



**Cégep de la Gaspésie
et des Îles**

Institutional Policy on the Evaluation of Student Achievement

Director of Studies

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FOREWORD

As prescribed in section 25 of the College Education Regulations (*Règlement sur le régime des études collégiales*, or RREC) CEGEPs are required to adopt an institutional policy on the evaluation of student achievement (IPESA). The Cégep de la Gaspésie et des Îles' new IPESA also takes into account the recommendations of the *Commission de l'évaluation de l'enseignement collégial (CEEC)* and consultations with the college community.

The IPESA specifies the intent, principles, objectives, rules, and procedures surrounding the evaluation of student achievements. As such, the Cégep de la Gaspésie et des Îles puts forward values and commitments aimed at supporting students' success, while guaranteeing the quality and thoroughness of the achievement evaluation process.

This policy recognises the professional autonomy of teaching staff with regard to the measurement and evaluation of student achievement. It considers that this autonomy must be exercised in the broader context of institutional responsibility, in particular by focusing on consultation, transparency of processes and a program-based approach.

This IPESA is the result of a complete review of the 2009 document, reflecting the reality of study programs and the evolution of practices in the evaluation of student achievement. It is based on the principle that the assessment process is constructive and evolutionary, allowing students to situate themselves in relation to their own achievements. This rigorous process, which is at the heart of the present policy, must guarantee the validity of diplomas.

SECTION 1 INTENT, PRINCIPLES AND OBJECTIVE OF THE POLICY

1.1 Intent of the Policy

The Cégep de la Gaspésie et des Îles' Policy on the Evaluation of Student Achievement (IPESA) sets out all the rules and procedures governing the evaluation of student achievement. Its purpose is to provide the college community with a framework that defines the conditions for ensuring the fairness, consistency, effectiveness, quality, and transparency of the evaluation of student achievement process.

1.2 Guiding principles

The following principles govern the learning evaluation practices at the Cégep de la Gaspésie et des Îles.

1.2.1 The evaluation of student achievement as part of the educational program

The evaluation of student achievement must check that the competencies (objectives and standards) set for the program have been attained. It must also consider the integrated nature of a learning approach based on the acquisition of competencies.

1.2.2 The course outline and framework plan are at the heart of the pedagogical course planning process

This policy focuses on the drafting, approval, and distribution of course outlines. It also specifies the role of the framework plan and the requirements for its approval.

1.2.3 The evaluation of student achievement is based on the principles of fairness and equity

For the Cégep, transparency and impartiality are essential in the evaluation of student achievement to guarantee the principle of fairness. To that end, the Cégep recognises that the evaluation of student achievement must reflect what has been taught. It must also be equivalent for the same course given by different teachers and, more generally, for all courses in the same training program.

1.2.4 Students must be familiar with the assessment procedures (type of assessment, criteria, and timetable) for each course

1.2.5 Formative assessment is a compulsory part of teaching and learning

Formative assessment activities guide students in their learning process by enabling them to recognise errors and develop a capacity for self-assessment. This type of evaluation promotes the regulation of teaching as well as ongoing feedback during the learning process.

1.2.6 Both formative and summative assessments must be accompanied by feedback

After each assessment, students must receive feedback, either individually or collectively, which enables them to check their understanding, recognize their progress and understand their errors so that they can make adjustments to achieve the competency.

1.2.7 The summative evaluation of student achievement is a criterion-based assessment

The degree to which a competency has been achieved can only be assessed by comparing student performance with performance criteria.

1.2.8 The final evaluation shows the extent to which a skill has been developed

The final evaluation, which testifies to the degree of development of the target skill, is carried out individually. This is a complex integration task, which represents the final evaluation activity of the course. Assessment in a teamwork context is possible, provided that an individual component also confirms the degree of development of each person's competency.

1.2.9 The confidentiality of assessment results must be guaranteed throughout the assessment process

The teaching and administrative staff must ensure that students' right to the confidentiality of their results is always respected unless they otherwise consent in writing.

1.3 Policy objectives

The Cégep de la Gaspésie et des Îles' IPESA focuses on the following objectives:

1.3.1 Establishing institutional responsibilities, rules, and procedures for the evaluation of student achievement.

1.3.2 Keeping the student community adequately informed of all the rules and procedures of this Policy.

1.3.3 Providing teachers with support and assistance in their evaluation duties.

1.3.4 Ensuring consistency in the actions of those involved in the evaluation of student achievement.

- 1.3.5** Describing the process for drafting, producing, approving, and distributing framework plans and course outlines.
- 1.3.6** Setting the terms for comprehensive assessments.
- 1.3.7** Outlining students' recourse regarding the grade review process.
- 1.3.8** Specifying the requirements for the completion of studies and specific entries in the report card.

1.4 Students' rights

Students are entitled to:

- 1.4.1** a fair and equitable evaluation;
- 1.4.2** support from the Director of Studies to help them understand their rights and responsibilities;
- 1.4.3** the presentation and submission of course outlines at the beginning of each academic semester;
- 1.4.4** a balanced workload based on course weighting and proper planning of assignments and assessments;
- 1.4.5** proper and prior transmission of information concerning the types of formative and summative evaluation methods chosen by the teaching staff;
- 1.4.6** evaluations in line with course learning objectives and program competencies;
- 1.4.7** information on their learning progress;
- 1.4.8** assistance from teachers and access to various services to help them overcome learning difficulties;
- 1.4.9** a fair and equitable assessment of their learning;
- 1.4.10** the privacy of their learning assessment results;
- 1.4.11** accommodation measures, as part of an intervention plan, in the event of one or more limitations;
- 1.4.12** all the information concerning the IPESA and relevant procedures;
- 1.4.13** an appeals process to contest the result of their assessment, request a grade review or be heard in relation to any other section of the IPESA.

1.5 Scope of the Policy

1.5.1 This policy applies to all courses and programs leading to credits offered at the Cégep: regular training, continuing education, and vocational training. It applies to all forms of instruction to which credits are awarded.

1.5.2 In the case of vocational training, special features specific to this level of education will be indicated where required.

SECTION 2 RULES

2.1 Enrolment cancellation

2.1.1 In the weeks preceding the enrolment cancellation deadline set by the Minister, the Cégep will inform students of the deadline for withdrawing from a course and the applicable terms and conditions. In the case of courses that are not part of the regular school calendar (e.g. intensive courses, summer courses, vocational training courses, continuing education courses), the withdrawal deadline is set at 20% of the hours since the start of the course.

