



POLICY No. 01

INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

MODIFICATIONS

Adopted September, 2010
BG-10-009-001

Modified July, 2023
BG-23-007-479

Modified November, 2011
BG-11-011-015

Modified December, 2024
BG-24-012-529

Modified September, 2015
BG-15-009-138

Modified May, 2025
BG-25-005-537

Modified September, 2018
BG-18-009-204

Modified February, 2026
BG-26-002-559

Modified January, 2020
BG-20-001-359

Modified August, 2026
BG-26-008-576

Modified January, 2023
BG-23-001-466

Through a previous partnership, TAV College applied Cégep Marie-Victorin's IPESA. With the Cégep's permission, TAV has translated, adapted and partially rewritten the Cégep's institutional policy for its specific needs. TAV College wishes to thank Cégep Marie-Victorin for its contribution. The updated version of this policy was written by Marie-Lou Larouche, at TAV College.

TABLE OF CONTENTS

Foreword.....	4
1.0 Evaluation of Student Achievement	4
1.1 Diagnostic Evaluation	4
1.2 Formative Evaluation.....	5
1.3 Summative Evaluation.....	5
2.0 Guiding Principles, Orientations, and Objectives	5
2.1 Guiding Principles.....	5
2.2 Orientations	6
2.3 Objectives.....	6
3.0 Responsibilities.....	7
3.1 The Student	7
3.2 The Teacher	7
3.3 The Pedagogical Counsellor	8
3.4 The Academic Advisor.....	8
3.5 The Program Coordinator.....	8
3.6 The Director of Studies	9
3.7 The Board of Governors	9
4.0 The Generic Course Description and the Course Outline	10
4.1 Definition of the Generic Course Description	10
4.2 Elements of the Generic Course Description	10
4.3 Definition of the Course Outline	10
4.4 Elements of the Course Outline	10
5.0 The Measurement of Student Achievement.....	11
6.0 Weighting of Objectives and Criteria	12
7.0 Attendance at Final Exams and Submission of Class Assignments	12
8.0 Correction of Assignments and Exams	13
9.0 Evaluation of the language of instruction	13
10.0 Class Attendance	14
11.0 Grade Reviews and Grade Changes	14
12.0 Academic Fraud, Plagiarism, and Cheating	15
13.0 Posting of Grades	15
14.0 Program Comprehensive Assessment (Synthesis Exam)	16
15.0 Course Substitution, Equivalence, Exemption, and Incomplete.....	16
Substitution	16

Equivalence	17
Exemption	17
Incomplete	18
16.0 Certification of Studies Process	18
17.0 Grievance Mechanisms	19
18.0 Policy Implementation and Modifications	19
19.0 Evaluation of Policy Implementation	20
Appendix I.....	21
Appendix 2.....	25
Appendix 3.....	26

Foreword

With this policy, TAV College seeks to ensure quality, fairness, and equivalence in the evaluation of student achievement. Ministerial guidelines are presented in programs and course descriptions. They identify the learning objectives (competencies) that are part of the objectives and standards expected of a college-level education. Based on these objectives, the College defines the Exit Profile of future graduates, establishes the set of competencies and course grid (including the generic course outlines) for all programs.

This policy is a public agreement between the College and its students, partners, authorities, and Ministry of Education (ministère de l'Enseignement supérieur). It provides a framework for assessing student learning.

Since the evaluation of student achievement forms an integral part of the teaching and learning process, TAV College wants this policy to reflect its *Mission Statement*. Therefore, among its main goals, the College specifically states that it intends to

be a multicultural institution, where students from diverse backgrounds contribute to a rich and fulfilling educational experience. Its aim is to help individuals realize their full potential, academically and personally, while respecting their cultural and ethnic diversity. Its broader goal is to establish the College as a community resource center for lifelong learning. It emphasizes excellence in teaching and academic standards and encourages interaction between faculty and students.¹

Through its *Mission Statement*, the College wishes to state how the policy will be applied within College learning activities. Students are specifically responsible for their own success and learning experience. To ensure fairness and equity in the assessment of learning, the Policy includes, among other things, the following essential elements: purposes and objectives; scope of application; the course outline; rules for measuring student achievement; the synthesis exam; provisions regarding exemptions, equivalencies, course substitutions, and incomplete grades; graduation requirements; the division of responsibilities; the mechanism for evaluating the implementation of the policy; and the mechanism for amending the policy.

