

University of Dar es Salaam Computing Centre



Guide to Academic Quality Procedures Manual

March 2016

PREAMBLE

This guide has been designed to provide an outline of the University of Dar es Salaam Computing Centre (UCC) Academic Quality Assurance procedures, to enable the reader to decide what procedure is appropriate for what purpose, and to guide the reader to the most appropriate source for further information. It complements UCC prospectus which can be accessed through UCC website. Staff, when necessary, are encouraged to consult related Officer for further advice and guidance.

The main components of this Guide include:

- Regulation on the conduct and invigilation of examinations
- Setting examinations under NACTE curricula
- Course work procedures
- Practical Training(PT) and Final Year Project (FYP) conduct
- Module Evaluation procedures

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**SECTION A: Regulation on the conduct and Invigilation of University of
Dar es Salaam Computing Centre Examinations**

The University of Dar es Salaam Computing Centre (UCC) regulations on the conduct and invigilation of examinations have been introduced with immediate effect from July 2011. The regulations have been introduced to enhance the integrity and security of examinations in general and the Student examination experience in particular.

If you have any queries about these regulations please contact Examinations Officer in the first instance.

1. SCOPE OF THE REGULATIONS

1.1 These Regulations govern the examination of all students registered at the UCC programme of study. This includes all work conducted under supervised examination conditions, practical laboratory tests, multiple choice examinations and Class room tests. All submissions made by students must be written by the student and in the student's own words, except for quotations from published and unpublished sources which shall be clearly indicated and acknowledged as such.

2. EXAMINATIONS

2.1 Examinations are conducted in accordance with these Regulations by invigilators appointed by the Examinations Office.

2.2 Students must obey the instructions of an Invigilator.

2.3 UCC Teaching centers or branches shall inform students in advance of an examination of any materials or articles which the students may take with them into that examination, and shall include reference to those materials or articles in the preliminary matter at the head of the examination paper.

2.4 Students must arrive at an examination room no later than 15 minutes before the start of an examination and wait quietly outside until admitted by an Invigilator. Students shall not be admitted to an examination room after an examination has formally started*.

* An examination is deemed to have formally started when an Invigilator announces 'you may begin writing...'

- 2.5 Students who arrive at an examination after the formal start will not be permitted to sit the examination and will need to submit appropriate documentary evidence to the Invigilator in support of a case of extenuating circumstances for non attendance following normal procedures for applying for extenuating circumstances.
- 2.6 Students must bring their UCC ID Card with them to all formal examinations and display the ID card on the examination desk at all times during an examination. No alternative form of proof of identity will be accepted. Students who fail to bring their Student ID Card with them to an examination will be reported by the Invigilator to the Examinations Office in the first instance.
- 2.7 Students must remove outer coats and jackets and leave them in a designated area in an examination room before proceeding to their allocated seat. Students are permitted to take a small handbag into the examination room, provided that it is left on the floor by the student's desk.
- 2.8 Students are only permitted to bring a clear plastic pencil case with them into an examination. The contents of the pencil case should be visible and displayed on the desk at all times ready for inspection by an Invigilator. The use of all other styles of pencil cases will not be permitted and must be left in a designated area in an examination room before students proceed to their allocated seat.
- 2.9 Students are not permitted to bring with them a bottle of water to an examination room for consumption during the examination unless it is under the advice of the Doctor
- 2.10 Students must not take into an examination room any unauthorized book, manuscript, notes, electronic devices or any other means whereby they may improperly obtain assistance in their work, or any bag, case or receptacle, in which such unauthorized articles can be carried.
- 2.11 Students must ensure that their mobile phones are switched off before they enter into an examination room and leave their mobile phones in their bag in a designated area in an examination room before proceeding to their allocated seat.
- 2.12 Should a mobile phone ring during an examination it will be deemed to have caused a serious disturbance and the offender will be reported by the Invigilator to the Examinations Office in the first instance.
- 2.13 Students are permitted to use their own electronic calculators in an examination, with the exception of those that have the facility for the full range of alphabetical

characters to be input. However, in addition place a limit on the capability of calculators to be used in a particular examination, provided that such restriction has been indicated to the students in advance.

- 2.14 Students are not permitted to use English language dictionaries (for example: Concise Oxford, Collins) in an examination. Particular dual language dictionaries may only be used in an examination if they are specified in the rubric as permitted texts for the use of all students, in accordance with the learning outcomes governing the assessment.
- 2.15 Students must sit in the places allocated for their particular examination.
- 2.16 Students must not use any means whatever to communicate with or make contact with anyone other than the Invigilator during an examination.
- 2.17 Students must not use any means whatever to obtain, directly or indirectly, assistance in an examination or give or attempt to give, directly or indirectly, such assistance to any other student.
- 2.18 The impersonation of students is prohibited and students must not allow themselves to be impersonated.
- 2.19 Students must not indulge in any behavior which may disturb any other student or any form of conduct which may disrupt the smooth progress of an examination. Students causing such disturbance or disruption may be required by the Invigilator to leave the examination.
- 2.20 No query or potential error(s) on the question paper will be dealt with by an invigilator whilst an examination is in progress. Students shall work to the question paper as presented and make a note of the query or potential error(s) in their answer book(s) at the appropriate place for the internal examiner to take notice of during the marking process.
- 2.21 Students may not leave an examination in progress except in an emergency. Any student wishing to visit the toilet will not be permitted to take any personal belongings with them to the toilet area and will be accompanied by an authorized person at all times.
- 2.22 All temporary departures from an examination shall be recorded in a student's answer book(s) by an Invigilator for the internal examiner to take notice of during the marking process.