2.1.2 Students wishing to withdraw from a course must meet with the educational assistant responsible for their file, or with the continuing education advisor responsible for the program, before the deadline, and follow the procedures set out by the CEGEP. Students who fail to do so will continue to be considered enrolled, and any subsequent withdrawals will result in a failing grade (EC) on the student's report card for the withdrawn course.

2.2 Evaluation of student achievement

Evaluation is the act of assessing the value of learning achieved by individuals involved in a training process. From this perspective, evaluation goes beyond grading and quantifying.

Assessment, whether formative or summative, serves not only to regulate teaching, but also to provide ongoing evidence of progress and to support learning progression.

The variety of approaches is intrinsic to the fact that assessment activities and criteria are established in line with the learning objectives and skills developed in each course. As such, this diversity respects the objectives and content set out in the course framework plans. This means that for the same course delivered by different teachers, an equivalency in the evaluation of student achievement may be noted, particularly with respect to performance thresholds, weighting, and the application of grading criteria.

In the light of these factors, the following rules apply:

2.2.1 Formative assessments are part of the teaching and learning process. Accordingly, they should be carried out through course or internship activities.

- 2.2.2** Under no circumstances will a formative evaluation activity result in a mark being recorded on the college report card.
- 2.2.3** Formative assessment is always accompanied by feedback. The goal is to inform both the students and the teachers about the learning progress.
- 2.2.4** Group or individual feedback following formative or summative evaluation can take many forms. However, it should always inform students of their strengths and weaknesses, so that they can make the necessary adjustments to succeed. Ideally, feedback should include recommendations on how to make such adjustments.
- 2.2.5** The ability to work in a team is sometimes explicitly part of a course competency. In such cases, students develop the necessary teamwork skills through the course's learning activities. These skills are assessed, in whole or in part, in a teamwork context, to ensure that the assessment situation is as authentic as possible. This way, a person's ability to work in a team is assessed on an individual basis.
- 2.2.6** Skills other than the ability to work in a team may still be assessed in a team context. In such cases, the criteria must ensure that the skills of each team member are assessed. These criteria are established based on the course objectives. Evaluation may therefore include a team component, but always includes an individual component.
- 2.2.7** Teachers must indicate in the course outline the types of formative assessment and the methods of summative evaluation of student achievement (topics, timing, types of assessments, and weighting), including any final assessment activities.
- 2.2.8** The summative evaluation must be divided into several in-semester assessment activities.
- 2.2.9** The requirements of the final evaluation (weighting, format, timing) must be consistent with those indicated in the course outline and framework plan.

2.3 Weighting of summative evaluation activities

- 2.3.1** In each course outline, teachers must provide students with precise information on the weighting given to each summative evaluation activity.
- 2.3.2** Each course must include a final evaluation activity (comprising one or more components) that provides a final, overall assessment of the competency achieved in the course, and attests to the integration of the knowledge, skills, and attitudes specific to the course.
- 2.3.3** For various reasons, the final assessment may involve several types of assessment or be spread over more than one period. In such cases, it should be seen as a whole, representing between 40% and 60% of the total points.

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- 2.3.4** Unless authorised by the campus management, the final evaluation (or the last part of the final evaluation) takes place during the official examination period scheduled in the school calendar and coordinated by the academic services department. Given the specific practices of continuing education, this rule cannot be applied in these cases.
- 2.3.5** Because of the significant nature of the final evaluation, the total percentage of points awarded may not be less than 40%. On the other hand, considering the effect of assessment practices on teaching and learning, the value of the final evaluation cannot exceed 60%.

2.3.6 However, in exceptional cases, and with the authorization of the campus management or the academic advisor in the case of continuing education, the value of the final evaluation may exceed 60%. In these cases, the teaching staff must provide for frequent formative evaluations, the feedback from which informs students about their learning progress and enables them to make the necessary adjustments to achieve success. The formative assessment procedures are specified in the course outline. In this case, students who fail their course with a mark between 50% and 59% are automatically entitled to a retake or to the applicable terms if the course leads to the Comprehensive Assessment.

2.4 Pass mark

2.4.1 To successfully complete a course, students must obtain a mark of 60% for all summative assessments, including the final evaluation.

2.4.2 However, some skills are of such importance that they alone can result in a failing grade if they are not mastered. When deemed necessary, a department may therefore also require a minimum mark of 60% for a particular skill. The department must notify the Director of Studies of this requirement and make it explicit in the course outline and framework plan.

2.4.3 For vocational training, specific requirements apply and are set out in the respective departmental rules for the evaluation of student achievement.

2.5 Departmental rules for the evaluation of student achievement and of student achievement in continuing education

2.5.1 According to sections 3.3.1 and 3.7.1 of this Policy, all departments must adopt departmental rules for the evaluation of student achievement (DRESAs) or rules for the evaluation of student achievement in continuing education (RESACEs). These rules set out the specific requirements for:

- course attendance;
- the quality of language expression;
- special rules regarding the presentation of work;
- the procedure for analysing and adopting course outlines;
- the method of harmonisation and equivalency of the evaluation of student achievement for the same courses under the responsibility of different teaching staff;

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- any rule concerning the evaluation of student achievement that is specific to regular training, continuing education, or vocational training.

Where appropriate, departments may also specify the following:

- rights and remedies relating to certain rules of the DRESAs;
- the definition of the double or multiple pass thresholds for a course, where applicable;
- the arrangements for consultation in determining assessment criteria within the department;
- the Internet etiquette for distance learning courses;
- class management rules;
- how placements are organised and assessed;
- the services offered by The adapted services department and measures to help students succeed.

2.5.2 The DRESAs are drawn up by the departments and must comply with the IPESA, approved by the Director of Studies and communicated to students from the very first course.

2.6 Course framework plan

The course framework plan is a compulsory document, adopted by the program committee or by a general education department, which sets out the essential elements that must be included in the course. This document contains all the information needed to guide teacher in preparing their course outlines, in full compliance with the requirements of the general education program or subject.

With the agreement of involved departments, a framework plan may be initially implemented before being adopted by the program committee, so that amendments can be made if necessary.

Once approved by the program committee, the framework plan is submitted to the Director of Studies.

In general education, framework plans are drawn up and approved by the department(s) of the relevant discipline. They are presented to and adopted by the Commission of Studies. Except for complementary general education, framework plans are drawn up jointly by the departments of all the campuses involved.

