

POLICY #12

INSTITUTIONAL POLICY

ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

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1. CONTEXT AND OBJECTIVES OF THIS POLICY

The Institutional Policy on the Evaluation of Student Achievement (IPESA) is based, above all, on the CEGEP's mission: CEGEP Marie-Victorin affirms, in its Strategic Development Plan, to focus its actions on integral education and the success of its young and adult student community in order to offer an environment favourable to their full realization, particularly in physical, emotional, intellectual, social and cultural terms. "It is also actively engaged in the development of the community by offering an innovative, quality education adapted to the needs of individuals, universities and the job market."¹

Educational success, comprehensive training and student **autonomy** are preferred values that serve as a backdrop and that are taken into account in this policy. It is established in accordance with the *Règlement sur le régime des études collégiales* (RREC) (regulation respecting college studies regime), respects the *Cadre de référence de la Commission de l'évaluation de l'enseignement collégial* (CEEC) (reference framework of the commission for the evaluation of college education) and applies to both the regular and continuing education sectors.

By this policy, CEGEP Marie-Victorin aims to:

- Ensure the student's right to be evaluated in a fair and equivalent manner;
- Ensure the quality and diversity of evaluation of learning instruments;
- Inform the student community, the public and the Minister of how the evaluation fairness and quality are guaranteed;
- Include the evaluation of learning as an essential component of the educational act;
- Contribute to the improvement of teaching and assessment practices;
- Contribute to guaranteeing the reliability of the certification of studies;
- Define the rights and responsibilities of each of the people and bodies concerned with the evaluation of learning, as well as the institutional responsibilities and the various recourse mechanisms.

2. GUIDING PRINCIPLES

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

Equity requires consistency between the targeted skills, and the teaching and learning strategies conducted within the framework of a course or program, and the modalities of evaluation of learning. In this sense, teaching staff must only evaluate the degree of acquisition of the skills being pursued in the course. Furthermore, in order to give students every chance of achieving learning expectations, teaching and learning activities must precede the summative evaluation.

¹ CEGEP MARIE-VICTORIN, *Strategic Development Plan 2019-2024*, p. 9

² The departmental structure does not exist in the programs offered in Continuing Education. These responsibilities are assumed by the Continuing Education and Business Service Centre Department, by a coordinator or by a member of the professional Continuing Education staff, depending on the nature of the task to be performed. Please note that the title *Direction de la formation continue, des services aux entreprises et du bureau du développement international* (continuing education, corporate services and the international development office department) will be abbreviated in this document to *Direction de la formation continue* (continuing education department).

Equivalence requires that each person registered in a course be evaluated individually by the teacher, based on comparable criteria, according to similar weighting and the same requirements level. The teaching staff, the department and the body that takes its place in Continuing Education² ensure consistency among members by explaining the requirements related to the success of each of the courses being taught. Overall, the evaluation modalities must be equivalent and the modalities of evaluating learning must be announced in advance to those who will be evaluated. It is important to specify that the requirement for equity and equivalence does not lead to the standardization of teaching resources, instruments or teaching practices for a given course.

Second principle: evaluation of learning instruments aim for valid and realistic evaluations.

The validity of an evaluation instrument refers to its ability to actually verify what it is intended to validate. Thus, the instrument being used aims to assess the degree of skills acquisition while respecting the given weighting. In addition, the evaluation forms take into account the learning dimensions and, where applicable, the multidimensional nature of the competency, such as the integration of knowledge, skills and attitudes. Lastly, the nature of the learning to be evaluated influences the choice of evaluation modalities and criteria.

The reliability of an evaluation instrument implies accuracy. This is demonstrated when the results remain comparable between different evaluations carried out under identical conditions during administration that occurs at different times.

For teaching staff members, this means that the act of evaluation calls upon their professional responsibility, that it is accompanied by a margin of autonomy, but that it must be conducted within the broader framework of departmental and institutional responsibility.

In the regular sector, faculty and departments determine ways to ensure the validity and reliability of the final examinations through the adoption of course descriptions and course plans. In Continuing Education, educational advisors ensure the validity and reliability of the final exams by looking at the conformity of the course plans according to the course descriptions and the IPESA.

Third principle: evaluation of learnings are integrated into teaching and reflect the intentions of the documents that ensure the program's consistency (exit profile, course descriptions, course outlines, program summary exam).

This principle requires that the teacher plans and organizes the teaching based on a clear and precise definition of the targeted skills as well as the success thresholds (or standards) to be achieved. Courses must be designed to ensure consistency between the targeted skills, teaching and learning strategies, and learning assessments. Furthermore, the integration of different evaluation modalities, in particular formative evaluation, allows learners to observe, gradually, the learning they have achieved, as well as their difficulties in order to be able to give themselves the means to succeed.

This consistency principle requires the search for greater quality evaluation of learnings to be included in the CEGEP's current administrative and educational practices, in particular by providing the faculty with coaching and development services to support them in their evaluative functions.

Fourth principle: students who already have a postsecondary educational background or who have professional experience related to a program of study have the right to have their acquired knowledge and skills recognized.

The mechanism associated with the recognition of academic achievement that leads to the granting of an exemption, a substitution or an equivalence falls under the responsibility of the *Service de l'organisation et du cheminement scolaires* (school organization and progress service) and is documented in article 5.1 of this policy.