- 2.23 Students may not leave an examination lasting more than ninety minutes until one hour after the start of the examination, and may not leave during the last fifteen minutes of the examination.
- 2.24 Students must not remove from the examination room any answer books, text or reference books or other item of examination stationery, except for any non-returnable examination question papers.
- 2.25 Students are required to hand to the Invigilator their completed examination scripts, including any rough work - which should be clearly indicated as such, and to remain seated at the end of the examination until dismissed by the invigilator.
- 2.26 Students who have been reported to the Examinations Office by an Invigilator for alleged breach of these enhanced regulations (e.g. failure to produce an ID card, mobile phone ringing, disruptive or inappropriate behavior) or any other malpractice will be dealt with through the UCC's normal procedures to be followed in the event of a suspected breach of assessment regulations.
- 2.27 A piece of assessment undertaken in an examination room under supervision must be written by the student and in the student's own words, except for quotations from published and unpublished sources which shall be clearly indicated and acknowledged as such.

3. INVIGILATION

- 3.1 Detailed arrangements for invigilation shall be the responsibility of the Examinations Office.
- 3.2 It shall be the responsibility of the Examination Office responsible for a unit which is to be assessed by means of a written examination to arrange for an Internal Examiner who is conversant with the subject(s) of the examination to be readily available for consultation throughout the examination period.
- 3.3 Internal Examiners shall not, unless requested to do so by an Invigilator, attend the examination room.
- 3.4 Students shall not be admitted to an examination room after an examination has formally started*.

* An examination is deemed to have formally started when an invigilator announces 'you may begin writing...'

- 3.5 After the formal start of an examination the Invigilator shall be required to remove all examination materials from vacant examination desks. Any student arriving after the formal start of the examination will not be permitted to sit the examination and should be advised to go to their Academic Course Coordinator to report the reasons for their lateness, so that, in appropriate circumstances and at the discretion of the Examination Committee , due allowance may be made to the student.
- 3.6 An Invigilator may require a student to leave the examination if, in the opinion of the Invigilator, the student's behavior is disturbing other students or the student's conduct is disrupting the smooth running of the examination.
- 3.7 Except with the permission of the Invigilator, no person other than the students, the internal examiners for the examination concerned (if requested to attend in person) and UCC staff involved in the administration of the examination shall be allowed in an examination room.
- 3.8 Where an Invigilator suspects that a breach of these Regulations has occurred, this shall be the subject of investigation in accordance with the Regulations stated by NACTE

4. SPECIAL ARRANGEMENTS

- 4.1 Wherever possible, examinations will be taken by students in recognized examination rooms and every effort will be made to avoid the necessity of making special examination arrangements elsewhere.
- 4.2 Examinations taken by students in locations other than recognized examination rooms should take place simultaneously with the examination in the recognized room. If this is impossible, arrangements acceptable to the Examinations Office (to ensure that the student(s) have no contact with others taking the same examination until all candidates have completed the examination.
- 4.3 In cases where students complain of feeling unwell during an examination and leave the examination room, every effort shall be made to ensure that they receive all necessary pastoral and medical care.
- 4.4 In cases where a student complains of feeling unwell and has to leave an examination and not return, arrangements may be made for the examination to be continued in the designated alternative location should the student subsequently recover from the illness sufficiently to do so. All examination materials for the student (i.e. exam paper and answer books) should be handed to the Escort by the Invigilator and accompany the student at all times. In the

event that the student cannot continue with the examination the student's examination materials should be returned to the Examinations Office for processing.

- 4.5 In cases where students complain of feeling unwell and leave the examination temporarily, they shall be permitted to return to the examination room provided that they have been accompanied during their absence at all times by a person authorized to do so by the Invigilator.

SECTION B: Guidelines for Setting Examinations under NACTE Curricula

1.0 Introduction

The main role of the Examination Setter is to make sure the paper is produced together with model solutions and a suggested marking scheme. The examination paper to be set should meet the following criteria:

- (i) Be compatible with the learning outcomes of a particular course or module;
- (ii) Questions to offer a good coverage of the curriculum;
- (iii) Observe moderator's comments of the course/module for the previous year(s);
- (iv) Contain testing material that enables differentiation of students' qualities;
- (v) If there is a choice of questions, then such questions should be of even standard, well balanced and of comparable length.

