

CAREER DREAMS CENTRE

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STATEMENT

Career Dreams Centre adopted the following policies on the administration of its examinations. These policies represent an understanding between the college and student concerning an important but often stressful period, especially at the conclusion of each academic semester. The student should anticipate the demands of the exam schedule, plan accordingly and early, and be prepared. In order to help students plan their time and study optimally for examinations, this document lays out in some detail the policies regarding final and in-term examinations. Lecturers are required to provide notification of the major in-term examinations in the course outline. The final examination dates are set in advance and published in the academic calendar.

1 – GENERAL POLICY: EXAMINATION

- 1.1 The final examination is considered as the final assessment of a student's performance in the registered course.
- 1.2 The final examination (summative assessment) will count 50% towards the final grade.
- 1.3 The course work and continuous assessments throughout the course will count 30% towards the final grade.
- 1.4 The industrial attachment will count 20% towards the final grade.
- 1.4 Student who did not achieve 50% passing mark on the course work and continuous assessment during the course will not be qualified to sit the final examination.
- 1.5 Students must pay the examination fee prior to the examination; otherwise, they are not qualified to sit the final examination.
- 1.6 Depending on the type of course, the final examination may also constitute of a practical examination of skills and knowledge.
- 1.7 Depending on the type of course, the final examination may also constitute of the performance during an industrial attachment or field assignment.
- 1.8 Each course outline explains the amount and types of course work, continuous assessments, and industrial attachment required.
- 1.9 Students must be registered with BQA – Botswana Qualifications Authority to be able to sit the final examination.
- 1.10 Examination dates are set as per the academic calendar.
- 1.11 The Principal is the custodian of the sealed examinations, and will keep them under lock until the examination day. In absence of the Director, the Deputy Principal / College Manager will guard the examinations until Boxing Day.

2 – SETTING EXAMINATION / ASSESSMENT PAPERS

- 2.1 Each lecturer who has students sitting an examination /assessment must develop two different examination papers (assessment tools) and submit those to the Examination Committee.
- 2.2 Each examination paper must be submitted using the Assessment Tools Template. A separate sheet with model answers has to be submitted along with marking key.

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2.3 The questions on the proposed examination papers must reflect at least 75% of the modules / topics of the program / course, and total marks for an examination / assessment should be 100.

2.4 Heads of Departments are responsible for ensuring that the percentage and total marks are met.

2.5 A final examination paper must not be used twice. Questions must be rephrased, changed and topics alternated.

2.6 Heads of Departments are responsible for ensuring that questions and topics alternate from one examination / assessment to another.

3 – DEVISING THE EXAMINATIONS

3.1 The Examination Committee will meet towards the end of the term as advised by the Academic Committee to set the examinations.

3.2 The Examination Committee will nominate an Examination Officer to devise the final examinations.

3.3 The Examination Committee will meet in a secure and closed location for their meetings.

3.4 Each lecturer will submit two examination papers to the Examination Committee.

3.5 The Examination Committee will check each proposed examination paper against the Assessment Tool Moderation Checklist within a week of receiving them.

3.6 If the proposed examination paper does not conform to the checklist it will be given back to the lecturer with comments on what to improve. The lecturer has three days to correct and resubmit.

3.7 The Examination Officer will forward the proposed final examination papers for external moderation to another educational institution or qualified moderator within a week of receiving them.

3.8 The external moderator(s) are asked to return the examinations to the Examination Committee within two weeks.

3.9 Upon return of the paper from external moderation, the Examination Committee will meet for a final review and write-up, and forward to the approved and sealed examinations to the Principal.

4 – ASSESSMENT PRINCIPLES & REQUIREMENTS

4.1 Assessments play an essential role in shaping student learning and assessment practices should promote student engagement. Good assessment practices judge levels of performance and support student learning.

4.2 Assessments are an integral component of course and program design; and assessment tasks should be aligned with the objectives and teaching and learning arrangements of the course. Assessment across the courses should:

- Assure coverage and opportunity for student achievement of the learning outcomes for the course.
- Assure coverage, development and achievement of the course's graduate qualities.
- Assure consistency in the college's expectation of workload across courses.
- Spread assessment load and intensity across the study period.
- Provide a variety of types of assessment as relevant and applicable to the respective discipline.

4.3 The design of assessment tasks has a significant impact on student learning. Assessment design should provide students with the stimulus to learn in depth, to apply their developing skills and knowledge in new situations, and challenge and change their ways of thinking and doing.