In the specific case of recognition of acquired experiential skills and skills resulting from professional experience, the fundamental principles, orientations, technical and regulatory framework of the recognition of acquired competencies are described in the *Institutional Politique institutionnelle de reconnaissance des acquis et des compétences* (policy for the recognition of acquired competencies) (Policy number 36).

3. SHARING OF RESPONSIBILITIES

The sharing of responsibilities is the responsibility of the various people involved and is distributed as follows:

3.1. The student

- Be in class for your lessons, fully engage in the activities that take place there and adopt behaviour that promotes learning
- Become aware of the policies and regulations that primarily concern you, in particular the regulations related to life at CEGEP Marie-Victorin (Regulation number 9) and the Institutional Evaluation of learning Policy (Policy number 12)
- Take ownership of the course outline and refer to it as you progress through your learning process
- Dedicate the personal work time the course requires by studying, completing assignments and engaging in learning activities
- Use the resources made available by the CEGEP in the event of learning difficulties
- Submit the tests necessary for evaluation, according to the requirements and deadlines set
- Recognize the importance of intellectual integrity and apply methodological standards that respect intellectual property rights

3.2. The teaching staff

- Develop course plans in accordance with the course description, as well as institutional and departmental rules
- Implement various formative assessment practices in your courses, according to student needs
- Identify the evaluation objects on which the summative evaluation of learning will focus by specifying the timetable, the evaluation method, the weighting as well as the evaluation criteria, and inform your students
- Prepare or contribute to preparing evaluation of learning instruments that respect the course descriptions, including the learning targets, the terms of the final evaluation and the content taught
- Transmit clear instructions to students and aim for congruence between the teaching and learning strategies used in class and the objects evaluated

- Work in consultation with the teachers of the same course to aim for equivalence of evaluation of learnings
- Provide an electronic copy of each of their course plans to the Academic Services or the Continuing Education Department
- Disseminate information to students regarding the concepts of intellectual honesty and integrity, particularly involved in situations of plagiarism or fraud
- Recommend tools dictating the rules of use related to intellectual property
- As part of the evaluation of learning, follow up on accommodations related to evaluation of learning activities, which are determined by SAIDE for students who have special needs
- Correct summative assessments within time limits allowing for corrections to be used to improve student learning
- Improve your skills in evaluating learning, particularly with the resources made available to you by the Academic Services and the Continuing Education Department

3.3. *Department (regular sector) and pedagogical advisor (Continuing Education)*

- Establish necessary consultation and collaboration practices between course instructors to aim for equivalent and fair evaluation tools
- Implement the means to promote the reliability of correcting learning assessments, for example by establishing a consensus among those teaching the same course regarding the level of requirements expected during assessments
- Proceed in writing to approve course plans after having studied them to verify compliance with the IPESA, course descriptions and departmental rules
- Inform teaching staff of institutional rules regarding plagiarism and fraud
- Submit, annually, to the Programs, Educational Development and Research Department, needs for development or support in terms of evaluation of learning when it is requested from the regular sector, or to the Continuing Education Department when it concerns a request from Continuing Education
- In the regular sector, report to the Academic Services on the exercise of its responsibilities in terms of evaluation of learning, in particular by submitting the work plan and the department's annual report to Continuing Education, report on the exercise of its responsibilities in terms of evaluation of learning, particularly during formal meetings of professional staff with the Continuing Education Department for the follow-up of files

3.4. *The Academic Services and the Continuing Education Department*

- Ensure the application of this policy to all persons and all bodies concerned
- Support teaching staff in carrying out their evaluation functions and maintain consultation and development services in evaluation of learning for teaching staff and departments
- During program evaluations, check that the final evaluations respond to the content taught and are linked to the course's learning target
- Receive course outlines from teaching staff, list them and ensure their conservation in accordance with the document classification and conservation plan
- Receive the final results of the evaluation of learnings for each course and the program synthesis exams – treat these results with impartiality, integrity and confidentiality, and communicate the results to students within the planned deadlines
- Provide special needs students with resources to overcome their difficulties
- Implement the means to educate students about intellectual integrity
- Disseminate the rules relating to fraud and plagiarism to the student community and all concerned bodies

- Ensure monitoring with regard to difficulties in applying this policy

The Academic Services

- Receive and act on departmental course plan approval recommendations
- Create and maintain a centralized register of cases of plagiarism and fraud from the regular and Continuing Education sectors

The Continuing Education Department

- Receive information related to the approval of course plans conducted by educational advisors and follow up on it

3.5. The Academic Council

- Recommend adoption of the IPESA to the Board of Directors
- Establish the committee necessary for activating certain IPESA articles at the request of departments or Continuing Education pedagogical advisors

3.6. Board of Directors

- Adopt the IPESA project submitted by the Academic Services on the advice of the Academic Council
- Certify to the student community, the public, the Minister and the College Education Evaluation Commission the quality, fairness and equivalence of evaluation of learnings and the reliability of the certification of studies

4.I. MODALITIES

4.1. The terminology

Ministerial specifications for college education are designed using a competency-based approach. Each skill is translated into objectives and standards. These modalities are used to develop course descriptions that specify, among other things, the course's learning target and its final exam. Course descriptions should be used to subsequently write course plans. The *Politique institutionnelle de gestion des programmes* (institutional program management policy) (Policy number 44) describes the work processes specific to CEGEP Marie-Victorin.