2.0 NACTE Guidelines for Examination Setters

- (a) Questions should have a positive value. They should aim at finding out what is known rather than what is not known. They should give a candidate an opportunity rather than a trap.
- (b) The content of the paper should be chiefly guided by the curriculum used bearing in mind that the examination is being set for candidates in different institutions and private candidates.
- (c) A choice of questions should ordinarily be provided and in sufficiently wide choice to allow for differences in teaching and in textbooks. However, care should be taken not to offer too wide a choice as this may handicap the candidates by taking too much of their time in reading and selecting questions.
- (d) Where alternative questions are set, great care should be taken to ensure that they are of equal degree of difficulty. Equal marks should be allotted to questions or parts of questions that are alternative to one another.
- (e) Questions must be suitable for the average candidate at the appropriate level.
- (f) Instruction to candidates should be so clearly worded that the candidate will have no difficulty in understanding and following them. No verbal explanation will be given to candidates in examinations.
- (g) Where special instructions to supervisors/invigilators are required, these should be set out clearly and submitted with the question paper.

- (h) Undue repetition of questions recently set should be avoided.
- (i) Marking schemes must be prepared at the time of drafting the papers and it is essential that the marking schemes be completed in every detail so that there is no possibility of misinterpretation or of different allocation of marks. In mathematical and science modules, solutions to numerical problems should be submitted with the manuscripts. Where objective types of questions requiring one answer are set, correct answers must be supplied.
- (j) Responsibility of the final form of all question papers lies with the Examination Committee.
- (k) The copyright of questions must be assigned to the Examination Committee and permission must be obtained from the Examination Committee before any use is made of the questions set in Committee' examinations.
- (l) Setters must not retain copies of draft question papers. Any waste paper used in the drafting of the papers must be destroyed and burned.
- (m) All matters related with setting of questions including the content of the papers must be treated as confidential and information concerning them must not be divulged to unauthorized personnel.
- (n) The copies of the final drafts should be submitted. All scrap paper, carbon papers and other relevant papers used must be collected and destroyed (burned or shredded) by a responsible officer in the Examinations and Awards Division.

3.0 Examination Format

All examination papers should have the following format:

- Font - Times New Roman
- Font Size - 11
- Line spacing - 1.5
- Paragraph alignment - Left/Justify

SECTION C: Coursework procedures

1.0 Overview

Coursework is an important aspect of course assessment. It is an essential feature of the learning process and can, therefore, be used as a means of evaluating this process. Coursework covers a variety of assessment instruments such as assignments, laboratory reports, studio work, exercises and any such tasks where specifications are given to students in advance, to be undertaken by the individual or groups of students, and submitted by a specified date. Individual pieces of coursework should be marked as the course proceeds and the level of competency transmitted to the student as quickly as possible.

The importance of coursework in assessing students' learning requires a reciprocal commitment on the part of both Instructors and students. Instructors should expect students to hand coursework in on time and students should expect the outcome of coursework to be made known to them as soon as possible after submission. Students must be informed of the expected timescale for return of marked coursework and students must be informed of any delays in return of marked coursework. Students and Instructors have certain responsibilities in relation to the assessment of coursework and these are embodied in the Prospectus.

2.0 Principles of Good Practice for Feedback to Students on Assessment

2.1 Introduction

Feedback on assessment performance is a vital communication process between Instructor and student. Constructive feedback should facilitate learning and subsequently enhance marks and grades.

Underpinning feedback is the notion of helping students to know why they have made mistakes and how they can avoid them in the future. Despite this challenge, such an approach yields dividends, both for the student in terms of deeper understanding and improved performance and for the Instructor in terms of evaluating and planning. It should, therefore, become the ultimate aim of the feedback.

2.2 Principles of Good Practice

2.2.1 Providing Timely Feedback

The two key elements relating to timing of feedback, which can be considered to be good practice, are as undernoted:

- Provision of feedback on one piece of assessment before students undertakes another. Example, student should be given a feedback of assignment one before undertaking assignment two

- Where a module has only one summative assessment component, providing the student with a formative assessment opportunity, with feedback before the summative assessment task, is a useful strategy to facilitate learning and maximize student performance in the summative task; Example, student should be given a feedback on performance of Test one before undertaking test two, be given a feedback on performance of test two before they sit for semester examinations.

2.2.2 Quality/Nature of Feedback

Feedback can be provided verbally, in hardcopy, or electronically. The feedback can be provided either on a one-to-one basis with academic staff and individual students or on a group basis. Feedback needs to be provided as efficiently as possible, therefore, the exact form and mechanism adopted will vary depending on circumstances. Feedback needs to be more extensive for students clearly struggling with work.

The value, use and meaning of feedback to a student will be maximized if it demonstrates the following characteristics:

- (a) Be clear and unambiguous;
- (b) Strike a balance between being constructive, encouraging and motivating and providing explicit comment on where there are failings and how improvements can be made;
- (c) Be specific and focused to the content and context in which it is given;
- (d) Be actionable - give feedback that the learner can act upon;
- (e) Be tailored to the needs of the individual student;
- (f) Reflects/supports the mark/grade awarded.

3.0 Guidance notes on Coursework

3.1 Coursework Information

3.1.1 Students should be provided with clear and timely information on methods of assessment, and the scheduling of all assessments. Additionally, students should receive a clear and concise explanation of the schedule of assessment for each module of study at the start of each module. Students should be informed of:

- (i) The date of issue of each coursework requirement;
- (ii) The date and time by which each coursework should be submitted;
- (iii) The mechanism for submission of coursework;
- (iv) The date by which marked coursework is to be returned.