1.0 Evaluation of Student Achievement

The evaluation of student achievement is an appreciation of the knowledge, competencies and attitudes of a student aiming to determine to what extent objectives (competencies) have been mastered. Evaluations may be diagnostic, formative or summative. The evaluation of students can include the completion of a piece of work (or training session, a problem-solving exercise, an artistic, physical or professional performance, a written essay or the passing of various examinations) allowing students to demonstrate, based on evaluation criteria, that they have reached the expected performance level in a given discipline.

1.1 Diagnostic Evaluation

The *Diagnostic Evaluation* aims: a) to evaluate the presence or absence of competencies deemed prerequisites for a course (for example, to identify students who need to improve their mastery of content or who require upgrading courses) and b) to determine their level of mastery of course objectives in order to register students in courses based on their level of proficiency.

¹ See *Mission Statement* of TAV College (www.tav.ca).

1.2 Formative Evaluation

The *Formative Evaluation* informs students on the learning they have achieved and on what they need to work on to improve their mastery of course content. The formative evaluation identifies (prior to a summative evaluation) any difficulties the students may have. It gives students the time needed to adjust their personal study plan to more effectively pursue the course objectives. It gives teachers the opportunity to make any required adjustments in their own teaching methods to help students better succeed. The formative evaluation's goal is one of assistance, improvement or correction.

1.3 Summative Evaluation

The *Summative Evaluation* takes place following a learning sequence or at the end of a course. It aims to attest to the student's degree of mastery of the objectives (competencies). The student grade reflects the student's degree of mastery of course content. The learning target is measured at the end of the semester using an evaluation in one area or more or by using a number of evaluations linked to the final stages of learning. The summative evaluation directly influences decisions regarding the student's obtaining a diploma.

2.0 Guiding Principles, Orientations, and Objectives

2.1 Guiding Principles

Since the assessment of learning is critical to students' academic progress, it must be fair and equitable. Fairness refers to the transparency and impartiality of the assessment, as well as respect for students' rights. Equity refers to the equivalence of the assessment and its ability to adequately measure competency attainment.

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

The evaluation of student achievement must be one of quality, based on fairness and equivalence in the evaluations used.

Fairness requires coherence between the results sought, the teaching and learning activities completed in the context of a course and the evaluations used to measure student achievement. Teachers will evaluate student mastery of the objectives of the course. Teachers will conduct the summative evaluation only after the teaching and learning activities are completed in order to allow students a fair chance in demonstrating the extent of their mastery of course content.

Fairness is based on equivalence. It requires that teachers explain the objectives and success levels for the courses for which they are responsible. Students are subjected to equivalent evaluation methods. Students must be evaluated (regardless of the teacher) on the basis of comparable objectives, criteria, and weighting (relative percentage value).

Fairness and equivalence do not mean that the educational methods used to meet the objectives or that the evaluation tools used should be the same from one teacher to another for the same course.

Second principle: learning evaluation tools must be valid and reliable.

The **validity** of an evaluation tool (examination, written assignment, oral presentation, etc.) refers to its relevancy, its ability to properly measure what it is intended to measure.

The tool must evaluate the degree to which the objectives of a course have been reached while also taking into account the weighting of objectives and fixed evaluation criteria. The evaluation types must take into account the integration of knowledge, specific abilities and competencies.

The evaluation tool must be adapted to the learning being evaluated and be based on appropriate evaluation criteria (performance indicators). For example, an observation checklist is appropriate but it should specify the criteria as well as the performance level expected of the student in order to measure his mastery of the competency and to what degree that competency has been mastered.

The **reliability** of an evaluation tool refers to its quality to measure using the same degree of accuracy each time it is used. A tool is considered reliable if the results it produces remain stable for the same subjects under identical conditions for different cohorts.