4.4 Assessment tasks will be diverse, and assessment practices will be inclusive and support equity and disability principles, catering for both individual and group diversity. A variety of assessment techniques will be used to minimize disadvantage. Inclusive language will be used to avoid gender, racial, cultural or other language bias.

4.5 Assessment will be used for both formative and summative purposes. Formative assessments help students and staff to identify strengths, weaknesses, and ways to improve and enhance learning

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attainment. Summative assessments provide information to judge the extent to which a student has achieved objectives relevant to the learning outcomes in a course.

4.6 Good assessment requires clear articulation of purpose, requirements, standards and criteria. Assessment works best when students have a clear understanding of assessment expectations. Assessment criteria will be clear and explicit so that students know what is expected of them for each assessment task.

4.7 Good assessment practice allows students to receive timely feedback on their learning. High quality feedback is clear and constructive, and enables students to make sensible judgments about modifying aspects of their academic performance to meet course objectives. Feedback will enable students to understand their level of development of the required skills, their mastery of the understandings embedded in the assessment activity, and how their performance in each domain could be improved in subsequent learning activities.

4.8 Assessment methods and judgments will be valid, reliable and consistent. The setting and marking of assessment tasks will be subject to moderation processes to improve their validity and reliability. External benchmarking will be included where appropriate.

4.9 Good assessment practices will promote ethical academic conduct which is both a staff and student responsibility. Good assessment design can educate students about appropriate academic conduct, and minimize academic misconduct.

4.10 When planning teaching, learning and assessment activities, academic staff must take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at all face to face delivery components, completion of assessment tasks, and self-directed, independent course related reading and studying, research and reflection.

5 – MANAGEMENT OF ASSESSMENTS

5.1 Career Dreams Centre is obliged to take reasonable steps to protect students' personal information against loss, unauthorized access, use, modification or disclosure, and misuse. This obligation includes the management of assessment, the submission of assessment tasks, and the provision of results and feedback to students.

5.2 Where students submit an assessment task in hard-copy, they are required to include their name, student ID, course title & number as well as to sign the document.

5.3 For group assessment tasks, each member of the group is required to include their details as outlined above.

5.4 Lecturers will determine the distribution of marked assessments. Acceptable means by which marked assessment tasks can be returned to students include:

- electronically to the individual student via email;
- collection during class by the student;
- collection from an assigned college staff member (students must present their student ID card as proof of identity);
- by post whereby students attach an A4, self-addressed envelope with correct postage.

5.5 Test /exam results may be displayed publicly provided that only the student ID and result are included.

5.6 Marked assessment tasks must not be left unattended for collection.

5.7 Students are required to keep a copy of all work submitted and maintain it until the final course grades are recorded, submitted and released.

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5.8 The original graded marked examinations /assessments will be kept locked with the Academic Registrar, Admissions & Administration Office for a period of five (5) years after the examination.

5.9 After the expiry of the five-year retention, the examinations / assessments will be discarded appropriately.

6 – NOTIFICATIONS OF EXAMINATIONS & REQUIREMENTS

6.1 The course outline will explain the expectations of each assessment task and the criteria and standards by which performance will be judged.

6.2 Students will also be made aware of assessment requirements such as length, weighting, submission dates, provisions for extension and re-submission, form of presentation and the extent to which these (and the assessment task itself) are negotiable between academic staff and students.

6.3 Students are responsible for ensuring they are aware of and understand the assessment requirements for the course(s) in which they are enrolled.

6.4 A month before the examinations, an announcement is posted on the student notice board clearly stating the following:

- Timetable including course title, date, time and duration of the exam.
- List of students qualified to sit the exam.
- List of students who are not qualified to sit the exam and are requested to see their lecturer.

6.5 Students may contact their lecturer at any time during class should they have any doubts about the examination procedures.

7 – FEEDBACK TO STUDENTS

7.1 Feedback is one of the most important aspects of the learning process and serves the critical function of enabling students to make timely and informed judgments about their performance, so that subsequent assessment can be undertaken with improved likelihood of success and enhancement.

Feedback is provided in a variety of ways, including:

- model answers to questions;
- verbal comments from lecturers, both individually and to the class;
- verbal comments on presentations and participation in class discussions;
- preliminary assessment task advice;
- face-to-face assessment task discussion, individually, and in groups;
- written feedback comments regarding drafts and assessment tasks;
- written comments on feedback forms.