3.1.2 In some instances, slippage of deadlines may be inevitable as coursework can sometimes only be engaged upon after certain material has been covered formally in lectures etc. Thus a certain degree of flexibility is required for deadlines and students should not be disadvantaged if slippage is out with their control.

- 3.1.3 Students should be notified of any changes to the assessment schedule in writing. This should normally be no later than 2 weeks before the deadline date of a piece of coursework, with a deadline date that is being moved backwards. If coursework has to be moved forwards then students will be notified of this change no later than 2 weeks before the new deadline date.

3.2. Submission Mechanism

- 3.2.1 The coursework submission mechanism must be clearly specified, in order that students are in no doubt about the procedure to be followed. Receipt must be systematically recorded to avoid any doubt about whether or not work has been submitted on time. The system must also be secure in order to safeguard against early submitted work being plagiarized by other students. For example, coursework could be “posted” into a locked box.
- 3.2.2 Coursework being submitted late should also be submitted through a secure mechanism.
- 3.2.3 Students are strongly advised to keep a copy of all coursework, either hardcopy and/or electronic, whichever is the most appropriate.

3.3. Late Submission

- 3.3.1 Coursework submitted late without prior agreement, or good cause where prior agreement could not be obtained, will have marks deducted. Standard procedures will be applied across UCC and these will be communicated clearly and in advance to all students through verbal communication. However, flexibility should be permitted at a local training centre (branch) for extenuating circumstances.
- 3.3.2 Coursework submitted late (as defined in 3.3.1) will normally have a penalty of 5 percentage points deducted for each day (up to a maximum of seven days, including weekends) from the total coursework mark available.
- 3.3.3 Students who have serious concerns about meeting coursework submission dates should consult the Module Instructor or Coordinator as appropriate as soon as possible and normally at least five days prior to the submission date, unless there are exceptional circumstances which make this impossible.
- 3.3.4 Any extension to the submission deadline for a particular student must be approved by the Module Instructor or other designated person and the reason for the extension must be recorded.
- 3.3.5 Retrospective applications for extension will not normally be approved

3.3.6 The following is given as a guide to students and staff on the types of reasons considered acceptable or unacceptable for the purposes of requesting and approving extensions to coursework deadlines:

3.3.6.1 Acceptable reasons:

- Significant medical problems
- Significant problems of a personal nature (e.g. family emergency)
- Compassionate grounds (e.g. family bereavement)
- Major computer problems (e.g. failure of UCC e-learning systems, such as network or server failure)

N.B In all cases students must provide suitable documentary evidence to support their request for an extension.

3.3.6.2 Unacceptable reasons:

- Minor computer problems (e.g. lost or damaged files, printer breakdown)
- Unverifiable travel difficulties
- Running out of time
- Other assignments due
- Temporary lack of availability of key resources required for the completion of the work

N.B It is the student's responsibility to ensure that s/he plans and manages their workload such that they are able to complete and submit coursework and dissertations by the deadline set.

3.4 Guidelines for Marking Continuous Assessment and Recording of Scores

The marker shall:

- 3.4.1 Review the question papers paying particular attention to ambiguity of questions set that may lead to misinterpretation by candidates.
- 3.4.2 Review and edit the model answers/suggested solutions carefully paying attention to what is required.
- 3.4.3 Review the marking scheme paying particular attention to weighting allocated to different questions or portions of a question based on the level of difficulty and required time for working out the solution
- 3.4.4 Ascertain that the marks awarded to a solution carry sufficient weighting.
- 3.4.5 Mark according to the marking scheme.
- 3.4.6 While marking each question, check carefully if there is any continuation of the question in any other page of the main or supplementary answer book.

- 3.4.7 Take necessary notes or statistics during marking that will assist in evaluation of the candidates' performance.
- 3.4.8 Make sure that all marks less than 10 are preceded by 0.
- 3.4.9 Add correctly the total marks for each question and indicate the total at the end of the question.
- 3.4.10 Transfer the total marks for each question to the cover page of the answer book.
- 3.4.11 Add the total marks for all the questions attempted by each candidate.
- 3.4.12 Transfer the total marks for each candidate to the summary sheet for the marked question paper using **NACTE FORM EXAM 01**.
- 3.4.13 Transfer the marks for each question paper to the course module summary sheet (**NACTE FORM EXAM 02**).
- 3.4.14 Submit the course module summary sheet to the official responsible for compilation of assessment results for all course modules in the branch/teaching centre using overall summary sheet **NACTE FORM EXAM 03**.

4.0 Guidelines on Continuous Assessment by Instructors

4.1 Purpose

This guideline is designed to meet the requirements of UCC Examinations Council rules and regulations, quality assurance standards, accreditation requirements and relevant administrative systems.