In continuing education, the framework plans are drawn up by content specialists and checked by the academic advisor before the course is offered for the first time. They should serve as a reference. If a framework plan cannot be developed, the course outline will serve as a reference for the competencies or competency elements to be developed, the course content, and the evaluation methods in the event that the attestation of college studies is offered again. Any changes to a framework plan (or to the course outline used in its place) must therefore be approved by the continuing education advisor and be consistent with the relevant competency.

There is strong support for the development of framework plans for vocational training programs, which may include distinctive features specific to this teaching format.

2.7 Course outline

2.7.1 For each of the courses for which they are responsible, teachers will draw up a detailed course outline, in accordance with this IPESA and the framework plan or course outline used for continuing education.

2.7.2 Each course outline must contain the following elements:

- clear identification of the course (title, number, weighting, duration, units);
- the general presentation of the course;
- the location of the course within the program;
- the course competencies (whether presented in an integrating diagram);
- the elements of the competencies;
- the learning objectives, content elements, and performance criteria;
- the chosen teaching sequence;
- the teaching and learning activities;
- the types of formative assessments;
- the arrangements for summative evaluation of student achievement (topics, timing, methods, and weighting);
- a mediagraphy;
- the French language assessment procedures, which take into account the Quebec policy to promote the use of the French language (PVLF).

2.7.3 The following elements may be specified in the course outline or in a departmental document handed out to students:

- the standards for the presentation of work;
- the requirements of attendance;
- the mandatory equipment requirements;
- the rights and procedures for revising grades;
- any departmental rules relating to the evaluation of student achievement.

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- 2.7.4** Teachers draw up the course outlines and complete the course outline verification grid (appendix 1). The department coordinator reviews and signs the course outline checklist.

Regular and vocational training:

- The department reviews and adopts the course outlines. Course outlines and checklists are forwarded to campus management for approval.
- Any significant change during a semester must be verified by the coordinator, approved by the department and campus management, and communicated to students within a reasonable period of time.

Continuing education:

- The advisor reviews and approves the course outlines.
- Any significant change during the semester must be verified and approved by the continuing education advisor and communicated to students within a reasonable period of time.

- 2.7.5** The course outline must be presented to students during the first week of classes. Any exceptions to this rule must be approved by the campus management or, in the case of continuing education, by the academic advisor.

2.8 Attendance

- 2.8.1** Whether attendance is compulsory in a given discipline or course is a matter to be determined by each department and the continuing education staff. Attendance and active participation in class promote success. Departments may also define specific attendance requirements, for example for asynchronous or distance learning activities.

- 2.8.2** While class attendance cannot be graded, it can be a requirement of access to grading. Students who are absent from certain learning activities may be denied access to evaluation activities. The department decides on the type of activities for which such a rule applies and specifies this in its DRESAs. Students must be informed of this in the course outline.

2.8.3 Students absent for more than a week must notify their personal academic counsellor as soon as possible, who will inform the teaching staff. Upon return, students must contact each teacher to assess the possibility of continuing the course or receiving a temporary incomplete (IT) grade. Each teacher will determine whether a retake is possible and will set the conditions, if applicable.

2.8.4 In exceptional circumstances (illness, accident), the personal academic counsellor may examine the possibility of awarding a student an Incomplete (IN) grade.

2.9 Language expression quality

2.9.1 Given the importance of language proficiency and in accordance with the PVLf, language quality must be assessed in all courses.

2.9.2 The summative assessment of language quality is set at a minimum of 10% of the mark awarded for any summative assessment involving written (including examinations) or oral communication. This percentage may be included in or deducted from the overall mark.

2.9.3 Departments could consider a weighting of more than 10% to emphasise the importance of language quality. It is up to each department or continuing education staff to inform students of this through the DRESA.

2.9.4 The inclusion of reference works relating to language use is encouraged in assessment situations, except where consultation may give access to answers or be a source of plagiarism. Whether the use of reference works is authorised, it is consistent to allow time for the revision and correction of a text if it is a criterion for assessment.

2.9.5 All categories of error are taken into account in the language evaluation: common spelling, grammatical spelling, syntax, vocabulary, and punctuation.

2.9.6 Allophone or foreign language immersion students in the first year of study can recover all points lost for language quality by submitting a corrected version of assignments or exams within five working days of receiving their grade. In the second year, up to half the points awarded for language quality can be recovered by submitting a corrected version within five working days. In the third year, this arrangement for recovering language-related points is no longer available.

2.9.7 Allophone and foreign language immersion students have the right to use a French grammar and translation dictionary without definitions during written assessments in class. If the use of a dictionary is authorised for other students, the translation dictionary with definitions may then be used.

2.9.8 In the case of vocational training and continuing education, particularities apply and are indicated in the DRESA of the departments or programs concerned.

2.10 Work presentation

It is up to each department and continuing education staff to establish rules for the presentation of work and to inform students of such rules.

2.11 Absence from a summative evaluation activity

2.11.1 A student who is absent from a summative assessment will be awarded a mark of 0.

2.11.2 However, students who plan to be absent from a summative assessment for a serious reason (illness, death of a relative, parental obligation) must notify their teacher at least 24 hours before the scheduled date of the assessment activity so that arrangements can be made for rescheduling.

2.11.3 In the event of unforeseeable absence (illness, sudden death of a relative, accident), students must inform their teacher within three working days of the absence. Arrangements may be made to resume the assessment.

2.11.4 Teachers may request a written justification for absence.

2.12 Fraud and plagiarism

The Cégep places great importance on preventing plagiarism and respecting intellectual integrity. For this reason:

2.12.1 A student who plagiarises will receive a mark of 0 for the assignment. Plagiarism is defined as "copying all or part of the content of another work into one's own work without citing the source¹".

2.12.2 Self-plagiarism is also a form of plagiarism. It is the act of presenting the same text or production several times, simultaneously or successively, without having first received the approval of the teacher receiving the text or production².

2.12.3 Any fraud, attempted fraud or involvement in fraud or cheating will result in a mark of 0 for the test or assignment concerned.

2.12.4 The use of artificial intelligence (AI) assistance as part of an assessment must be authorised by the teacher; otherwise, it constitutes fraud.

¹ [plagiarism.pdf \(uqar.ca\)](#)

² [Plagiarism and fraud - Teaching at UQTR - UQTR \(uquebec.ca\)](#)

2.12.5 Plagiarism or fraud results in a mark of 0 for the given test or assignment. However, teachers may, in the exercise of their professional judgement, decide to apply a sanction other than a mark of 0.