4.1.1. Definition of competence

The term competence refers to the ability of learners to conduct a complex production or task that requires superior intellectual skills to act using different types of knowledge, skills and attitudes. Depending on the nature of the skill, it also requires the use of external resources, including tools, reference works, course notes, information and communication technologies. Competence is demonstrated through various situations that are comparable to each other.

4.1.2. Definition of the course description

The course description is a prescriptive educational planning instrument that reflects a department (or departments) consensus or the body that takes the place of Continuing Education within certain parameters considered essential to ensure a fair and rigorous implementation of updated ministerial estimates in a local educational project and to guarantee the consistency and integration of all educational practices within the same program. Descriptions of each course at CEGEP Marie-Victorin are available in *Omnivox*.

4.1.3. Definition of the learning target

The learning target is closely associated with the course competency statement and is formulated in the form of a complex and meaningful task, which makes it possible to mobilize and use the knowledge, skills and attitudes developed in the course.

4.1.4. Definition of the final evaluation

The final evaluation is closely linked to the learning target. It involves conducting a complex and significant task corresponding to a realistic challenge for the student and that allows evaluation with regard to achieving the learning target.

4.1.5. Definition of the evaluation of learning

Evaluation is an integral part of the teaching and learning processes. Evaluation is a process that makes it possible to assess the student's level of development or skills acquisition. The teacher draws on both his or her disciplinary expertise, expertise in evaluations and professional judgment³ based on several information elements. This judgment is the result of individual and autonomous decisions, however, teaching staff are invited to validate their decision with their colleagues in the event of a problematic situation.

The evaluation is called **diagnostic** when its aim is to assess student achievement and to define the starting point for a given teaching, either by identifying the presence or absence of skills considered prerequisite to part of a course, or by determining the level of skill development in a course in order to place the students in distinct groups.

Evaluation is said to be **formative** when it is integrated into the process of classroom teaching itself and allows for the regulation of learning and teaching by identifying, precisely and at the right time, the students' degree of mastery of the learning, so they are able to make the necessary corrections to progress and the teaching staff can then adjust.

Summative assessment is used following a learning sequence or at the end of a course. By awarding a grade, it allows the teacher to certify the success of a test or course. It makes it possible to check the degree of mastery of various learning objectives, including knowledge, skills and progressive development. It also makes it possible to sanction the skill or learning target developed in the course since it is associated, during the last part of the course, with one or more tests of a complex and integrating nature. The final grade reflects the level of achievement of the skill or learning target of the course.

4.1.6. Definition of the course outline

Written by the teacher and approved each quarter by the departmental assembly, or by the Continuing Education advisor, the course plan includes the following elements:

- Identification of the course (title, number, weighting, credits, contact details for the teacher and those responsible for departmental coordination, school year and quarter)
- The general presentation of the course
- The learning target of the course

³ Lafortune, L. et A. Allal (dir.) (2008). *Jugement professionnel en évaluation. Pratiques enseignantes au Québec et à Genève*, Québec : Presses de l'Université du Québec, p. 225.

- For each learning step:
 - o The learning objectives and the duration of the stage
 - o The main content elements
 - o Teaching and learning strategies
- Modalities for evaluating learning (formative evaluation, summative evaluation, highlighting of the final evaluation, evaluation criteria for the final evaluation)
- The summary calendar of evaluations, including the weighting of evaluations
- Specific course requirements
- The terms of application of this policy, the following sections of which must appear in the course plan:
 - o Attendance in classes and learning activities (4.7.1. and 4.7.2.)
 - o Submission of work (4.4.2.)
 - o Assessment of French (4.6.2. and 4.6.4.)
 - o Plagiarism or fraud (4.9.)
- The specific evaluation modalities approved by the Academic Council, if applicable (article 4.2.5., article 4.3.1., 4.3.2., 4.3.3., article 4.6.3., article 4.7.3., 4.7.4.)
- The bibliography, specifying obligatory references as well as recommended references

4.2. Evaluation modalities

4.2.1. Identification of evaluation elements

The teacher identifies the evaluation objects on which the summative evaluation of learning will focus. For each summative evaluation, the weighting (relative value) is specified, as well as the evaluation criteria; a correction scale is also established. Information regarding the evaluation modalities and criteria must be disseminated sufficiently early to allow adequate preparation. The evaluation criteria for the final examinations are included in the course plans. In the regular sector, the evaluation criteria for the tests during the term are provided with the instructions for doing the work, whereas in Continuing Education, they are indicated in the course plan.

4.2.2. Communication of learning progress

From a perspective of supporting success, an evaluation result making it possible to assess the degree of learning achievement and a student's chances of success must be transmitted to the student at mid-term or its equivalent. This evaluation result can take the form of a grade or be expressed based on assessment criteria. However, even before the last quarter of the course begins, a proportion representing at least 30% of the final grade must be available.

4.2.3. Grading

Evaluation of learning must focus on the development of skills associated with the course outline. This is why no points can be awarded for class attendance.

Some courses require the exercise of a reflective approach within the framework of team work such that self-assessment or assessment by class colleagues can be data considered in evaluating competence. Awarding the grade is a professorial responsibility.

4.2.4. Individual basis of assessment

Summative assessment must always be done on an individual basis, because it is the individual's mastery of a skill that is being certified and not that of a group. This means if teamwork is requested,

modalities must be provided to be able to attest to an individual's mastery of skills. If among these skills, we include the ability to work in a team, this dimension must give rise to an individual grading to certify the ability of each individual to work in a team.