Teachers have the obligation to choose appropriate methods to ensure the validity and reliability of the evaluation tools they use.

Third principle: the evaluation of student achievement is an essential component of teaching and must reflect institutional coherence.

Teachers must clearly present the objectives (competencies) and success levels (or standards) expected of students. There must be coherence between the objectives, the learning activities and the evaluations used to measure student achievement. Formative evaluations must be integrated into the course in order to allow students see their progress and difficulties.

Efforts to improve the quality of student evaluation must be made by the College to help teachers with training and upgrading services to support them in their duties as evaluators.

2.2 Orientations

The College will adopt the following orientations:

- The evaluation of student achievement will take place within the framework of College supervision and policies. It will involve all teachers, staff and management.
- The College will ensure that the evaluation of student achievement is consistent with program objectives and standards while reflecting a character of fairness and equivalence.
- In courses of programs leading to a DEC, student evaluation will include a measurement of their mastery of the language of instruction in all courses.
- The evaluation process must be transparent and allow for an external review. The review must attest to the quality and thoroughness of the evaluation process.
- The College's ability to properly evaluate student achievement is determined by the quality of its evaluation practices. The College will help teachers improve their evaluation skills.

2.3 Objectives

- The Institutional Policy on the Evaluation of Student Achievement aims to:
- Ensure the right of students to be evaluated in a fair manner.
 - The evaluation will be based on clearly defined course and program objectives;
 - The weighting of objectives and success levels will be presented and known to students;
 - The tools used to measure student achievement will only evaluate the competencies and course objectives that are expected to be mastered by the student;
 - The tools will meet the standards required of a properly designed evaluation tool;

- The administration of tests (work assignments, examinations, oral presentations, etc.) will be conducted in a context that promotes a fair evaluation;
 - The correction of tests will be conducted using a clearly presented marking scheme provided to students in the course plan at the beginning of the session.
- Ensure the quality, flexibility and diversity of tools used for measuring student achievement.
- Inform students and the Minister of the methods used to guarantee the fairness and quality of evaluations.
- Contribute to the improvement of evaluation practices.
- Contribute to attesting to the reliability of the certification of studies.
- Ensure that students are informed concerning the objectives and success levels that will be expected of them at the beginning of the session.
- Ensure that students are informed concerning the tests that will be used to measure their mastery of objectives at the beginning of the course.
- Define the responsibilities of each individual involved in the evaluation of student achievement: students, pedagogical staff, teachers, management, and board of governors.

3.0 Responsibilities

The College IPESA depends on the cooperation of the whole college community: students, teachers, academic advisors, College management, program coordinators, the dean of studies, and the board of governors.

3.1 The Student

The student's responsibilities are the following:

- To attend classes;
- To read the course outline and refer to it throughout the course;
- To invest the required amount of personal study and preparation time required for homework, assignments and learning activities;
- To use the resources offered by the College to counter any learning difficulties;
- To be present at all evaluations.

3.2 The Teacher

The teacher's responsibilities are the following:

- To prepare the course: syllabus, instruction, assessments, practical work, and/or internship;
- To prepare the syllabus in accordance with the program's Exit Profile, the generic course outline, as well as College policies and regulations;
- To ensure that students are fairly evaluated:
 - Ensure that formative evaluations are used—that is, assessments that carry no weight and are intended to prepare students for final evaluations (exercises, workshops, oral presentations, preparatory labs);
 - Distribute and communicate to students relevant information regarding summative evaluations:
 - the learning objectives being assessed,
 - the nature of the assessment tools (exams, written assignments, oral presentations, etc.),
 - the relative weight of each assessment,
 - the grading criteria (including course objectives),
 - the grading rubric used;

- To keep a copy of their students' summative evaluations, including the answer keys for exams, for at least one year;
- To grade exams using a grading rubric that specifies the assessment criteria and their relative weight;
- To submit a copy of their final assessment, along with the answer key (if applicable) and the assessment criteria, to the program coordinator before the end of each semester;
- To contact the program coordinator to determine the arrangements for resuming classes in the event of an absence;
- To enter and submit final grades in Omnivox no later than 10 days after the date of the final assessment. As an exception, teachers ending in June must enter final grades in Omnivox no later than 5 days after the date of the final assessment.