2.12.6 In all cases of fraud or plagiarism, the following process applies:

- The teacher must enter the documents and write up a report, which will be sent to the campus management by the department coordinator or the continuing education advisor.
- When the director receives a first report about a student, he or she forwards the report to the program's personal academic counsellor so that the required code can be added to the matching file. This code will be kept in the student's file.
- The director will then contact the student, who will be required to attend a mandatory workshop on respect for intellectual integrity. In the event of a second breach, the student will receive a final mark of 0% for the course concerned, whether it is the same course or another course. A third breach may result in suspension from the Cégep for the semester.

2.13 Correction of work and assessments

- 2.13.1** Students must be informed in advance of the weighting of each part of a summative evaluation assignment or test and of the assessment criteria used.
- 2.13.2** In the case of in-semester formative evaluation activities, feedback, regardless of its form, must inform students of their successes and difficulties with sufficient time to enable them to make the necessary adjustments to achieve success before a summative evaluation is held.
- 2.13.3** The weighting of each part of a summative evaluation activity and its total value must be clearly indicated on the document or evaluation grid.
- 2.13.4** Teachers must provide students with the results of summative evaluations carried out during the semester within a maximum of ten working days. The results are accompanied by feedback. Final assessment results are submitted within five working days of the end of the semester. In the case of continuing education, the deadline is five working days after the end of a scheduled block.
- 2.13.5** Teachers provide feedback on both formative and summative assessments. At a student's request, they may provide individual feedback.
- 2.13.6** All oral assessment results must be supported by feedback. An oral assessment that accounts for more than 15% of the total percentage of points, or which is used as a final assessment test, must be recorded, so that any request for a grade review can be responded to.
- 2.13.7** All teamwork assessment results must always include an individual component for which feedback is given to students in the case of in-semester assessment.
- 2.13.8** Copies of summative evaluations conducted during the semester must be kept by the student or the department until the end of the deadline for requesting a grade review. Copies of final evaluation tests are kept by the teaching staff or given to campus management or the continuing education advisor, who keeps them until the end of the deadline for requesting a grade review.

2.14 College Report Card Entries

The Cégep de la Gaspésie et des Îles acknowledges credits awarded to students by other public colleges.

2.14.1 Temporary incomplete (IT)

The Temporary Incomplete (IT) mark is entered on the report card of a student who, for an exceptional reason, has not been able to achieve the course objectives within a current semester.

After agreement with the teaching staff, the student has a maximum of one semester in which to meet the course requirements and regularise the situation. Once this period has elapsed, the grade previously obtained is entered on the report card.

The department may restrict the time allowed, provided that it makes this clear to the student and notifies the Director of Studies in writing.

Teachers issuing an IT mark must complete the appropriate form, have it signed by the department coordinator and submit the form, signed by all three parties, to the registrar's office. In the case of continuing education, the academic advisor assumes this responsibility.

IT status may also be granted for a vocational training course, subject to the same applicable rules.

2.14.2 Incomplete (IN)

The Cégep may issue an Incomplete (IN) mark when students demonstrate their inability to complete a course for a serious reason beyond their control, and the deadline determined by the Minister pursuant to section 29 of the RREC has been reached. The IN grade does not entitle the student to the units associated with the course (s. 23.1 of the RREC).

The IN grade cannot be issued before the deadline for withdrawal determined by the Minister pursuant to article 23.1 of the RREC. If a student is unable to attend a course before the withdrawal deadline, the course will be withdrawn from the student's program. Any request for the issuance of an IN mark made before the withdrawal deadline will be denied.

Students wishing to claim an IN mark must complete the appropriate form with their personal academic counsellor or continuing education advisor.

2.14.3 Waiver (DI)

The Cégep may grant an Exemption (DI) for a course when it considers that a student will not be able to achieve the objectives of the course, or to avoid serious prejudice to the student. The DI mark does not entitle the student to the units associated with this course, which does not have to be replaced by another course (RREC, s. 21).

Students must submit their request to their personal academic counsellor or continuing education advisor. The adapted services department will then analyze the request and recommend an exemption to the Registrar's Office.

2.14.4 Equivalence (EQ)

The Cégep may grant an Equivalency (EQ) for a course when a student demonstrates that he or she has achieved the objectives of the course through previous schooling, extracurricular training, or other means. The equivalency entitles the student to the credits attached to the course, which does not have to be replaced by another course (s. 22, RREC).

Students must submit their request to their personal academic counsellor or continuing education advisor, who will analyze the request and forward a recommendation for equivalency to the Registrar's Office.

The equivalency granted is based on the evaluation of previous academic training other than college training or extracurricular training. In some cases, the Director of Studies must consult the department concerned to complete the training evaluation.

In the case of professional experience, the request could be directed to the continuing education department. The Quebec institutional policy for the acknowledgement of prior learning and competencies (*Politique institutionnelle de reconnaissances des acquis et des compétences* or PIRAC) would then be applied.

2.14.5 Substitution

The Cégep may authorize the substitution of one or more courses in the program of study to which the student is admitted by one or more other courses (s. 23 of the RREC).

A substitution may be granted when the student has already achieved the objective by passing one or more courses in his or her past schooling.

This situation arises in the following cases:

- the student moves to another college;
- the student changes program;
- a new version of the program is available.

Students wishing to obtain a substitution must apply to their academic counsellor or continuing education advisor.

In the case of a program revision, the substitutions to which the student is entitled are generated according to a correspondence table determined by the department. In the latter case, the student does not have to submit a request.

2.14.6 Failure (EC)

Failure (EC) indicates that the student has not achieved the competency targeted by the course.

2.14.7 Application and procedures for Waiver, Equivalence, Substitution, and Incomplete grades

2.14.7.1 Application of a Waiver, Equivalence, Substitution, or Incomplete grade

- a) Only students who are registered on the Cégep's official lists may request to be awarded a Waiver, Equivalence, Substitution, or Incomplete grade. This process, which is part of the Cégep's program offering, is also available on an exceptional basis to students applying for admission.
- b) It is up to the student to demonstrate that their request is well-founded.
- c) In order to verify the relevance of the application, the Cégep may require the successful completion of an examination or any other educational activity determined by the department, including updating knowledge.
- d) Waivers, equivalencies, and substitutions granted to a student by another CEGEP in the Québec college network are recognized at Cégep de la Gaspésie et des Îles.

- e) The Cégep relies on the expertise of personal academic counsellors, continuing education advisors, content specialists and departments before granting equivalency or substitution.
- f) The issuing of Waiver, Equivalency, Substitution, or Incomplete grades requires special administrative work that entails costs. Consequently, fees are charged to students for the review of certain requests in accordance with Cégep bylaw no. 2 on the collection of fees payable by students.