4.2.5. Weighting of the final evaluation

Every course ends with a summative assessment activity, called the final evaluation, which is worth 30% to 50% of the points depending on the nature of the test. If the test consists of a single part, this test must have a minimum weighting of 30% of the final grade. In the event that the test is spread over more than one evaluation at the last stage of the course (several components), the final evaluation must total at least 40% of the final grade. The final examinations in more than one component must make it possible to certify that the course's learning target has been achieved. The adoption of a final evaluation within the framework of a single evaluation that counts for more than 50% of the points must be submitted to the departmental assembly or to the pedagogical advisor for Continuing Education and approved by the Academic Council.

4.3. Passing or failing a course

4.3.1. Pass level

At the end of the course, the grade must express the degree of development of the targeted skill(s). As specified in the *Règlement sur le régime des études collégiales* (RREC) (regulation respecting the college studies system), the pass level for a course is set at 60%; successful completion of the course results in obtaining the credit or credits attached to this course. The departmental assembly or the Continuing Education pedagogical advisor may define the terms and conditions for successful completion of a course, for example, in the situation where the demonstration of learning achievement during the final summative evaluation would be made despite the insufficiency of previous results. These terms and conditions must be approved by the Academic Council.

4.3.2. Special feature of the double threshold

Exceptionally, certain knowledge, skills, attitudes or competency components are so important that they alone can result in a fail if they are not sufficiently developed. If applicable, failure will be a grade of 50%. It is the responsibility of the department or the Continuing Education advisor to determine this. However, the Academic Council must approve this provision. This information must be presented in the course outline so everyone concerned is aware.

4.3.3. Particularity of failures in clinical training and internships

In any problematic situation relating to professional ethics, you must refer to the *Politique des stages* (internship policy) (number 32), in particular article 5, which provides for measures related to professional conduct required during internships.

Following a failure in clinical training and internships, if it turns out that this failure is attributable to a serious breach of professional ethics, the student may not be permitted to continue their studies in this program.

For the student wanting to continue their studies in the same program, expulsion from the internship environment results in the obligation/necessity to re-apply for admission to their program.

This new admissions application must be analyzed by a committee of people responsible for internship and departmental coordination. In the case of Continuing Education, this will be the

pedagogical advisor associated with the program, the teacher responsible for supervising the internship or teaching clinic, the individual educational assistant, as well as the presence of an assistant director from the Academic Services or a person representing the Continuing Education Department.

4.4. Attendance at summative evaluations and submission of work

4.4.1. Attendance at summative assessments

Attendance at a summative assessment is mandatory. Absence, without serious reason, results in a zero grade. It is the student's responsibility to inform the person teaching the course of the reasons for their absence as soon as possible and to provide, if necessary, supporting documentation. Only a serious reason (e.g., mortality, accident or illness) can be recognized as valid. In such a case, depending on the nature of the evaluation, it is the course instructor who will propose a remedy.

During an exam, it is obligatory to appear at the scheduled time and place. In addition, if a person has already completed the assessment and left the room, no late person will be admitted into the examination room, unless the nature of the assessment allows it.

4.4.2. Submission of work

The delivery terms, namely the location and medium (electronic version, printed version or original document) are determined by the teacher. Any work that does not comply with these conditions may be refused.

The date and time to submit the work are set by the teacher. Submitting work late will, except in situations deemed exceptional, result in a penalty of 10% of the weighting provided, per working day, from the day and time of submission of the work. Furthermore, work that is not submitted on time may be refused from the moment its content is used as part of the course, or required to continue team work. This condition must be indicated in advance with the work instructions.

Any work submitted after the distribution of the corrected work is refused. Suggesting alternative work or granting a deadline is a professorial prerogative.

In addition, it is important that the student keeps a draft, an electronic file or a photocopy of the work submitted, if possible.

4.5. Correction of evaluations and communication of results

Corrections must be made within a reasonable time following the scheduled submission date of work and exams so that students can use the corrections to improve their learning and see their degree of achievement and their chances of success.

The feedback accompanying the corrections must be done in such a way that the student can understand the result obtained. The annotations, comments and teacher observations should help them recognize their errors and better understand what to do to progress in their learning.

Students must have access to all information regarding their diagnostic, formative and summative evaluations. The work corrected during the term is returned to them. Examinations taken during the term may be kept by teaching staff provided that students have access to the results, comments and annotations

written on their papers. Furthermore, end-of-term summative evaluations must be kept by teaching staff for an additional term to allow students who so wish to consult their copy, understand their errors and improve their performance.

In the event that this work is voluminous (models, boxes, drawings, portfolio, computer work leading to a storage problem), students are informed of their responsibility to collect them at the start of the term. However, in the event of a failure situation or a request for grade review, they will be kept at least until the end of the grade review period. Once this period is over, collecting their work within a reasonable time frame becomes the student's responsibility.

Teachers must keep a copy of the instruments used for the summative evaluation as well as the correction grids for an additional term for each of their courses. For Continuing Education, teaching staff must submit, at the same time as their final grades, a copy of the final examination as well as the associated evaluation criteria.

4.6. French assessment⁴

4.6.1. In order to provide students with every possible opportunity to improve their mastery of the French language, and more particularly in its written form, and in order to support them in passing the uniform French test, the staff teacher, regardless of discipline, promotes the frequent use of writing in learning activities. This is in line with the ministerial obligation to evaluate French in various skills.