3.3 The Pedagogical Counsellor

The pedagogical counsellor's responsibilities are the following:

- To ensure that summative evaluations by teachers meet the necessary requirements of validity and reliability;
- To recommend the adoption of the IPESA to the dean of studies;
- To establish the necessary methods for implementing the IPESA, especially in reference to regulations, the implementation of grievance mechanisms and evaluation mechanisms for the application of this policy.

3.4 The Academic Advisor

The academic advisor's responsibilities are the following:

- To manage the students' academic progression: course proposals, prerequisites verification, schedule changes, program changes, application of the Success Plan, etc.;
- To inform about government and College regulations;
- To inform about admission to a program offered at the College;
- To advise on a change of program;
- To inform and advise on university prerequisites;
- To track students at risk of having learning difficulties;
- To inform of the consequences of canceling a course;
- To establish an action plan to improve success for at-risk students;
- To identify resources that can help students achieve their goals;
- To adapt the educational path in consideration to their living environment (work-family balance, health problems, etc.) or their career objective (insert certain academic prerequisites in the pathway scenario, for example) and inform on the consequences of modifying a regular progression;
- To welcome disoriented or struggling students, discuss with them and then refer to the appropriate professional service to work on the problem;
- If necessary, recommend and submit to the Registrar requests for substitution, equivalence or exemption from a course.

3.5 The Program Coordinator

The program coordinator's responsibilities are the following:

- To support teachers in their role as evaluators and provide consulting services in the evaluation of student achievement to teachers;

- To know the program grid, description, and progression by semester;
- To participate in the elaboration of the course choices with the dean of studies and the academic advisor;
- To ensure teachers' summative evaluations are fair and equitable, and equivalent in the case of courses taught by multiple instructors;
- To approve course outlines, index them, ensure their storage for at least three years and advise teachers regarding course outlines;
- To organize two teacher meetings every semester (one at the beginning, the other at the end) and conduct these departmental meetings;
- To participate in the hiring and welcoming of new teachers;
- To share program expertise with the teaching team;
- To respond to teachers' inquiries (on issues that affect the program) and offer them support, as needed;
- When needed, to participate in the organization of the program evaluation under the authority of the dean of studies and the evaluations' team;
- Follow up with College management regarding strengths, weaknesses and problems encountered;
- To share expertise in new teaching methods or pedagogical improvements;
- DEC program coordinators must also:
 - Approve the nature and content of the Program Comprehensive Assessment (Synthesis Exam) and ensure that it is consistent with the program objectives;
 - Represent TAV College at other colleges and at the Ministry of Education (MES) committee.

3.6 The Director of Studies

The director of studies is responsible for the application and enforcement of the IPESA at TAV College. In this respect, the director of studies' responsibilities are the following:

- To recommend the adoption of the IPESA to the board of governors;
- To oversee the respect, application and enforcement of the policy by staff, teachers and students;
- To oversee the revision of the policy when modifications are deemed necessary;
- To disseminate the policy to all students, staff and teachers;
- To name all persons responsible for the orientation, development, revision, adjustment and modifications made to this policy;
- To provide students, teachers, professionals, and support staff with the human, material and technical resources for ensuring that the evaluation of student achievement is fair and equivalent, that it respects individual rights and allows for the carrying out of individual responsibilities;
- To complete an annual report of the IPESA activities concerning its implementation and development.

3.7 The Board of Governors

The board of governors' institutional responsibilities are the following:

- To adopt the IPESA policy submitted by advisors upon the recommendation of the dean of studies;
- To adopt any report resulting from the application or evaluation of this policy.

4.0 The Generic Course Description and the Course Outline

4.1 Definition of the Generic Course Description

The generic course description is the planning tool used to reflect the Ministerial guidelines for a course. It ensures a fair and rigorous interpretation of ministerial specifications for the course and guarantees the coherence and integration of all academic practices within a particular program.