7.2 Feedback on assessment tasks for students will normally be provided within ten days, but no longer than 15 days following the deadline for submission of the assessment task.

7.3 In the case of summative examinations, students have the right to sight their examination scripts, but are not entitled to either the original or a copy. Students seeking individual feedback from a summative examination may contact their lecturer within ten days following the finalization of results for that study period to make an appointment.

8 – MODERATION OF ASSESSMENTS

8.1 Moderation of assessment includes assessment design and approaches to marking, as well as processes associated with the review of judgments made about students' results or grades and feedback. It is important that moderation incorporates valid and fair assessment tasks as well as valid and reliable judgments about the quality of students' work.

8.2 Moderation processes result in high quality assessment practices. These practices are critically important in providing high quality education, and underpin the college's commitments to its stakeholders.

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8.3 Each department will ensure that moderation practices in its courses are documented and consistent with the view of moderation outlined in this document. Moderation practices must specify:

- The manner in which all assessment items in all courses are valid and fair ways of measuring student achievement in relation to learning outcomes.
- Practices which enhance consistency in judgments made about student achievement in and across courses, including the use of:
 - marking guides, keys, schemes and rubrics to promote shared understandings about expectations and performance in assessment;
 - application of assessment principles: validity, authenticity, currency, sufficiency and reliability;
 - second marking – where a second examiner is assessing;
 - blind-marking – where all assessment items are blind-marked independently by two assessors.
- Expectations relating to the review of marks / grades awarded to students' work, including feedback, and any subsequent actions that may be required before the marks or grades are released to students.
- The nature and timing of external benchmarking of moderation practices.

8.4 INTERNAL & EXTERNAL MODERATION - MARKING

As outlined in section 2, all assessment tools must be devised in the standard assessment tools template which includes two columns for the examiners. The Internal or first examiner will use the first column. The second examiner (usually external) will use the second column. In case of blind-marking, the second examiner will use a fresh sheet to be able to assess independently.

9 – VARIATION OF ASSESSMENTS

9.1 Assessment methods, tasks and timelines must be specified in the course outline. It is expected that a student will complete the assessment requirements for a course within the relevant study period unless the student qualifies for a variation due to:

- supplementary assessment;
- deferred assessment;
- special consideration.

9.2 Student must be aware of circumstances for which they will require a variation to assessment. In these cases they must lodge their request with the lecturer within the first two weeks of the course.

9.3 Requests for a variation to assessment methods, tasks and timelines on the grounds of unexpected or exceptional circumstances should be discussed with the lecturer at the earliest possible opportunity.

9.4 An extension to the timeline in which to complete individual assessment tasks may be granted on medical or compassionate grounds or special circumstances.

10 – REMARKING OF ASSESSMENTS

10.1 This section describes the circumstances and the procedures by which a student can request a remark assessment tasks that occur during the study period prior to the final summative assessment.

10.2 Remarking is where an assessment task is marked again by a second assessor, without any further work by the student. The second assessor is not provided with details of the student's original mark. The same range of marks which were used on the original assessment task must be available for re-marking. The second mark stands, whether it is higher or lower. No further re-marking will be permitted.

10.3 Remarking only occurs following a request from a student who considers that an assessment task has been unfairly or inappropriately marked.

10.4 A remarked assessment task cannot be resubmitted.

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10.5 A student seeking a remark must contact the Head of Department within five days of the return of the assessment task to discuss the original mark.

10.6 The Head of Department will decide which of the following outcomes is the most appropriate and will notify the student in writing within five days:

- arrange for a second assessor to remark the assessment task;
- deny the request.

10.7 If the request for a remark is denied, the student may write to the Examination Committee to request a review of the decision concerning the remark indicating the grounds for their request. The following applies:

- The request must be made within five days of the student being notified of the Head of Department's decision.
- The Examination Committee will decide if a remark is justified and will notify the student in writing of their decision within five days of the student's request.
- Where a remark is not approved, the original mark will stand.
- Where a remark is approved, the Head of Department will make arrangements for the assessment task to be remarked.
- The second assessor may be from the same or another faculty, or another institution, and must have expertise in the area of the assessment task, but cannot be the original assessor. The second assessor will not be given details of the student's original mark.
- The Head of Department will notify the student in writing of the outcome of the remark within ten days.
- A copy of all correspondence with the student must be sent to the Academic Registrar / Admissions Officer to be retained in the student's file.