4.6.2. In assignments and exams, errors in French are indicated to help students become aware of their degree of linguistic mastery. Improvement modalities are also offered during the term (notably self-correction, use of *Prétexte* services, the French Continuing Education help centre).

In written works (exams, assignments, projects), French correction is mandatory and constitutes a penalty of up to 10% of the grade. To establish this penalty, the Continuing Education Department may choose to evaluate the number of errors, or to correct more generally using a descriptive scale grid, depending on the type of work required, taking into account the language of the discipline.

4.6.3. Furthermore, in the case where language quality is a requirement of the course skill(s) and is part of the learning content, the IPESA allows a positive correction of French rather than a penalty. In other words, the language quality assessment can be integrated into the work evaluation criteria. In addition, the maximum points associated with mastery of French, whether through a positive correction or a penalty, may be greater than 10%, but must be approved by the Academic Council.

4.6.4. Language correction procedures are determined by the department or by the Continuing Education Department and must be specified in the course plan.

4.6.5. All documents related to evaluation must be written in adequate French, in accordance with the *Politique linguistique institutionnelle* (institutional language policy) relating to the employment and use of the French language at CEGEP Marie-Victorin (Policy number 24).

⁴ In the English-speaking sector, the same provisions apply regarding the assessment of English as the language of instruction.

4.7. Attendance in classes and learning activities

4.7.1. Attendance in classes

Because they constitute the first place of learning, attendance in classes is compulsory. Behaviour that promotes learning is required, including respecting the planned schedule as well as break times. In the event of non-compliance with these requirements, sanctions provided for in the Regulations related to student life at CEGEP Marie-Victorin (Regulation number 9) may be applied. In the event of absence, retrieving learning as well as documents or materials that may have been distributed in class is part of the student's responsibilities.

In Continuing Education, given the requirements linked to certain funding programs, the educational support team reserves the right to summon a student who is frequently absent in order to analyze the situation and, if necessary, apply sanctions in accordance with the rules that will have been stated at the start of the course.

4.7.2. Presence at internships or clinical training

Internships or clinical training require individualized support, organization of the internship environment and services offered to beneficiaries, which means that student absence has significant repercussions on the organizational level. Under the Internship Policy (Policy number 32), interns must ensure their attendance, punctuality and respect the agreements related to the terms of completion of the internship.

4.7.3. Presence as part of the co-development of a skill

In courses where the absence of a student compromises the development of the skills of another student, presence may constitute a **condition of success**. Situations that lend themselves to activating this item are as follow:

- The course aims to develop the ability to work in a team as prescribed in the ministerial specifications
- The course aims to interpret works produced in groups
- The course provides services offered to the student community, such as tutoring, and repeated absences could interfere with monitoring the people entrusted with them

The department or the Continuing Education pedagogical advisor will then be responsible for approving this practice for each course, then having the application parameters approved by the Academic Council and ensuring that these parameters are clearly explained within each course plan so that students are well informed.

4.7.4. Progressive observation of learning

In courses where student work must be observed on a regular basis so that teaching staff can evaluate in a summative manner the achievement of competences, attendance may constitute a **condition of success**. It is important to specify that this evaluation must be implemented based on the guidelines indicated in the ministerial specifications. Situations that lend themselves to activating this item are as follow:

- The course includes hours of workshop work during which it is necessary to safely operate different types of equipment, which requires repeated observations in order to guarantee safety on all devices.
- The course includes hours of workshop work where the student must demonstrate the progressive development of their skills leading to a final production.
- The ministerial estimate explicitly provides for the regular practice of an activity during contact hours.
- The teaching staff is not able to evaluate, while ensuring the safety of the student, their practice of physical activity. The person must have demonstrated, for certain physical activities and on a regular basis during contact hours, their ability to practice the activity in a safe manner. Students who are absent on a regular basis will be refused access to practical summative evaluations of this physical activity to ensure their safety. They will get a zero grade for this test.

The department or the Continuing Education pedagogical advisor will then be responsible for approving this practice for each course, then having the application parameters approved by the Academic Council and ensuring that these parameters are clearly explained within each course plan so that students are well informed.

4.8. Grade review

4.8.1. Attendance in classes

Any student who believes they have been wronged by the result obtained following a summative evaluation can avail themselves of the right to a corrective review. A request for a correction review implies that the grade can be increased, maintained or decreased.

4.8.1. In-session review

The student sends their request for revision directly to the teacher, explaining their reasons, no later than five working days after submission of the grade. Any student who believes they have been unfairly wronged has the right to appeal according to the mechanisms provided for in point 6.

4.8.2. Final evaluation review

The student completes the review form from the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service), no later than two weeks before the start of classes for each term. He or she must explain on the form the reasons for the request for a grade review. A request for review that does not relate to the final evaluation or that does not concern the correction, the test content, the evaluation or weighting of the criteria will be rejected by the department coordinator, by the advisor or by the Continuing Education pedagogical advisor.

If the request is admissible, the department coordinator or the Continuing Education pedagogical advisor will form a review committee of three people from the department or Continuing Education program, including the person teaching the course concerned. The student will receive a response before the start of the first week of classes of the following semester.

The grade review procedure does not apply to the correction of a simple technical error (incorrect calculation of points, transmission error, etc.). For this type of correction, the student must contact the teacher directly.