4.2 Elements of the Generic Course Description

The generic course description (program specific component) contains the following elements²:

- a) Technical data of the course (number of hours, weighting, credits, course code, and course title);
- b) Targeted competency or competencies;
- c) Presentation of the essential course content;
- d) Learning stages;
- e) Link with other courses in the program (if applicable);
- f) Learning target of the course (if applicable);
- g) Description of the final evaluation (if applicable);
- h) Specific requirements (if applicable);

The generic course outline (general education component) contains the following elements:

- i) Technical data of the course (number of hours, weighting, credits, course code, and course title);
- j) Targeted competency;
- k) Elements of the competency;
- l) Course's specific requirements (if applicable).

4.3 Definition of the Course Outline

The course outline is the starting point for the planning of all courses. It is the reference tool for the teacher, the College and for the students since it is their guide for the material to be covered. It should reflect the essence of the generic course outline. The course outline is a form of commitment to the student. It is distributed to students who are registered in courses at the start of each session.

4.4 Elements of the Course Outline

The course outline contains the following elements:

- a) Course title;
- b) Course role and place in the student's progression;
- c) Competency or competencies to be mastered;
- d) Links with other courses and prerequisites;
- e) Course delivery mode;
- f) Relevance of this course for the student;
- g) Learning target for the course;
- h) Stages of learning and, for each of them:
 - o Learning objectives,
 - o Essential course content,
 - o Teaching and learning strategies,
 - o Length of each stage of learning (if applicable);
- i) Evaluation of acquired skills and knowledge;

² Some of these elements are already in the program booklet, for example, the number of hours.

- Formative evaluations;
- Summative evaluations:
 - Evaluation types and their description (assignments, exams or other),
 - Evaluation dates,
 - Weighting of each evaluation,
 - Evaluation criteria;
- j) Description of how the final examination relates to the learning target;
- k) Course schedule of learning activities and evaluations;
- l) Specific requirements of the course;
- m) Description of how the IPESA will be enforced using the following parameters:
 - Students' responsibilities (3.1),
 - Students' attendance (10.3),
 - Student submission of assignments and attendance at evaluations (7.1-7.4),
 - Measurement of student achievement (5.4-5.5),
 - Evaluation of the student's proper use of the English language (9.2),
 - Academic fraud, plagiarism and cheating (12.1-12.5);
- n) A commented bibliography which will include:
 - Required reading,
 - Recommended reading.

5.0 The Measurement of Student Achievement

- 5.1 Student achievement will be measured using summative evaluations and will evaluate the student's mastery of the learning objective (competency). Evaluation tools will take account of the success level approved by the College or set forth in the generic course outlines. For teachers, evaluations help with curriculum planning.
- 5.2 Teachers will evaluate assignments and exams based on what the student has actually demonstrated and not on what is presumed that he can demonstrate.
- 5.3 The student's grade will express his degree of mastery of the objective (competency) according to the expected success level or established standard. **No grade may be awarded for class attendance alone. No points can be awarded for attendance in class or participation.** All points awarded, all summative evaluations must be used to evaluate the competencies and course objectives. It is forbidden to award points for an evaluation only because it was submitted.
- 5.4 When some assignments required of students are to be done as a team, the summative evaluation of each student will always be based on individual performance. It is the individual student's mastery of the objectives (competencies) that must be demonstrated, not that of a group of students.
- When students are given a team assignment, the individual student's mastery of the course's objectives must be established. If the ability to work as a member of a team figures as one of these objectives, this dimension will be awarded a separate grade in order to certify the ability of each student to work as a team member. In this respect, students will be required to sign a team contract stating the requirements and procedures that will ensure that program objectives are attained on an individual basis (see contract, [appendix I](#)).
- 5.5 Every course ends with a summative evaluation activity that counts accounts for at least 40% but no more than 50% of the final grade. This percentage can be distributed on more than one evaluation in the last stage if these serve to testify to the progressive achievement of the course's final learning target.

If this final evaluation covers all of the course's objectives or all of the competency components, the grade awarded by this evaluation activity may be increased to over 50% of the final grade.

- 5.6 Teachers will hold mid-semester summative evaluations that will allow students to assess their degree of achievement and chances of success.