11 – RESUBMISSION OF ASSESSMENTS

11.1 Resubmission is where a student is permitted to make substantial amendments to an assessment task that they have failed. The assessment task is then resubmitted to the original assessor within a specified time frame.

11.2 Resubmission can be initiated by the Examination Committee or a student.

11.3 A student may only resubmit the same assessment task once, and it cannot be remarked.

11.4 The Head of Department may offer the student the opportunity to resubmit work within five days of the return of the assessment task.

11.5 Alternatively, students who consider that they have grounds for resubmission must contact the Head of Department within five days of the return of the assessment task to discuss the original assessment and request resubmission. The Head of Department will notify the student in writing within five days whether a resubmission has been granted or denied.

11.6 If the Head of Department agrees to grant a resubmission, he/she will indicate to the student how much of the assessment task needs to be resubmitted, the timetable for resubmission, and the marks available.

11.7 Students who pass a resubmission will be granted a maximum mark of 50% unless:

- the Head of Department considers there are exceptional circumstances which warrant the full range of grades being available, or
- the resubmission is the result of an academic misconduct inquiry. In these cases the Examination Board will determine the range of marks available.

11.8 If a request for a resubmission is denied, the student may write to the Examination Committee to request a review of the decision, indicating the grounds for their request. The same procedure applies as outlined under point 9.7.

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12 – EXAMINATION PROCEDURES

General Rules

The entire section 12 describes the rules for summative examinations, including breaches of the procedure. The rules apply to all courses at Career Dreams Centre.

12.1 Students will be notified of examination times and locations in advance of the scheduled examination. All students are required to sit their examination at the scheduled date and time irrespective of any conflict with a planned holiday or special event.

12.2 Students are responsible for finding out their examination times and locations, and for travelling to the venue. It is recommended that students arrive at least 15 minutes prior to the published start time.

12.3 Students who arrive up to 15 minutes after the published start time will be permitted to enter the examination room, but will not be allowed any additional time to complete the examination.

12.4 Students who arrive more than 16 minutes after the published start time will not be permitted to enter the examination room, and will receive a zero mark for that examination.

12.5 All students must bring with them (and display on their desk) their student identification card, or an alternative form of photographic identification such as a passport or driver's license.

12.6 If a student does not provide acceptable photographic identification, the invigilator will compare the student's likeness with college records in order to verify the student's identity.

12.7 Unless otherwise specified, in the course outline or with the examination notification, a student must not take into the examination room any item with the potential to provide them or any other student with an advantage. This includes, but is not limited to:

- text books or any other book, including dictionaries
- calculators
- mobile telephones, or any other electronic devices
- notes, or other written or printed documents and papers
- personal items or devices.

12.8 Any items which have been specified in the course outline as being allowed in the examination room must not be enhanced or tampered with in any way that has the potential to provide an additional advantage to the student or any other student.

12.9 Head dress must not be worn in the examination room unless required for religious observance or medical reasons.

General procedures during examination

12.10 Every student must sign the attendance sheet as provided.

12.11 The designated examination reading time is 10 minutes, which commences at the published examination start time and is added to the examination time. An invigilator will announce when the reading time has elapsed, after which students may commence writing the examination. No further announcements to commence writing will be made.

12.12 Lecturers may recommend a longer reading time in the instructions on the examination paper. In these cases, the extra reading time is allowed for in the total exam time. Where there are multiple examinations being held in one venue, the end of longer reading times will not be announced, so as to avoid disruption to other candidates.

12.13 During the designated reading time students are not permitted to use a calculator or write on the examination papers but may complete the attendance sheet, fill in details required on the front cover of examination paper, and make notes on loose-leaf paper provided.

12.14 No student may commence writing answers until authorized by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination papers have been collected.

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12.15 During an examination students are not permitted to speak to or communicate with any other student, or give or receive any form of assistance, academic or otherwise. A clock will be provided visible to all students.

Procedures for leaving the examination room

12.16 Students are not permitted to leave the examination room in the first 30 minutes after the published starting time, or during the last ten minutes of any examination.

12.17 After the first 30 minutes of the examination have lapsed, a student can request to leave the examination room for a short break. Approval must be given by an invigilator and the student will be supervised during the period of absence.

12.18 Students wishing to permanently leave the examination room must hand all examination papers to the invigilator who will endorse them as correctly identifying the student.

12.19 Students must not remove any examination papers, scrap paper or attendance sheets from the examination room.

12.20 Upon elapse of the set examination time, the invigilator will collect all examination papers, during that time students are not allowed to move or speak. The invigilator will announce when students may leave the room.