2.14.7.2 Procedure for issuing a Waiver, Equivalency, Substitution, or Incomplete grade

Requests for equivalency, substitution, waiver, or incompleteness are received by the personal academic counsellor or the continuing education advisor, as appropriate. To submit a request, the student must complete the prescribed form and attach, if applicable, the required supporting documents and evidence: the course outline specifying the content, objectives and duration of the course, the official report card, and any other relevant document. The student must pay the required fees, if applicable. The Director of Studies makes the final decision and enters the mention in the student's file, if applicable.

a) Incomplete

Students wishing to obtain an Incomplete (IN) grade must complete the prescribed form and attach a document justifying the disability (e.g. medical note, police report, court document, etc.). The document must specify whether the incapacity is total or partial. In the case of partial incapacity, the number of hours that the student can attend must be clearly indicated.

The written request must be submitted to the personal academic counsellor or the continuing education advisor at a meeting. The student will then receive information about the impact of the IN credit on his or her progress and the possibility that the duration of his or her studies will be extended (particularly when the credit applies to several courses).

The application must be submitted after the deadline set by the Minister.

The request must be made before the end of the relevant semester. If necessary, students must justify their inability to meet this deadline. The Director of Studies may refuse any request for which a justification is inconclusive.

The personal academic counsellor or the continuing education advisor, as appropriate, forwards the request to the Director of Studies, who decides

whether to issue the IN grade. The decision is forwarded to the Registrar's Office. The documents justifying the grade are kept in the student's file.

b) Equivalency and substitution

In the case of a request for equivalency or substitution, the personal academic counsellor or the continuing education advisor, as the case may be, analyses the request in accordance with the regulations in force at the Cégep. This person will verify the existence of a similar recommendation in the list of decisions for which there has already been consensus with the departments. If there is no similar decision, the file is submitted to the department concerned. The department examines the request and sends a written opinion on whether to grant equivalency or substitution, stating the reasons for its decision. This opinion will be added to the list of decisions already made. If the opinions of the involved department, the personal academic counsellor or the continuing education advisor are not unanimous, the Director of Studies makes the final decision and forwards it to the person responsible at the registrar's office.

The Director of Studies makes the decision. In the case of a favourable decision, an entry is made in the student's report card for the course covered by the request and the supporting documents are kept in the student's file.

c) Waiver

Students wishing to obtain a waiver must submit their request to their personal academic counsellor or continuing education advisor and complete the prescribed form, attaching a document justifying the disability (e.g., diagnostic report). The adapted services department will then analyse the request and make a recommendation for exemption to the Director of Studies.

The Director of Studies makes the decision. In the case of a favourable decision, an entry is made in the student's report card for the course covered by the request and the supporting documents are kept in the student's file.

2.15 Grade Review

2.15.1 Review of the grade of an assignment or summative evaluation during the semester

A student who wishes to have the grade of a summative evaluation assignment or test revised during the semester must submit a request to the teacher within five working days of receiving the grade.

The teacher will make a decision within five working days of receiving the request.

2.15.2 Grade review for a final evaluation test

A student who wishes to have the mark of a final evaluation test revised must submit a request to his or her personal academic counsellor, or to the continuing education advisor, within ten working days of the start of the semester (or of the continuing education block) following the issue of the report card.

The personal academic counsellor informs the student of the process and gives him or her the grade review request form. The student must submit the form to the Registrar's Office, along with a statement of reasons. To do so, they must consult their evaluation.

The registrar's office informs the departmental coordinator or the continuing education advisor.

2.15.3 The department sets up a grade review committee made up of three members of the teaching staff, including the student concerned. The student may ask to be heard by the grade review committee. The committee notifies the registrar of the revised final grade within 20 working days. Regarding continuing education, the grade review committee is made up of three members of the teaching staff, including the student concerned, and the academic advisor.

2.15.4 A teacher who is leaving the Cégep must give the departmental coordinator or the continuing education advisor:

- the assignments or tests, as well as the results of the assignments and summative assessment tests and their weightings;
- the results and assessment criteria for the final assessment tests.

If a grade review is requested after the teacher has left, the Cégep must still provide the teacher with the opportunity to participate in the work of the review committee.

2.15.5 In the case of a teacher who is absent for an extended period of time, the department will nevertheless form the review committee within the prescribed time limits.

2.16 Comprehensive Assessment

2.16.1 Comprehensive Assessment Definition

The Comprehensive Assessment (CA) is a separate component from the evaluation of individual competencies. This CA must attest to the integration of learning achieved in each program, i.e. to the student's ability to use, in an integrated and independent manner, the competencies acquired throughout his or her studies.

Information relating to the CA must be compiled in a document that can be used as a reference. This document is approved by the Program committee and submitted to the Director of Studies. If the CA is attached to a specific course, the framework plan for that course may be used as a reference document, ensuring that all the requirements and retake procedures are included.

2.16.2 Possible forms of CA

The CA can be a single assessment activity or a combination of several assessment activities of different lengths carried out at various times during the final semester of the program.

The CA can take many forms. What's important is that it's an integrative task that takes into account the selected competencies.

2.16.3 CA requirements for success

The CA is taken in the final semester of the program. It may be associated with the successful completion of one or more key courses in the final semester.

If the objectives of the supporting course(s) include the integrating objectives or competencies targeted by the CA, the CA will form part of the assessment activities scheduled for the course.

The CA may constitute an evaluation separate from the other assessment activities of the supporting course(s).

If the program committee does not wish to hold the test in conjunction with a supporting course, it must define the test procedures and those to be implemented in the event of failure.

2.16.4 Information for students

From the start of the program, the teaching staff informs students of the CA and the associated success requirement to obtain the Diploma of Collegial Studies.

At the beginning of both the last year of the program and the last semester, the department informs students of the tasks to be performed, the context in which they are to be carried out, the instructions, the assessment criteria, and the conditions for retaking the CA in the event of failure.

2.16.5 CA eligibility requirements

To be eligible for the CA, students must have successfully completed all the courses in their program, including general education courses. However, a student who is missing a maximum of three courses in the program may be eligible for the CA, provided that he or she is able to complete these courses no later than the fall (or the following winter if the courses are offered only in winter.) In the latter case, students who successfully complete the CA will receive a passing grade on their report card pending successful completion of the missing courses. This rule applies to all technical programs.

2.16.6 CA completion and grading

The CA is based on a criterion-based interpretation, and the criteria must be communicated to students in advance.

The exam is marked RE (pass) or EC (fail). Students can only obtain a pass grade if they have successfully completed all the courses in the program.