Before the start of the last quarter, the student must have received grades representing at least 30% of the final grade.

- 5.7 The minimum passing grade for a course is 60%.
- 5.8 Students who successfully complete a course will obtain the credits attached to that course.
- 5.9 Students who fail in clinical or practical training sessions, due to a serious breach of professional ethics, may not be authorised to continue their studies in the program.

6.0 Weighting of Objectives and Criteria

- 6.1 For each course, the teacher will identify what objectives (competencies) will be evaluated in the summative evaluation. For each objective, he will specify a relative percentage value.

In evaluating each objective, the teacher will specify the evaluation criteria and establish the marking scheme (value assigned to each of the criteria).

- 6.2 Certain objectives (competencies) are so important that, on their own, can result in a failing grade if they are not mastered to a certain level.

The teacher will inform the College in writing when he determines which objectives and success levels that, on their own, can justify the action of failing a student in a course. The teacher's decision must be approved by the College and/or its representatives (advisors or program coordinators). The exceptional weight given to these objectives (competencies) will be reflected in the course outline.

7.0 Attendance at Final Exams and Submission of Class Assignments

- 7.1 Attendance at final exams (summative evaluations) is mandatory. If a student is absent from a summative assessment, the student must contact the teacher no later than five business days after the assessment to provide justification. If the student fails to do so, or if the justification is rejected, the student will receive a grade of zero (0) for that assessment.

A student who is unable to complete the final evaluation due to illness or other extenuating circumstances must complete the appropriate form ([Appendix 3](#)) and submit it to the Program Coordinator as soon as possible. The College will determine whether the student is eligible for a make-up evaluation.

The nature and structure of the make-up evaluation may differ from the initial evaluation if the College cannot replicate the initial evaluation conditions.

The make-up final evaluations will usually take place on the second (2nd) Sunday in January for the Fall semester, and for the Winter semester, the second (2nd) Sunday in June (dates subject to change). **These make-up dates do not apply to all programs. Program

coordinators are responsible for clearly communicating the rules for rescheduling final exams to their departments.

A student who is absent during a final evaluation and whose absence is accepted as valid by the College will receive a temporary incomplete (IT) for the course. Students who are absent for the make-up evaluations receive a grade of zero (0) for the final evaluation.

Students must arrive for an exam at the specified time and place. If a student is late, the student may be refused entrance to the room if another student has already handed in his exam paper and left.

- 7.2 All assignments will be submitted to the teacher on the specified date and time. Students who hand in work late can be penalized up to 10% of their grade (may be less than 5%) *for each day the assignment is late*. This indication will be specified in the course outline.
- 7.3 Assignments that are handed in after the teacher has returned corrected assignments to the rest of the students will not be accepted. The decision to propose another assignment and grant an extension will be at the teacher's discretion.
- 7.4 Written assignments will be presented in typed format.

8.0 Correction of Assignments and Exams

- 8.1 Students will have sufficient advance notice of the evaluation criteria and marking scheme for an exam or assignment in order to allow them to adequately prepare and revise their own assignments before handing them in.
- 8.2 All annotations, comments and observations by the teacher will be designed to help the student recognize his mistakes and understand what he must do in order to improve.
- 8.3 The teacher will return the results of an evaluation within a reasonable period of time in order to help students improve.
- 8.4 Copies or work assigned during the semester will be returned to the students or will be available for consultation. Students will have access to their results, as well as comments and annotations made on their copy by the teacher.

The teacher will be required to keep copies of all final exams or other summative evaluation assignments for one year or until the official grade review period has passed.

9.0 Evaluation of the language of instruction

- 9.1 For students studying in a DEC program: In order to give students every opportunity to improve their language skills and to prepare them to pass the Ministerial English Exit Exam, teachers will assign written assignments.
- 9.2 Teachers will deduct marks of up to 10% of the grade for English language mistakes. The College or its representatives (advisors) will specify a reasonable negative marking scheme for errors. The negative marking scheme will be part of the course outline.

In courses where language accuracy is part of the learning objectives, the maximum number of points deducted for mistakes may exceed 10% but will not represent more than 20% of the grade awarded for a specific assignment or exam.