4.9. Plagiarism or fraud⁵

The entire CEGEP Marie-Victorin community recognizes the importance of intellectual integrity and takes the necessary means to prevent any form of plagiarism or fraud.

4.9.1. Definitions

For the purposes of this policy, any act of plagiarism or fraud committed by a student, as well as any participation in these acts or attempt to commit them, during a summative evaluation, constitutes an offense. These acts relate to the use of different types of content or production (texts, images, illustrations, photos, etc.), regardless of the medium (paper, online or digital).

Plagiarism is defined as the act of passing off others' content or work as one's own without identifying the source. For example, a student commits plagiarism who:

- Copies an extract from a text without using citation standards;
- Appropriates an idea or text from another person by paraphrasing it incorrectly or failing to use citation standards;
- Uses a concept, image or music without indicating the source.

Fraud is defined as the act of deception with the aim of obtaining personal advantage. For example, a student commits fraud who:

- Uses materials other than that authorized, including materials produced in an assessment for another course;
- Copies someone else's work or exam answers;
- Helps another person copy;
- Participates in the theft, falsification of data, documents or materials related to an evaluation or the justification of an absence during an evaluation (for example, a medical paper);
- Uses unauthorized assistance to complete work.

4.9.2. Procedures

Teaching staff who detect plagiarism or fraud during a summative evaluation must:

- 1- Notify the student of the detection of fraud or plagiarism;
- 2- Notify the *Service des programmes et du développement pédagogique* (programs and pedagogical development) of all cases of fraud or plagiarism, according to the institutional mechanism provided. The teacher must complete the plagiarism report form, attach the relevant documents supporting the sanction, and, if appropriate, recommend a suspension if the situation warrants it;
- 3- Keep a copy of the plagiarized work. If this is a situation where the teacher witnesses attempted plagiarism or has found material showing fraud or plagiarism, he or she must write and keep a report of the incident.

⁵ This article is inspired by UQAM's Regulations on Academic Offenses and the IPESA of Ahuntsic and Montmorency Colleges.

The *Service des programmes, du développement pédagogique et de la recherche* (programs, pedagogical development and research department service) must:

- 1- Upon receipt of a notice of plagiarism or fraud, formally inform the student concerned by submitting a certified copy to the coordinators of the department(s) responsible for their program(s) and – in cases where this differs – the department coordinator responsible for the course in which the offense took place. The teacher responsible for said course, as well as the individual educational assistant, is also provided a certified copy of the submission. For Continuing Education, the certified copy is sent to the pedagogical advisor associated with this program;
- 2- Archive plagiarism and fraud notices;
- 3- Follow up on the sanction.

4.9.3. Sanction following an offense

The sanction depends on the professor's recommendation and the number of infractions committed, regardless of the course:

1st offense: zero grade for the summative assessment in question, except in cases where a reprieve is granted, and a letter sent to the person concerned informing them of the sanctions associated with possible subsequent offenses. A suspension of a first offense implies that the consequence of a possible second offense would be obtaining a zero grade for the course concerned.

2nd offense: zero grade for the course concerned, regardless of the course, term or program, and a letter sent to the student, informing them of the sanctions associated with possible subsequent offenses.

3rd offense: zero grade for the course concerned and suspension or expulsion according to the decision of the Academic Services or the Continuing Education Department. The student will receive, with the decision of the Academic Services or the Continuing Education Department, a letter informing them of the sanction associated with a possible subsequent infraction.

4th offense: a dismissal decision is taken by the Academic Services or the Continuing Education Department. If applicable, the student will therefore not be able to continue their studies in the program without making a new admissions application. In the regular sector, this new admissions application must be analyzed by a committee composed of the department coordinator responsible for this person's program, a teacher responsible for one of the disciplines concerned, the individual pedagogical assistant as well as the presence of an assistant director in the Academic Services. In the Continuing Education sector, this must be analyzed by a committee comprised of the pedagogical advisor responsible for the study program, the individual pedagogical assistant and the person responsible for coordination in the Continuing Education sector concerned.

Any student who believes he or she has been unfairly accused of plagiarism or fraud has the right to appeal according to the mechanisms provided for in article 6.

The Academic Services or the Continuing Education Department informs the department or the Continuing Education pedagogical advisor and the teaching staff concerned of the action taken when cases of plagiarism are reported.

4.10. The confidential nature of the student file

Under the Law modernizing legislative provisions regarding the protection of personal information (Law 25) and our internal policies numbered 53 and 54, the results or information contained in a student academic record cannot be disclosed to anyone other than the concerned student and the exceptions provided by law.

4.11. The program synthesis exam

An *épreuve synthèse* (ESP) (comprehensive examination) specific to each program is given to all students registered in programs leading to a college diploma in accordance with article 25 of the Regulation respecting the college studies system. The summary test is a moment of evaluation separate from the course-by-course skills assessment. This test aims to certify the integration of the learning achieved by the student for the entire program in which they are registered.

The design of a program's comprehensive examination takes into account the objectives and standards determined in the ministerial specifications, including the integration of general training as well as the consequent exit profile determined by the CEGEP for future graduates. The program synthesis exam can take various forms and may consist of more than one component. It can be a single test or consist of a combination of several assessment activities. A program's summary test must be allocated to one or more courses leading to the end of training, for example, a summary course, an internship, an integration activity, an end-of-studies project. However, it is necessary to be able to clearly explain what takes the place of a learning activity and what takes the place of a program summary evaluation activity.