The mention of the CA on the report card is separate from the result of the supporting course(s) and relates solely to the CA.

2.16.7 CA retake requirements

When developing the CA, the Program committee must specify the conditions and procedures for retaking the CA if students complete the supporting course but fail the CA.

The Program committee must specify and take responsibility for the retake procedures in cases where it decides not to match the CA with a supporting course.

2.17 Completion of studies

At the end of each semester, or as required, the personal academic counsellor or the continuing education advisor analyses the files of students likely to obtain their diploma to validate:

- the achievement of the objectives set out in the program, in the case of the Diploma of College Studies (DCS) and the attestation of collegial studies (ACS);
- if the units attached to the courses are awarded in accordance with the version of the program registered with the ministry, where the DCS is concerned.

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Personal academic counsellors or continuing education advisors will submit to the registrar:

- an analysis report indicating the grade awarded that includes confirmation of successful completion of the PSE and the standardized language test, if applicable, as well as verification of prior learning in the case of exemptions, equivalencies, and substitutions, using the report cards or recommendations that led to the decision, as provided for in sections 2.14.3, 2.14.4 and 2.14.5 of this Policy. This report is signed by the Director of Studies and formalizes these remarks;
- or, exceptionally, in the case of a program not listed in the management system, a letter confirming the program (version) completed, the semester, the type of diploma and, in the case of an ACS, the number of units and hours.

The Cégep then recommends that you complete your studies:

- by transmitting the information to the student data management system (Socrate);
- by transmitting information to the *Système de la sanction des études collégiales* (Sysec), i.e. objectives, entitlement to a DCS, certification of studies;
- producing a list of students eligible for the DCS or ACS for submission to the Executive Committee (a responsibility delegated to the Executive Committee under bylaw no. 1 –internal management);
- sending the ministry a list of students recommended for the DCS;
- by issuing the report card with the word YES to “*sanction recommandée pour le DEC*” (i.e. DCS award recommendation);
- by issuing the ACS.

In the case of vocational training, specificities apply.

2.18 Recourse

Students who feel adversely affected by a section of this Policy may avail themselves of the Cégep's recourse procedure.

SECTION 3 RESPONSIBILITIES

3.1 Student responsibilities

Students are primarily responsible for their own learning. As such, their responsibilities are as follows:

- 3.1.1** Choosing a training program and taking charge of your own learning.
- 3.1.2** If necessary, in the event of limitations, taking steps to request accommodations from the adapted services department and avail oneself of the services offered.
- 3.1.3** Familiarising oneself with the content of the DRESAs and complying with its requirements and conditions.
- 3.1.4** At the start of the semester, familiarising oneself with the content of the course outline, understanding its guidelines, if any, and complying with the requirements and conditions set out in it.
- 3.1.5** If necessary, following the course withdrawal procedure and respect the cancellation deadline for each semester.
- 3.1.6** Participating in compulsory awareness-raising activities on plagiarism prevention and respect for intellectual integrity set up by the Cégep.
- 3.1.7** Actively participating in the learning and assessment activities set out in the course outline.
- 3.1.8** Notifying one's teacher of any absence from a summative evaluation for a foreseeable and serious reason at least 24 hours before the activity. In the case of an unforeseeable absence, teachers must be notified within three working days of the absence.
- 3.1.9** Keeping copies of assignments or summative assessments during the semester until the end of the mark review period, unless this responsibility is assumed by the department.
- 3.1.10** In the event of difficulty, asking the people in charge for the help or support needed to develop their learning.

3.2 Teacher responsibilities

Teachers are responsible for planning learning and for the evaluation of student achievement, both formative and summative, within the framework established by this Policy. As such, teachers must:

3.2.1 For each of the courses under their responsibility:

- draw up a detailed course outline that complies with this IPESA and with the framework plan or the course outline that serves as the framework plan in the case of continuing education;
- complete the course outline checklist (appendix 1);
- send the course outline to the departmental coordinator or the academic advisor in the case of continuing education.

3.2.2 Draw up the formative and summative assessment procedures so that they accurately reflect achievement of the competency corresponding to the objectives and standards in the ministerial specifications.

3.2.3 In each course outline, provide students with precise information on the weighting given to each summative evaluation activity.

3.2.4 At the beginning of each semester, present the course outline to the students enrolled in the course and make it available on the learning management platform.

3.2.5 Define the assessment criteria and make them known to students.

3.2.6 For the same course delivered by different teaches, ensure that the weighting, assessment criteria and performance threshold are equivalent, comparable, and in line with the terms of the DRESAs.

3.2.7 Assess the quality of language expression in each of their courses.

3.2.8 During the semester, provide students with the results of summative evaluations within a maximum of ten working days. The results must be accompanied by feedback. For final assessments, feedback may be provided at the students' request.

3.2.9 At the request of students, review in class or individually the marking of both formative and summative assessments.

3.2.10 Exercise their role with regard to the application of the section on fraud and plagiarism in accordance with this Policy (s. 2.12 Fraud and plagiarism).

- 3.2.11** Keep copies of final course evaluations until the end of the deadline for requesting a grade review. Teachers leaving the Cégep must return them to the departmental coordinator or the continuing education advisor.
- 3.2.12** Contribute to the Cégep's success measures and those put in place by the program.
- 3.2.13** Communicate to the appropriate departments the information and documents needed to implement individual accommodations for specific assessments, in accordance with the procedures in place.

3.3 Departmental responsibilities

Departments are responsible for ensuring the quality of courses offered by their staff. To that end, they must, among other things:

- 3.3.1** Draw up DRESAs that are consistent with and complementary to this IPESA and submit them to the Research Department.
- 3.3.2** Draft framework plans for the courses under their responsibility in each of the programs in which they are involved.
- 3.3.3** Analyse and adopt the course outlines under their responsibility, checking that they comply with the course outline, framework plan, IPESA, DRESAs and PVLFF and ensuring that the checklist is correct.
- 3.3.4** Ensure fairness and equivalency of assessment for the courses under their responsibility, it being understood that equivalency refers to performance thresholds, weighting and the application of assessment criteria, particularly in the case of the same course being taught by two teachers.
- 3.3.5** Through discussions, check that the evaluation of student achievement complies with the objectives and standards for each of the courses under their responsibility.
- 3.3.6** Report to campus management and the Director of Studies on needs for information, technical, material, and developmental assistance related to assessments.
- 3.3.7** Ensure that students' rights are respected within the framework of this Policy and its DRESAs.