- 9.3 Teachers will be vigilant concerning the quality of language in the documents they distribute to students.

10.0 Class Attendance

- 10.1 It is the responsibility of students to attend class.
- 10.2 Teachers are required to record attendance in class and to encourage students to attend all classes scheduled during the session.
- 10.3 **Teachers cannot modify a final grade due to a student's poor attendance.** In other words, poor attendance in itself cannot be used to alter the value of the final grade in view of the fact that the final grade reflects the student's level of attainment of the course objectives (see [article 5.3](#) of policy for more details). Since the final grade is based on the attainment of objectives, it must be determined through the use of the evaluation tools presented in the teacher's course plan: for example, summative evaluations including quizzes, term papers, mid-term exams, final exams, class presentations, etc.

11.0 Grade Reviews and Grade Changes

Grade reviews

- 11.1 Students who feel they have been unfairly assessed in a summative evaluation may request a grade review through the registrar's office **no later than 60 days** after the official end of the course. Unless there are exceptional circumstances, any request after this deadline will be refused.
- 11.2 A grade review does not mean that the student will receive a higher grade. The grade may remain the same or even be reduced.
- 11.3 For all evaluations within the semester, students will appeal directly to the teacher for a grade review.
- The grade review form can be obtained at the registrar's office. The College will form a Grade Review Committee to evaluate the student's request.
- The student's copy will not be available to consult by the student until the grade review process is over.
- 11.4 The grade review process does not apply where a simple technical error (faulty mark, miscalculation, transcription error, etc.) has been made (see **Grade changes** below).

Grade changes

- 11.5 Teachers can submit a grade change request **no later than 60 days** after the official end of the course. At the latest, the grade change submission by the teacher must be completed during the semester that follows the student registration in the course.
- 11.6 During the semester, the student who considers that a grade change is justified can make a request to the teacher concerned, in person or in writing.

- 11.7 Grade changes aim to reassess existing summative evaluations for which the teacher has found a faulty mark, miscalculation, transcription error, etc. The summative evaluation being reassessed must clearly demonstrate the student's attainment of course objectives.
- 11.8 Teachers are not authorized to submit grade changes based on material that is not part of the official course outline.
- 11.9 Any additional, unplanned, summative evaluation offered to improve a student's grade is strictly forbidden.
- 11.10 The teacher can only reassess summative evaluations (term paper, exam, etc.) that were used to evaluate all students registered for the course. Only the original copies submitted by the student during the semester can be re-evaluated by the teacher.

12.0 Academic Fraud, Plagiarism, and Cheating

- 12.1 Fraud applies to all plagiarism or cheating during an activity leading to a summative evaluation.
- 12.2 All plagiarism, attempt to plagiarize or collaboration to plagiarize will lead to a grade of zero (0) for an exam or assignment. After having informed the student, the teacher will prepare a written report and submit it to College authorities (or program coordinator) who are responsible for filing the report. If the student plagiarizes a second time, he will receive a grade of zero (0) for the course or courses concerned. The teacher will submit a written report to the authorities who will file the report in the student's record.
- 12.3 Students are deemed to plagiarize or cheat when they:
- Use without authorization: a cell phone or any electronic device, notes, Internet, or artificial intelligence;
 - Copy assignments or answers belonging to another person;
 - Provide answers or exchange information to other students in an exam room;
 - Do not provide references including Internet sources;
 - Distribute, use, or buy documents used for evaluation purposes;
 - Replace or are replaced during an evaluation.

The use of artificial intelligence constitutes cheating, unless otherwise explicitly stated by the teacher and the department.

- 12.4 To ensure the validity of an evaluation, the teacher supervising an exam will be required to take the necessary measures to avoid any form of plagiarism or cheating.
- 12.5 Any student who believes himself unjustly accused of plagiarism and/or cheating will have the right to recourse in accordance with the grievance mechanisms set forth in article 17.0 below.

13.0 Posting of Grades

The posting of student grades will be done through the College Omnivox system to ensure confidentiality.