- 4.1.1 The course work/continuous assessment will be conducted according to the Academic Calendar issued by the Examination Officer. Branch Academic Course Coordinator in consultation with Examination Officer might amend it based on extenuating circumstances given by the branch and that have been agreed by the Examination Officer. Individual instructor is prohibited to reschedule his/her test date without written request and approval from the Branch Academic Course Coordinator.
- 4.1.2 Instructors are required to present test questions to the Academic Course Coordinator one week before the scheduled test without failure.
- 4.1.3 The instructors are required to supervise tests according to the Invigilation Timetable set by the Academic Course Coordinator without failure. Appointed Instructors to invigilate tests must adhere to the regulation on the Conduct and invigilation of UCC examinations
- 4.1.4 Each instructor has to submit respective Test one (1) or Test two (2) results to the Branch Academic Course Coordinator at most two weeks after the final day of the referred respective test.
- 4.1.5 Tests should only be given to students according to test time table. No instructor is permitted to provide individual or group Test 1 or Test 2 to students for whatever good

reason(s) be it sickness or absenteeism. Written permission from Branch Academic Course Coordinator should first be sought for.

- 4.1.6 The assignment and homework results must be submitted to Branch Academic Course Coordinator and he/she will be the one to foresee the printing and other logistics. This submission should be done in time for the respective preparations without failure. The submission should be done according to Academic calendar issued by Examinations officer.
- 4.1.7 Branch Academic Course Coordinator is the only mandated person to publish the course work at the end of each Test 1 or Test 2 and at the end of the semester. However, he/she may permit an Individual Instructor at the branch to publish it after being satisfied with the results. Any marks complain by students should first be addressed to the Academic Course Coordinator by the respective student for action as no changes shall be done to tests results whatsoever by the Individual Instructor
- 4.1.8 Instructors are directed to be fair and honest while dealing with students' course works. Intended mistake on marks award are prohibited. If may prove doubting as per speculation or investigation will render the respective instructor with full responsibility and may be liable for disciplinary action.
- 4.1.9 The Branch Academic Course Coordinator will advise students to keep their test results papers since they may be reprimanded for analysis when is deemed right. This will do away with ridiculous complaints against marks allocations and marking inconsistencies of which may damage Instructors' credibility unnecessarily. Instructors should therefore make sure that all tests are marked and recorded properly before giving back answer papers to students. Any awarding of marks without relevant student answer papers/script will render the respective instructor with strict disciplinary actions.
- 4.1.10 An Instructor who fail to adhere to any of the above guidelines will be liable for disciplinary actions

5.0 General Procedures for Coursework

5.1 Developing Assessment briefs

Responsibility: Module Tutor

- a) Assessment briefs must be consistent with the validated module descriptor, including length and weighting.
- b) Assignments must be designed to test achievement of some or all of the validated learning outcomes, and to allow candidates to demonstrate their degree of achievement in such a way that this can be reflected in the marking range.

- c) A set of assessment criteria must be designed for each assessment brief. Note that general assessment criteria may apply as well as more specific criteria for the assignment in question.
- d) In designing assessment criteria, care should be taken to exclude criteria which students cannot reasonably be expected to meet from successful completion of the module and their engagement with the module in question. For instance, students should not be assessed for specialist presentation skills if these have not been covered in the curriculum for that module or in pre-requisite modules, or are more generic learning outcomes at that level as specified in the module Guide.
- e) All assessment briefs should be in writing, and should contain the following:
- The module code, title, tutor and (if appropriate) other staff who are points of contact for the assessment;
 - The requirements of the assessment (essay title or equivalent);
 - The weighting of the assessment within the module and, if relevant, the weighting of different parts of the assessment;
 - The deadline and arrangements for submission;
 - The size and / or time limits for the assessment;
 - The assessment criteria, including reference to any general assessment criteria which apply;
 - If relevant, instructions on resources available to students, advice and support available from tutors, arrangements for working in groups, timetable for presentations etc;
 - If relevant, procedures and dates for return / collection of the assessment;
 - General statement that all assessment is subject to UCC Regulations for Assessment and, if appropriate, a statement drawing attention to any other regulations or procedures of particular significance for this assignment. This might include a statement on avoidance of Errors of Attribution and Assessment Offences.

SECTION D: Practical Training & Final Year Project conduct

1.0 Practical Training/Field Attachment

Practical training (CIT 05214) is an essential part of Basic Certificate in Computing and Information Technology studies offered by UCC. This practical training is designed to provide students with opportunities to put theory into practice. The aim of practical training is to help students to develop the skills and abilities that support professional studies and prepare them for responsibilities of working life later on.

The specific objectives of the PT are as follows:-

- To enable students get hands-on/real life experience they are expected to work in when they graduate.
- To provide an opportunity for students to apply the principles and techniques theoretically learnt into real-life problem solving situations.
- To provide an opportunity for students and academic staff to interact with the stakeholders and potential employers and thus appreciate field situations that will also generate information for curricula review and improvement
- To develop student understanding of work ethics, employment demands, responsibilities and opportunities.
- To enhance and strengthen linkages between UCC and various stakeholders in the country.

1.1 Length of Practical Training

Practical training is worth of 30 credits, which means about 300 hours worth of the student's work. In effect, this means that practical training lasts for 8 weeks, i.e. about 2 months.

Working days are defined in legislation and the relevant collective labour agreements at each workplace. Weekly working hours may therefore vary from 37.5 to 40 hours. The period of two months of practical training is actual working time and does not include holidays. If there are less than 37-40 working hours per week, the practical training period must be extended. Practical training should comprise a minimum of 300 hours of work.