3.4 Department coordinator responsibilities

Department coordinators act as liaison between the departments and the Cégep at large and ensure the smooth running of the departments. For the purposes of this Policy, coordinators must:

- 3.4.1** Ensure that the DRESAs are drawn up and implemented.
- 3.4.2** Send the course outlines, together with their verification grid, to campus management, who will certify that the departments have fulfilled their responsibilities with regard to the adoption of course outlines.
- 3.4.3** Include in their annual report any information or recommendations on the state and needs of the departments in terms of evaluation of student achievement and make appropriate recommendations.

3.5 Responsibilities of the Program committee

In line with the program approach, the Program committee is responsible for:

- 3.5.1** Establishing interdisciplinary relations for the purposes of organising courses and evaluating student achievement with a view to harmonisation and equity.
- 3.5.2** Ensuring compliance with the objectives and standards in the evaluation of student achievement for the courses in the program.
- 3.5.3** Determining and adopting the general framework for the Comprehensive Assessment.
- 3.5.4** Ensuring that a program's evaluation status and needs are included in the annual report of the department responsible for the program.

3.6 Responsibilities of the regular education advisor

Academic advisors are responsible for developing and improving the evaluation of student achievement. As such, they must:

- 3.6.1** Provide consultation, analysis and development services in the evaluation of student achievement for teaching staff and departments.
- 3.6.2** Provide departments and teaching staff with information on the evaluation of student achievement (documentation, conferences, tools, etc.).
- 3.6.3** Advise teaching staff on inclusive assessment practices.
- 3.6.4** Recommend to the Director of Studies that the necessary resources be put in place to improve the evaluation of student achievement.

- 3.6.5** Check the pedagogical validity and consistency of the documents relating to the programs (course outlines, flowcharts, correlation tables, educational intentions, exit profiles, comprehensive assessments).

3.7 Responsibilities of the director of continuing education

The director of continuing education is responsible for the day-to-day application of the Policy. By delegation of authority, this person acts on behalf of the Director of Studies and must:

- 3.7.1** Ensure that rules for the evaluation of student achievement are drawn up for continuing education and comply with the IPESA.

- 3.7.2** See to the enforcement of the IPESA.

3.8 Responsibilities of the continuing education advisor

- 3.8.1** Providing consultation, analysis, and development services in the evaluation of student achievement for continuing education teaching staff.

- 3.8.2** Passing on to teaching staff any information on the evaluation of student achievement (documentation, conferences, tools, etc.).

- 3.8.3** Recommending to the Director of Studies that the necessary resources be put in place to improve the evaluation of student achievement.

- 3.8.4** Checking the pedagogical validity of the course outlines and, where appropriate, the consistency of the documents relating to the ACSs offered.

If there is no personal academic counsellor:

- 3.8.5** Ensuring that this Policy is disseminated to continuing education students.

- 3.8.6** Ensuring that the procedures relating to the certification of studies are applied regarding exemption, equivalency, and substitution.

- 3.8.7** Analysing the files of students likely to obtain their diploma to forward to the Registrar's Office the list of degrees to be issued.

3.9 Responsibilities of the personal academic counsellor

- 3.9.1** Ensuring that this Policy is disseminated to Cégep students.
- 3.9.2** Ensuring that the procedures relating to the approval of studies are applied regarding waiver, equivalency, and incomplete mark requests, as well as withdrawals and substitutions.
- 3.9.3** Analysing the files of students likely to obtain their diploma to forward to the Registrar's Office the list of degrees to be issued.
- 3.9.4** Following up on students' academic progress, including disseminating information and receiving requests for incompletes, grade reviews, course withdrawal forms, etc. To that end, the personal academic counsellor also follows up with the teaching staff in the event of departures or prolonged absences.

3.10 Responsibility of the adapted services staff

- 3.10.1** Assessing individual needs and determining the accommodations required for specific assessments.
- 3.10.2** Implementing individual accommodations for specific assessments in accordance with the procedures in place.
- 3.10.3** Analysing requests for waivers submitted by personal academic counsellors.

3.11 Responsibilities of the campus director

The campus director is responsible for the day-to-day application of the IPESA. By delegation of authority, this person represents the Director of Studies, particularly in the event of a dispute arising from the application of the Policy. The campus director's responsibilities include:

- 3.11.1** Ensuring that departments prepare and adopt course outlines that comply with this Policy and section 20 of the RREC.
- 3.11.2** Ensuring that the departments draw up DRESAs in line with the IPESA.
- 3.11.3** Working with the Registrar's Office to ensure compliance with section 2.15, Review of marks.

3.12 Responsibilities of the research department

Being ultimately responsible for enforcing, monitoring, evaluating and updating this Policy, Director of Studies must:

- 3.12.1** Approve the rules and procedures for the evaluation of student achievement received.
- 3.12.2** Help to analyse needs and to develop and carry out development activities to implement the Policy and improve the quality of the evaluation of student achievement.
- 3.12.3** Provide students and teaching staff with appropriate human, material and financial resources.
- 3.12.4** Ensure that the IPESA is disseminated.
- 3.12.5** Ensure that all stakeholders assume their responsibilities.
- 3.12.6** Enforce students' rights with regard to the evaluation of student achievement.
- 3.12.7** Ensure the equivalency of the evaluation of student achievement for all the training programs offered by the Cégep.
- 3.12.8** Forward to the Executive Committee recommendations for the successful completion of studies for those who have met all the conditions for successful completion of the program.
- 3.12.9** Evaluate the application of the IPESA on an ongoing basis and propose minor amendments to the Commission of Studies when corrections are necessary between two formal evaluations.
- 3.12.10** Carry out a formal evaluation of the IPESA after a seven-year implementation cycle.
- 3.12.11** Analyse departmental DRESAs and check their compliance with this Policy.
- 3.12.12** Keep all relevant documents relating to program management, the evaluation of student achievement and the certification of studies.

3.13 Responsibilities of the Commission of Studies

The Commission of Studies is accountable to the Cégep's Board of Directors. It must:

- 3.13.1** Make recommendations on the IPESA evaluation and revision process.
- 3.13.2** Give its opinion on the renewal of the IPESA, including the procedures for sanctioning studies.
- 3.13.3** Provide proposals on an ongoing basis to improve policies and practices for the evaluation of student achievement.

3.14 Responsibilities of the Board of Directors

- 3.14.1** Adopting the IPESA and ensuring that it is enforced (s. 24 of the RREC).
- 3.14.2** Allocating the structural and financial resources needed to implement the IPESA.
- 3.14.3** Approving recommendations for the certification of studies (responsibility delegated to the Executive Committee under bylaw no. 1).
- 3.14.4** Ensuring that the IPESA is periodically assessed and revised.