Breaches of examination procedures

12.21 Any breach of examination procedures will constitute academic misconduct even if it cannot be demonstrated that the student gained an advantage as a result of the breach.

12.22 Breaches of the examination procedures determined as constituting academic misconduct by an invigilator or the Principal will be dealt with as the policy on Academic Integrity.

Procedures for breaches that cause disruption to an examination

12.23 Any student disrupting an examination may be dismissed from the examination room at the discretion of the invigilator. If the student is dismissed, the invigilator will document the incident and provide a report to the Examination Board immediately after the examination has concluded.

12.24 The Examination Board will investigate the incident.

12.25 Where dismissal is not deemed appropriate by the invigilator, the student will be permitted to remain in the examination room, and the procedure below will apply.

Procedures for breaches that do not cause disruption to an examination

12.26 If a breach is detected that does not cause disruption to the examination, or is assessed by the invigilator as not warranting dismissal from the examination room, the invigilator will advise the student that the breach has been detected and will be reported.

12.27 The invigilator will document the incident and will provide a report to the Chief Invigilator immediately after the examination has concluded.

12.28 If the Chief Invigilator considers that the breach constitutes academic misconduct, he/she will investigate the incident following the procedures as described in the policy on Academic Integrity.

12.29 If the Chief Invigilator considers that the breach does not constitute academic misconduct, he/she will provide academic counselling to the student.

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13 – SECONDARY / SUPPLEMENTARY / DEFERRED ASSESSMENTS

Secondary Assessments

This section describes the provision of secondary assessments that may be offered after the conclusion of the primary assessment or examination period to assist students to complete the course assessment requirements. This may be through the academic considerations of supplementary assessment, or the acknowledgement of unexpected or exceptional circumstances through deferred assessment or special consideration.

13.1 Secondary assessments may take the form of:

- supplementary assessment (including examination),
- deferred assessment, or
- special consideration.

13.2. Secondary assessments:

- must test the same areas of skill and knowledge that the original assessment was intended to test;
- must be consistent with the stated assessment criteria in the course outline;
- will be scheduled after the primary assessment or examination period;
- will not be granted on the grounds that the student had mistaken the time or place of the examination, or missed the due date for an assessment.

13.3 Secondary assessments are scheduled in the next available exam period. Secondary assessments that cannot be scheduled in the next available exam period are arranged in consultation between the college and student, and will normally occur within a regular assessment period.

13.4 The Principal may authorize a secondary assessment in exceptional circumstances.

Supplementary Assessment (including examination)

13.5 Supplementary assessment may be used to offer students an opportunity to gain a supplementary pass (SP) in a course that has been approved for supplementary assessment.

13.6 Supplementary assessment may involve an examination or other form of assessment.

13.7 The use of supplementary examination must be authorized by the Academic Committee as part of the course approval process and specified in the course outline. The course outline must state clearly whether supplementary assessment is available in the course.

13.8 Supplementary assessment will be only granted in exceptions by the Examination Committee if they believe there is a reasonable expectation that the student could achieve a supplementary pass in the course.

Deferred Assessment

13.9 Deferred assessment is a form of secondary assessment granted to students who are / were unable to undertake the final assessment/examination.

13.10 Students may apply for deferred assessment if they can demonstrate, with supporting documentation, that due to unexpected or exceptional circumstances they were unable to sit the final examination or submit the final assessment by the due date. Students must demonstrate that the unexpected or exceptional circumstances occurred in a period of time directly related to attendance at the examination, or the deadline for submission of the final assessment.

13.11 Students must lodge an application for deferred assessment with the Examination Committee no later than three working days after the scheduled examination date or deadline for submission of the final assessment. The application must be accompanied by supporting documentation as outlined above.

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13.12 If the unexpected or exceptional circumstances also have an impact on the student's ability to complete and submit the form within the specified timeline, they may write to the Director at the earliest opportunity requesting that the three day time limit be waived.

13.13 The Examination Committee will assess the deferred application and the supporting documentation and will either approve or deny the request.

13.14 Where the Examination Committee decides that the student will be granted a deferred assessment, he/she will notify the student in writing of the details of the assessment task, including the revised assessment submission date. A copy of the correspondence must be sent to Academic Registrar / Admissions Officer to be retained in the student's file.

13.15 Where the request has been denied, the student may appeal to the Examination Board in writing within three days of receiving the notification.