The design and implementation of the comprehensive examination must be carried out for each program in accordance with the *Politique institutionnelle de gestion des programmes* (institutional program management policy) (Policy number 44), as well as with the *Cadre de référence de l'épreuve synthèse de programme* (reference framework for the comprehensive program examination) (ESP).

5. REPORT AND SANCTION OF STUDIES

5.1. Report card notes

Any practice leading to a note on the report card must be documented. The information leading to the decision, as well as the official notice of the decision, are placed in the student's file. Grades on the report card are the responsibility of the *Service de l'organisation et du cheminement scolaires* (academic organization and progress department), in accordance with established ministerial rules.

5.1.1. Pass (RE)

This note is used to indicate success in the program synthesis exam and the uniform French or English test.

5.1.2. Fail (EC)

This note is used if the student has not obtained the minimum 60% grade in a course or to indicate failure of the program synthesis exam and the uniform language test.

5.1.3 Abandonment (AE)

This note is attributed to the student who withdraws from a course before the abandonment date set by the Minister (Article 29 of the RREC), but who had previously confirmed their enrollment for this course.

5.1.4. Exemption (DI)

Exemption is an exceptional procedure in which a student may be authorized to abstain from taking a course in the program for which they are registered. The exemption can only apply if this course cannot be replaced by another. The exemption does not entitle students to the credits attached to this course, which does not have to be replaced by another course. In this case, the total number of credits required in the program is subtracted from the number of credits granted in the course for which there was an exemption. It is up to the student to submit a request for exemption and to provide the individual pedagogical assistant with all the documents needed to validate this request.

5.1.5. Substitution (SU)

The CEGEP may authorize the substitution of a course in a student's program with another course. The granting of substitution is a procedure that makes it possible to verify whether the competence of one course meets the objectives of another course. For substitution purposes, the correspondence only applies to courses taken at the college level at a recognized establishment. In the regular sector, the individual pedagogical assistant will establish this correspondence in collaboration with the department coordinator and the teaching staff of the discipline concerned, while in Continuing Education, the individual educational assistant will establish this correspondence with the program's pedagogical advisor and specialists in the discipline concerned. These correspondences will be made following the procedures established by the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service) and approved by the Director of Studies.

5.1.6. Equivalence (EQ)

The CEGEP may grant an equivalence when the student demonstrates that they have achieved through their previous education or their extracurricular training, the objectives of the course for which they are requesting an equivalence. Equivalence entitles the student to the credits attached to this course, which does not have to be replaced by another. For the purposes of equivalence, the correspondence only applies to courses taken outside the college level at a recognized establishment.

It is up to the student to submit a request for equivalence and to provide the individual educational assistant with all the documents necessary to validate this request. In the regular sector, the individual educational assistant will establish this correspondence in collaboration with the department coordinator and the teaching staff of the discipline concerned while in Continuing Education, the pedagogical assistant will establish this correspondence with the pedagogical advisor of the program and specialists in the discipline concerned. These correspondences will be made following the procedures established by the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service) and approved by the Director of Studies.

A student who presents significant and relevant extracurricular learning with regard to the skills of the study program is recommended to the *Bureau de la reconnaissance des acquis et des compétences* (office for the recognition of acquired competencies) so that their file can be analyzed in its entirety. At this time, the terms and procedures for processing this file are determined in the *Politique institutionnelle de reconnaissance des acquis et des compétences* (institutional policy for the recognition of acquired competencies) (policy number 36).

5.1.7. Temporary incomplete (IT)

The temporary incomplete note (IT) is exceptional and can only be granted for serious reasons, in particular for medical reasons. Teaching staff may agree to a delay in submitting work or an internship report or taking an exam, in which case the mention IT will be entered in the file. The temporary incomplete indication must be modified before the start of the following semester or according to an agreement with the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service) or Continuing Education. After this period, if the teacher has not sent a definitive grade or made an agreement, the temporary incomplete grade (IT) will be replaced by the cumulative grade at the time of granting it and will lead to a failure (EC) if the cumulative grade is less than 60%.

5.1.8. Incomplete (IN)

In the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service) or Continuing Education, the student may, for reasons of force majeure and beyond their control (accident, prolonged illness, assistance to loved ones, death, etc.), make a request for an incomplete grade (IN) from the individual teaching assistant. With the help of supporting documents, the impossibility of devoting oneself fully to studies during the semester concerned must be demonstrated.

This request is only admissible on condition that the date set by the Minister for the abandonment of a course without failure has been reached.

Following analysis of the request, the *Service de l'organisation et du cheminement scolaires* (academic organization and progress service) or Continuing Education may or may not grant the incomplete (IN). This note does not entitle the student to the credits attached to the course.

5.2. The study certification procedure

5.2.1. Obtaining a diploma of college studies (DCS)

Before recommending the issuance of a college diploma, the *Direction adjointe des études à l'organisation et au cheminement scolaires* (assistant director of studies for academic organization and progress) ensures that each student file is reviewed to verify the following points:

- That the student has successfully completed the learning activities planned for the program in which he or she was registered
- That the student has obtained the associated credits or has been granted equivalences, substitutions or exemptions, according to the rules prescribed in this policy
- That the student has passed the comprehensive test of the program in which he or she is registered and the uniform language test imposed by the Minister

Following these verifications, the Board of Directors recommends to the Minister that a college diploma be awarded to this person.