Previous work experience is not accepted as part of practical training. Previous jobs provide student with valuable work experience, but practical training is a part of Basic certificate in Information Technology and Computing course and it is regulated and supervised by the UCC.

1.2 Timing

Practical training takes place after second term. Before student can commence practical training, he/she must have completed all the basic studies. i.e. should have completed a minimum of 90 to 100 credits.

1.3 Content

Practical training should match with student studies, personal interests and career goals. There are no exact requirements as to what kinds of tasks are acceptable, but the main idea is that student should be able to use the knowledge and skills acquired during the certificate studies in the practical training. Practical training should deepen the student knowledge in field of study and also develop the associated skills and abilities.

The tasks may be routine tasks in the beginning, but as the practical training period progresses, tasks may become more challenging and require more of the student's own initiative.

Here are some examples of acceptable tasks:

- PC maintenance
- IT system Support
- Software Installations
- Computer system Troubleshooting and services
- Network Installations
- Office applications and practices
- Desktop publishing
- Participating in a Project i.e. Web Design
- Database support
- Client contacts, correspondence

1.4 Finding the Practical Training Place

Either way, UCC can look for available placements within its departments and clients or students themselves can find their practical training places. For later case, UCC will support the process, by providing an official letter which will introduce student to that Organisation.

1.5 PT Preparation

There will be one (1) week practical training seminar aimed at familiarizing students with the instructions on writing the report and other paperwork in their placements. So that a student knows what is expected from him/her after completing the Practical Training. Ethical issues should be emphasized to students undergoing Practical Training during PT preparation

1.6 During the Practical Training

A student is required to follow all organization regulations and orders and good conduct must be expressed by the student

1.7 Supervision

A supervising Instructor will be appointed for each student. The supervisor will contact the student and the organization a few times during the training period to make sure things are proceeding as they should. The role of the supervisor is not a major one, and so the student

needs to be aware that in case he/she has questions or problems, should contact the UCC Certificate coordinator.

Also the hosting organization will appoint a supervisor to guide the student during the training period. If for some reasons problems arise or student is not satisfied with the work given, always he/she should first discuss the matter with the supervisor at the workplace.

1.8 Roles and responsibilities of UCC, Students and Partners

1.8.1 Roles and responsibilities of UCC.

- Will provide overall institutional management of the program.
- Will be responsible for appointing supervising Instructor for each student
- Will ensure the supervising Instructor visits to field attachment in order to interact with the student, field supervisor /other relevant officials and also visit the attachment sites to acquaint himself/herself with the activities of the student
- Shall initiate partnership with relevant organizations
- Will be responsible for identifying sites that offer valuable learning experiences to the students

For purposes of implementation, UCC will perform its roles and responsibilities through the respective training branches/centers.

1.8.2 Roles and responsibilities of UCC Partners

- Shall participate in the planning, supervision and evaluation of the students on field attachment.
- Will provide on-site technical and professional guidance to the students on field attachment throughout the field attachment period.
- Will provide feedback to the University on the experience of the field attachment program.
- Will commit their organizational facilities and/or resources for effective implementation of the field attachment program.
- Will engage in a mutual learning exercise together with the students and staff of UCC.
- Will provide students on field attachment with a wide range of experiences that go beyond technical skills.
- Shall give accreditation and credit gains to students on field attachment.

1.8.3 Roles and responsibilities of students

- Shall take PT/field attachment as part and parcel of their training at UCC and have positive attitude towards learning by practice.
- Shall respect all field/organization supervisors and any other persons they interact with throughout their field attachment/practical training period regardless of their background training and social differentiation,
- Shall work willingly wherever they are attached.
- Shall develop the day-to-day work plans with their field supervisors.

- Must adhere to the field attachment code of conduct and code of conduct of the host organizations.
- Shall provide reports and other forms of feedback to UCC and the host partners. This may include but is not limited to: - Supervisors' evaluation, Weekly Tasks Journal and PT Report

1.9 Tasks Specification

After one week of practical training, student should make a more specific plan of tasks for the whole practical training period with the supervisor in the Organisation. The plan must be sent to the practical training coordinator and a copy also to the supervising Instructor. Student should also specify the objectives for the practical training.

1.10 Weekly Tasks Journal

During the practical training students are supposed to write down the weekly tasks. The idea is to check how diverse the tasks have been during the practical training and whether they were given any more challenging tasks as the training proceeds. When writing down the tasks, students should explain also what they learned from these tasks. The weekly tasks journal should be returned with the practical training report.

1.11 Practical Training Report

After the practical training period, the student is needed to submit a report of 20-25 pages. The report is the conclusion of the practical training and it should include an analysis of the learning process. The report consists of several parts. The most important part, however, is evaluation, and therefore should be emphasized most.