SECTION 4 IMPLEMENTATION, EVALUATION AND REVIEW OF THE POLICY

4.1 Implementation of the Policy

- 4.1.1** The Cégep de la Gaspésie et des Îles' IPESA comes into force the school year following its adoption by the Board of Directors.
- 4.1.2** Once approved, the Policy is circulated to teachers, students and all other relevant staff.
- 4.1.3** The Director of Studies ensures the implementation of this Policy by monitoring the effectiveness and compliance of framework plans, course outlines and DRESAs.

4.2 Evaluation of policy implementation

4.2.1 The Director of Studies must evaluate the implementation of the IPESA on an ongoing basis. This evaluation is based on an analysis of a sample of framework plans, course outlines and evaluation of student achievement instruments (final evaluations). It may also be based on reports from departmental coordinators and program managers. Departments are also invited to make recommendations on the effectiveness of the Policy and any implementation challenges in their annual reports. This analysis is carried out systematically through the program self-evaluation process for all programs evaluated each year.

4.2.2 The evaluation of the Policy's implementation must be based on the following criteria: the compliance of the implementation process with the text of the Policy, the effectiveness of this implementation and the equivalency of the evaluation of student achievement.

4.3 Policy evaluation and review

4.3.1 The Director of Studies must formally evaluate this Policy.

4.3.2 The formal assessment must be carried out after a maximum period of seven years.

4.3.3 Any change to the IPESA must be formally requested from the Director of Studies.

4.3.4 Any proposed changes must be submitted to the Commission of Studies for consultation.

4.3.5 On the recommendation of the Commission of Studies, the Board of Directors adopts the revised Policy.

4.3.6 Once adopted, the modification is included in the Policy and all parties concerned are informed.

GLOSSARY

Accommodation

An individual measure aimed at correcting a discriminatory situation related to learning, as described in the Canadian Charter of Rights and Freedoms. Accommodations included in an intervention plan are mandatory. (Cégep de la Gaspésie et des Îles document)

Learning activity

Activity proposed to students to help them learn the skills and knowledge needed to achieve the competency.

Program committee

A committee comprising teachers of the disciplines involved in the program, and which may also include members of other staff categories (s. 4-1.02 of the collective agreement of the *Fédération nationale des enseignantes et des enseignants du Québec* [FNEEQ])

Expertise

The power to act, succeed and progress that enables tasks and work activities to be carried out adequately and that is based on an organized body of knowledge (knowledge, skills, perceptions, attitudes, etc.). (Ministry of higher education)

Department

All teaching staff involved in the regular teaching of one or more disciplines at a college or campus. (s. 4-1.03 of the FNEEQ collective agreement)

Comprehensive Assessment

A test specific to each program, the purpose of which is to "verify that students have achieved all the objectives and standards set for the program". (s. 25, RREC)

Formative assessment

Continuous assessment process designed to ensure the progress of each individual in a learning process, with the intention of modifying the learning situation or the pace of this progress, in order to make appropriate improvements or corrections (if necessary). (G. Scallon)

Summative evaluation

Evaluation carried out at the end of a stage, course or program to determine the degree to which knowledge or skills have been acquired (degree of competency attainment) so that decisions can be made regarding, among other things, the completion of studies or the acknowledgement of prior learning. (R. Legendre)

Final evaluation

An evaluation activity used to assess the degree of development or integration of the competency as a whole or of all the competency components covered in a course. It is administered at the

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end of a significant stage in the development or integration of the competency or elements of the competency.

Continuing education

Training leading to an attestation of college studies

Professional training

Training leading to a diploma of vocational studies

Regular training

Training leading to a college diploma. In this Policy, the Cégep has chosen to use the expression "regular training" rather than "ordinary training", which is used more frequently by the ministry.

Fraud and plagiarism

The following acts are considered plagiarism:

- appropriating someone else's work and presenting it as one's own;
- incorporating content from external sources into one's work without mentioning its source (for example: extracts of text, images or data distributed on a website or in a document available on the Internet, or content generated using an artificial intelligence tool);
- summarising an author's original idea by expressing it in one's own words (i.e. paraphrasing), but omitting to mention the source;
- using one or more quotations that do not comply with the rules or standards for the presentation of written work.

Another form of plagiarism is self-plagiarism, which is the act of presenting the same text or production several times, simultaneously or successively, without having first received the approval of the teacher receiving the text or production. ([Plagiat et fraude - Enseigner à l'UQTR - UQTR \(uquebec.ca\)](#))

Incorrect use of the citation rules does not constitute plagiarism but may be subject to a penalty during marking.

Intentional plagiarism constitutes **fraud**.

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Fraud is any action taken in bad faith, contrary to the law or regulations, with the aim of harming the rights of others or taking unfair advantage of a situation. Here are a few examples of fraud:

- Using of unauthorised equipment during an assessment;
- Carrying out individual work with the help of others;
- Fraudulently obtaining assessment questions;
- Forging supporting documents or making a false statement to justify an absence;
- Submitting work that has already been assessed without the teacher's permission;
- Participating in a fraud or plagiarism scheme;
- Submitting false or erroneous references, etc.

(*Fraud and plagiarism reference framework*, Cégep de la Gaspésie et des Îles, 2015)

Limitation

Total or partial inability to perform activities of daily living, including school activities, due to a medical condition (diagnosed or not) of a physical, sensory, neurological, psychological, or organic nature.

Objective and standard

Objective: Competency, knowledge, or skill to be acquired or mastered. The objective is made up of the competency statement and its competency elements. (RREC)

Standard: Level of performance considered to be the threshold at which it is recognised that an objective has been achieved (s. 1 of the RREC). For the specific training component of a technical curriculum, it includes a context for achievement and performance criteria.

Learning objective

An objective which specifies the lasting changes which must take place in the student, during or after a learning situation (R. Legendre).

Plagiarism

See "Fraud and plagiarism".

Program

An integrated set of learning activities designed to achieve learning objectives based on set standards (s. 1 of the RREC).

LIST OF ACRONYMS

IPESA

Policy on the Evaluation of Student Achievement

PIRAC

Institutional policy on the acknowledgement of prior learning and skills

PVLF

Policy to promote the French language

DRESA

Departmental rules for the evaluation of student achievement

RESACE

Rules for the evaluation of student achievement in continuing education

RREC

College Education Regulations



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et des Îles**