriate documentation:
- serious illness supported by medical documentation,
  - compassionate reasons for a personal or family tragedy,
  - religious observance (communicated in advance), or
  - legal obligation such as jury duty or attendance as a witness or defendant (communicated in advance).
- 5.3** If a student must miss an examination, test or assessment deadline in more than one course, the student will contact the program head prior to the examination or deadline. If prior contact is not possible due to exceptional circumstances, the student will contact the program head no more than two (2) working days following the examination, test or other assessment deadline.
- 5.4** A student who becomes ill during an examination or test or cannot complete it for a valid reason must advise the instructor or invigilator immediately. The student may apply for a deferred examination or test if eligible, and may be required to provide documentation to assist in a decision regarding a potential deferral.
- 5.5** A student who believes s/he has been denied access to a deferral unjustly may access policy *1210 Student Appeal*.

## **6.0 Academic Accommodations for Students with a Documented Disability**

- 6.1** A student with a documented disability will be given opportunity to request an accommodation as outlined in policy 712 *Reasonable Accommodation*. It is the student's responsibility to inform the appropriate program head(s) of her or his request for accommodation of a documented disability and to provide reasonable notice of the requirement for accommodation.
  
- 6.2** When an accommodation is required that involves additional time for a student, the program will ensure appropriate breaks and will work with Accessibility Services at Saskatchewan Polytechnic to determine a reasonable workload for the student related to the number of exams or tests in a 24-hour period and the length of exam or test periods based on the disability being accommodated.

## **7.0 Retention and Review of Exams**

- 7.1** Student records will adhere to a retention schedule as specified in policy 809 *Record Retention and Disposal*.
  
- 7.2** Instructors will provide students with timely meaningful feedback on assessments. Instructors will provide an opportunity for a student to review any assessments that are not returned and are retained by the program if a request is made by a student.