Following are the parts that can be included in the final report by a student:

a) The organization

Students should introduce the organization as a whole and provide more details on the department she/he were based in:

- Name, branch, legal status
- Short history, ownership
- How big is the Organisation
- Business idea, strategies
- Internal communication

b) Students' tasks and the process of the whole organization

- Describe in brief processes of the organization (e.g. marketing, logistics, financing, ICT).
- Emphasize the processes that correspond to his/her studies and interests.
- Describe also what students have been doing and how his/her work is related to the whole process of the firm.

c) Evaluation

Students will evaluate and analyse practical training as a whole. For example:

- Explain the process of finding the practical training place, why he/she chose this place?
- Describe goals and explain how he/she was able to achieve them.
- Describe his/her skills and abilities before and after practical training, what she/he learned and how. He/she should give also concrete examples of different situations in which he/she thinks have learned the most.
- In his/her opinion, what are the skills needed in working life? Which skills and abilities should develop further for the future?
- Were he/she able to apply into practice at his/her workplace the theory he/she had learned at the UCC Ltd, and what subjects did he/she find most useful in connection with practical training?

1.12 Feedback from the Organisation

At the end of the practical training, the organisation supervisor has to fill in the feedback form. These feedback acts both as an evaluation of the student performance and as feedback to the UCC Ltd for it to improve its courses

1.13 Submission

Practical Training Report together with weekly tasks journal must be submitted within one week after completing the practical training period. All of the paperwork should be returned to practical training coordinator at one time. The said 30 credits will be awarded after the requirements have been fulfilled.

1.14 Assessing PT Report

UCC Supervisor Report	10%
Organization Supervisor Assessment	20%
Weekly Tasks Journal	30%
Practical Training Report	40%

2.0 Final Year Project (FYP)

Final Year Project (CIT 06214) is an essential part of Diploma in Computing and Information Technology and Diploma in Business Information Technology studies offered by UCC. Final Year Project is important for a number of reasons:

- It is the largest single piece of work student will work in his/her diploma course;
- It is the part of the curriculum that allows a student to specialize in a topic he/she is good at or enjoy;
- It is the part of student's course that prospective employers will most likely ask him/her about at interview;
- It allows students to show off a wide range of the skills and knowledge learned during his/her course;
- It encourages integration of material learned in a number of course units;

The specific objectives FYP are as follows:-

- To test if student can be able to apply the knowledge and skills obtained from class to solve the real world environment problem
- To test if student can be able to apply different methods of seeking information or data collections i.e. Library, interviews, Questionnaires, laboratory observations etc
- To test if student can be able to produce progressive work report
- To test if student can be able to prepare a professional presentation (PowerPoint presentation) and present it clearly
- To test if student can produce a concise final researched work report.

2.2 Length of Final Year Project (FYP)

FYP is worth of 18 credits and lasts for 18 weeks.

2.3 Timing

FYP may take place during the third semester and fourth semester of the diploma in computing and Information Technology course. Before student can commence FYP, he/she must have completed all modules for semester I and II.

2.4 FYP Preparation

An Instructor will be assigned to teach students on the project guidelines during the fourth semester of diploma in computing and information technology studies. Final Year project module will therefore be included in teaching time table of the fourth semester. Usually, eight hours is ideal to teach students these project guidelines. Thereafter, students are left to continue with independent research on the selected area.

2.5 Content

Student will be asked to select a topic among the areas that will be recommended by Instructor, the project is aimed to strength students to the work that is done in a real world environment. Students will be required to gather information independently with supervision of instructors and produce a printed report for the final marking.

Student project area may be in either of the followings areas:

- Database design
- Website design
- Programming
- Networking
- Multimedia
- Hardware

2.6 Supervision of the FYP

It is the student's responsibility to obtain a supervisor for the Final Year Project. Generally, the selection of a subject area will suggest the possible Instructors who could serve as supervisor. To identify possible supervisors, students may wish to ask the advice of one of their instructors or academic advisors. Students must bear in mind, however, that may encounter occasions when the branch/department member they approach to discuss Final Year Project study already is committed fully and cannot accept further responsibility for the semester in question. So it may require consulting more than one possible supervisor to arrange for the project. It is good to begin inquiries at the beginning of the semester preceding that in which you wish to start a project.

In Final Year Project, always involves an individual contract between a student and an Instructor/Supervisor. To arrange such a contract, the student must first have some idea of what the area of the project might be.

2.7 FYP Proposal

As soon as project area is chosen and the title developed, students at the start of the project will be expected to read any relevant background references and prepare a short (approximated 4-5 A4 pages) describing the objectives of the project and how the students plan to meet those objectives. Format of the proposal will have been taught by the Instructor responsible for Final Year Project module.

The proposal has to be approved by the supervisor before the student continues with his/her project. The following project approval proforma should be filled by the student and signed by the supervisor:

PROPOSAL APPROVAL PROFORMA

Name	
Registration Number	
Course	
Session	
Study Center / Branch	
Address for Correspondence	
Name of the Project Supervisor	
Title of the Project	
Name of Organization & Place where the Project is to be conducted	
Place	
Date of Submission	
Student's Signature	

APPROVAL RECORD (To be completed at UCC)

.....
Approved/Not Approved

.....
(Signature of approving Supervisor)

2.8 Roles and responsibilities of UCC and Students

2.8.1 Roles and responsibilities of UCC.

- Will provide overall institutional management of the program.
- Will be responsible to ensure the supervisor of the student's project fulfills the following:
 - Give possible directions for the study and advise on aims and objectives
 - Suggest some general areas of research for consideration and where possible, any examples of current research relevant to the topic.
 - Examine written work and provide constructive criticism. It is not the responsibility of the Supervisor to correct spelling mistakes, etc. other than to point out these are present: nor is it the duty of the Supervisor to organize the presentation content of the work, although advice may be provided if enough work has been submitted.
 - Make student aware of inadequate progress or any other facts which could impede the completion of a successful piece of work

For purposes of implementation, UCC will perform its roles and responsibilities through the respective training branches/centers.