14 – SPECIAL CONSIDERATION

14.1 Special consideration is a form of secondary assessment which is granted to assist students to improve their final grade for a course, where completion of their final assessment was affected by unexpected or exceptional circumstances.

14.2 Special consideration may be granted by the Examination Committee if a student can demonstrate, with supporting documentation, that his/her performance in the final examination or assessment was affected by unexpected or exceptional circumstances. The circumstances must have occurred either during the examination, or during the preparation time leading to the examination or deadline for submission of the final assessment.

14.3 Students must lodge an application for special consideration with the Examination Committee no later than three days after the scheduled examination date, or the deadline for submission of the final assessment.

14.4 If the unexpected or exceptional circumstances also have an impact on the student's ability to complete and submit the application within the specified timeline, he/she may write to the Examination Committee requesting that the three day time limit be extended.

14.5 The application must be accompanied by supporting documentation of unexpected or exceptional circumstances demonstrating that the timing of the event was significant enough to affect the student's performance in the final assessment or examination.

14.6 The Examination Committee will review the application and decide within 5 days, after the marking the student's final examination or assessment, which one of the following options is the most appropriate:

- No action (i.e. the original grade stands).
- An adjustment to the assessment mark to make allowance for the unexpected or exceptional circumstances.
- An extension of time for the student to complete the assessment.
- An alternative assessment which allows the student to demonstrate learning outcomes similar to those related to the original assessment.
- A replacement assessment which resembles as closely as possible the original assessment, and carries the same percentage of the total weighting for the course. The replacement assessment may take the form of an examination.

Unexpected or exceptional circumstances

14.7 Unexpected or exceptional circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance.

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14.8 In this case, students may apply for deferred assessment (see 13.9) or special consideration (see section 14) along with supporting documentation. Supporting documentation must be in the form of original documents that can be verified where necessary.

Medical circumstances

14.9 Medical circumstances include:

- an unexpected illness
- a re-occurrence of a chronic illness
- an accident that occurred during preparation for a final examination or before the deadline for submission of the final assessment.

14.10 Supporting documentation for medical circumstances must take the form of an original certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition. Forms completed by other health professionals will not be accepted.

14.11 Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

Compassionate circumstances

14.12 Compassionate circumstances include hardship or trauma such as:

- a death or serious illness of a close family member
- a severe disruption to domestic arrangements
- being a victim of crime
- an accident which occurred during preparation for a final examination or before the deadline for submission of the final assessment.

14.13 Supporting documentation for compassionate circumstances may take the form of:

- An original medical certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition. (See General Definitions at the end of this Manual for definition of medical certificate and who can issue a medical certificate.) Forms completed by other health professionals will not be accepted.
- A letter from a person qualified to assess and support the application (eg clergy providing grief counselling).
- A certificate from a funeral director or death notice.

14.14 Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

Special circumstances

14.15 Special circumstances may include:

- religious observance
- community service (e.g. jury duty)
- a summons to appear in court
- a minor vehicle accident that occurred on the day of the examination

14.16 Supporting documentation for special circumstances must be provided in the forms of original and official documents. Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

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15 – EXAMINATION MARKING

15.1 Examination making will be done within a week of the examination.

15.2 The Examination Committee will arrange a secure room where assigned assessor will mark the exams using the answer sheet and grading keys. The assessor will use a designated marking sheet to record their comments.

16 – EXAMINATION GRADING KEY

16.1 The achieved marks are matched with the grading keys as outlined below:

- Distinction: 80 to 100%
- Merit: 70 to 79%
- Credit: 60 to 69%
- Pass: 50 to 59%
- Marginal Pass: 45 to 49%
- Fail: 0 to 44%

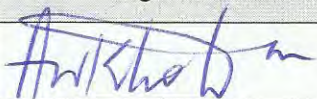
17 – EXAMINATION FAILURE

17.1 In the event that the student fails, he/she can appeal in writing to the Examination Board to review the marking. The students must provide good reason such as those outlines in the sections above.

17.2 Where no special case is determined, and no special consideration or circumstance applies, the student may re-take the exam one time at the end of the next course as during the next regular upcoming examination period.

17.3 Regular examination fees apply for re-taking the examination.

17.4 If the student chooses to re-sit the course, special fees may apply as determined by the Examination Committee.

Approvals	Name	Designation	Signature
1 st Approval	Adrian Ntombo Kholi	Principal	
2 nd Approval	Kenneth K. Karanja	Managing Director	