5.2.2. Obtaining an attestation of college studies (ACS)

The Continuing Education department ensures that each student file is reviewed to verify the following points:

- That the student has successfully completed the learning activities planned for the program in which he or she was registered
- That the student has obtained the related credits or has been granted equivalences, substitutions or exemptions, according to the rules prescribed in this policy

Once these verifications have been carried out, the *Direction adjointe des études à l'organisation et au cheminement scolaires* (assistant directorate of studies for academic organization and progress) transmits the establishment authorisations to the ministry.

6. APPEAL MECHANISMS

6.1 Violation of the IPESA (other than to appeal a case of plagiarism or fraud)

For the person who considers themselves wronged or in the event of a breach of any standard, rule or condition of application set out in this policy, the following mechanisms will apply, while respecting the responsibilities of each person.

In an effort to reach understanding and dialogue, the different parties (teacher/student/department) try to find a solution to the problem encountered. At this stage, we encourage an individual approach by the complainant.

If no agreement is possible between the parties, the department coordinator or a professional from Continuing Education must be informed of the problem, unless they themselves are linked to the dispute. At this time, the department or coordination in the Continuing Education sector concerned must appoint a substitute. This person plays a mediation role between the different parties with the aim of finding common ground.

If no satisfactory solution has been found, the complaint may be referred to the deputy director of studies or to the Director of Continuing Education who will propose possible solutions to the problem. In the case of a complaint made by a student, the complaint will be forwarded to the deputy director of the *Service de l'organisation et du cheminement scolaires* (academic organization and progress department) or to the coordinator of the relevant Continuing Education sector. In the case of a complaint made by a member of the teaching staff, it will be forwarded instead to the deputy director of studies in the Education Department or to the coordinator of the Continuing Education sector concerned.

If no satisfactory solution has been found, the deputy director of the *Service de l'enseignement* (teaching service) or the Director of Continuing Education must appeal to the Director of Studies, who will make a final decision.

At each stage, if a complainant is affected by the dispute, they may be accompanied by a person of their choice, for example, a colleague or a person representing the union.

6.2 Appealing a notice of plagiarism or fraud

Students may file an appeal within 10 working days of receiving a notice of plagiarism or fraud. To do so, they must complete the appeal form provided for this purpose and clearly state the grounds for their appeal.

The *Service des programmes et du développement pédagogique* (SPDP) (programs and pedagogical development) is responsible for the receipt and handling of all appeals.

Admissibility review

Upon receipt of the file, the SPDP will determine whether the request is admissible. If the appeal is deemed admissible, the SPDP convenes, *up to a maximum of three times per semester, according to dates agreed upon with each department*, a review committee composed of the following individuals:

For regular programs:

- The teacher who reported the plagiarism or fraud
- Two individuals from the same discipline or program
- The assistant director of the *Service des programmes et du développement pédagogique* (programs and pedagogical development)

For continuing education:

- The teacher who reported the plagiarism or fraud
- Two individuals from the same discipline or program
- The assistant director of the *Service des programmes et du développement pédagogique* (programs and pedagogical development)

The committee's mandate is to review all available information to determine whether plagiarism or fraud has occurred. The teachers serving on this committee are subject-matter experts, and the administrative representative is an expert in institutional procedures.

The decision is final and cannot be appealed.

Right to a hearing

The student may request a hearing before the committee. In this case, a meeting is scheduled with all committee members present.

The student may be accompanied by a representative of the student union.

Review of documentation and decision

The committee meets to review all the information and materials submitted, including the student's explanations and arguments. Its mandate is to determine, based on these materials, whether plagiarism or fraud has occurred.

After deliberation, the committee renders a decision, ideally by consensus, or otherwise by vote, which is submitted in writing to the *Service des programmes et du développement pédagogique* (SPDP) (programs and pedagogical development). The committee must render its decision no later than 10 working days from the date it is convened.

These deadlines may be extended during the intersession period (December 23 to January 4) and during summer break.

Notification of the decision

The *Service des programmes et du développement pédagogique* (programs and pedagogical development) then notifies the student of the official decision and follows up as needed with the relevant parties (the academic organization, the department coordinator, the teacher [and the pedagogical advisor for continuing education], etc.).

7. IMPLEMENTATION OF THE POLICY

This version of CEGEP Marie-Victorin's *Politique institutionnelle d'évaluation des apprentissages* (institutional evaluation of learning policy) comes into force as of February 2, 2023, as recommended by

the CEGEP Academic Council on December 21, 2022 and by the Board of Directors on February 1, 2023. It invalidates all previous versions of this policy.

The approved policy is disseminated to teaching staff and educational services staff, to the regular sector and to Continuing Education. An abridged version is distributed to the student community. The full text of the policy is available on the CEGEP's website.

The Academic Services ensures the implementation of this policy with all people and all bodies concerned. The authorities and people having to implement the IPESA are consulted for the purposes of evaluating its application.

The Academic Services must monitor the application of this policy. This monitoring must affect the principles and objectives of the policy, the sharing of responsibilities and the means implemented according to the following criteria: the cohesion between the application and the policy text, the effectiveness of this application to guarantee the quality of the evaluation of learning and the equivalence of the evaluation of learning to help ensure fairness.

During application, any demand for modification must be the subject of a formal request addressed to the Academic Services. All interested parties must be consulted on this modification request. Once adopted by the Board of Directors, the modification is included in the policy and all interested parties are informed.