2.8.2 Roles and responsibilities of students

- Shall take FYP as part and parcel of their training at UCC and have positive attitude towards learning by practice.
- Shall respect Project supervisors and any other persons they interact with throughout FYP period regardless of their background training and social differentiation,
- Shall present the project proposal as the road map of his/her project
- Shall develop the day-to-day work plans with their project supervisors.
- Shall give some form of public presentation of his/her work and FYP report (two hard copies, soft copy and the system in CD) before the panel.

2.9 Submission

FYP student will be required to submit the following documents at the end of his/her project:

- Project Report (minimum 40-50 Pages) in Hard Copy with Spiral Binding(2 copies), for the Final Evaluation
- Soft copy of the project report and the system in CD

On receipt of student's project report, Examiner will conduct Viva based on the project done by the student. The time and date of viva will be made known to the examinee well before hand and each Student will be required to be present for Viva without failing.

2.10 Guidelines for the assessment of the FYP

While evaluating the project, Assessors will consider the following aspects:

1. Clear statement of the objective or objective(s)
2. Practical relevance of the objectives and methodology to the business world/economy
3. Sufficient background reading and review of the available literature critically by the student.
4. Development of an appropriate analytical framework for addressing the problem at hand.
5. Collection of suitable information / data.
6. Appropriateness & relevancy of the techniques employed by the student to analyze the data / information
7. Valid conclusion drawn or not.
8. Layout of the written report

Integrated Method of Assessment:

Progressive work Report	10%
Well Prepared Presentation	15%
Presenting skills	15%
Final Work and Work report	60%

SECTION E: Module Evaluation procedures

1.0 Purpose and Scope

The purpose is to ensure that all students are invited to give feedback on every module they take at UCC via an anonymous module evaluation questionnaire, and that such feedback is collated and used systematically to assure and enhance the quality of UCC's taught modules. The questionnaire covers teaching and assessment, academic support, resource allocation and module organization, with students also encouraged to give feedback on how the module could be improved.

The procedures covers all end user courses, professional courses and academic courses taught at UCC, including collaborative or e-learning learning programmes.

2.0 Process

Branch Managers should ensure that module evaluation takes place for all taught modules within their branch/teaching centre, and that it is operated in a consistent and transparent way. Branch Managers should nominate a specific member of academic staff to co-ordinate and administer the process, for example the Academic Courses Coordinator or Short/Professional Courses Coordinator.

3.0 Administering Paper Questionnaires

Students should be allowed reasonable time to complete questionnaires at the end of timetabled sessions. A nominated specific member of academic staff should give students information about the value of the exercise, give guidance on how to correctly complete the form and reassure students that the process is anonymous. Staff should then leave and a student volunteer or volunteers should give a questionnaire to everyone in the class and collect them at the end. The student volunteer(s) should then seal the questionnaires in an envelope provided by the branch for the purpose and then deliver them immediately to a nominated specific member of academic staff who coordinate and administer the process at the branch/teaching centre.

4.0 Students Evaluations

- The mid-module evaluation by students is aimed at finding aspects of the module are particularly good and which aspects need improvement by the instructor and the respective branch.
- End of module evaluations by students are conducted in order to judge the quality and worth of a module.

4.1 The forms for mid module evaluation should be administered to students in week eight (8) of the semester for all academic courses

- 4.2 Each academic module is subjected to semesterization student evaluation; usually after the 15th week before semester examinations
- 4.3 There is no mid-module evaluation for end user courses or professional courses lasting for 2 months, rather end of module evaluation will be administered for it.
- 4.4. Modules evaluations for collaborative or e-learning programmes are made on the agreed arrangements between collaborating parties.

5.0 Module Monitoring

A primary purpose of monitoring each module is to evaluate the student experience of the module and to engage in a process of continuous improvement. This also provides an opportunity to ensure that the content and presentation of the module is accessible and inclusive. The evaluation may also provide information about staff development needs and staff appraisal.

- 5.1 A significant element of module monitoring is student feedback, obtained from questionnaires administered at the mid or end of each module.
- 5.2 The evaluation of student feedback is normally undertaken by the Academic Course Co-coordinator or other member(s) of staff directly involved in the delivery of the module.
- 5.3 Matters raised by students through the evaluation process, and any recommended proposals for change, must be submitted to the office of the Branch Manager on the first instance and on the second instance to the office of Principal for improvement planning.
- 5.4 Comments by students on learning resources, services and facilities must be fed back to relevant providers for consideration and action. Providers must in turn inform Academic Course coordinator of their response to the feedback.
- 5.5 A summary of the outcomes of module evaluation should be fed back to students by Instructor involved in the delivery of the module.