14.0 Program Comprehensive Assessment (Synthesis Exam)

- 14.1 In compliance with article 25 of the *College Education Regulations*, a final Comprehensive Assessment specific to each program will be administered to all students enrolled in programs leading to a Diploma of College Studies.
- 14.2 The Comprehensive Assessment is a specific evaluation that is designed to attest to the student's integration of the learning experience he has acquired in the program of studies as a whole.
- 14.3 The Assessment will take into account learning objectives, standards, Ministerial guidelines as well as the program *Exit Profile*.
- 14.4 The Assessment may have more than one component. It may be a single examination or consist of a combination of a few evaluation activities including a College Board of examiners (internal or external).

The Assessment will measure three aspects of the student's acquired learning:

- The result obtained (what the student did)
- The process used (how he did it)
- The awareness of cognitive strategies invested (the student's ability to justify what was done and how it was done).

Furthermore, the Assessment will include one or more end-of-study courses, such as a comprehensive course, a practical training session, an integration activity or a graduate project.

A clear distinction will be made between the evaluation of a learning activity and the evaluation done using the Program Comprehensive Assessment.

- 14.5 The development and implementation of the Program Comprehensive Assessment will be carried out for each program, in compliance with:
 - The determination of the subject of the Program Comprehensive Assessment;
 - Its form;
 - The type of preparation required of the student;
 - Eligibility conditions and evaluation methods;
 - The method of transmitting the Comprehensive Assessment results and the Comprehensive Assessment remake conditions;
 - The responsibilities to be assumed;
 - The allocation of resources.
- 14.6 If a student is absent from any component of the program synthesis exam—including an oral presentation—the rule regarding attendance at summative assessments applies (see Article 7.1). The format and structure of the make-up exam may differ from those of the original exam if the College is unable to replicate the original conditions.

15.0 Course Substitution, Equivalence, Exemption, and Incomplete Substitution

The College may authorize the substitution of a course normally required in a student's program through another course done at the College level.

- 15.1 Substitutions will only apply to College-level courses taken in a recognized institution in Quebec.
- 15.2 The current College substitution grid will be used. All other substitution requests will be analyzed on an individual basis.
- 15.3 All substitutions are recorded by the College. Any documentation submitted in support of a substitution as well as the official decision will be filed in the student record for future reference.

Equivalence

The College may grant an equivalence when the student demonstrates that he has acquired the objectives of the course for which the equivalence is requested. The equivalence entitles the student to the credits attached to the course, which does not have to be replaced by another course (see [Appendix 2](#)).

- 15.4 Equivalences will only apply to university-to-College or College-to-College level courses taken in recognized institutions.
- 15.5 The student must provide all necessary documents for evaluating the request. The equivalence will be authorized by the registrar's office after recommendation by the student advisor.
- 15.6 All equivalences are recorded by the College. Any documentation submitted in support of an equivalence as well as the official decision will be filed in the student record for future reference.
- 15.7 Some students registered in a DEC program have their general education courses credited and have obtained equivalencies for studies completed abroad. To complete the English exit exam, these students must complete all English, Language of Instruction and Literature courses from the general education component common and specific to all programs.

Exemption

The College may grant an exemption for a course. The exemption does not entitle the units attached to the course, which does not need to be replaced by another course. In this case, the total number of units required by the program is reduced by the credits representing the exemption.

- 15.8 The exemption is an exceptional procedure by which a student may be allowed to refrain from taking a course in the program in which they are registered. The exemption can only be applied if the course cannot be replaced by another. This procedure applies to exceptional cases and cannot, at any time, be considered a formal precedent in College procedure. When granting an exemption, the College is committed to the attainment of the program objectives by the student getting an exemption in order not to reduce the quality of the diploma.
- 15.9 The student is responsible for filing their application for an exemption and providing all necessary documents supporting the request. The student advisor will submit the exemption request for approval by the registrar. The documents used to award the exemption will be kept in the student file.

Incomplete

According to the [College Education Regulations](#), a college may grant a permanent incomplete where a student demonstrates that he or she was unable to complete a course for a serious reason beyond the student's control and that the deadline determined by the Minister is reached. For example, this could be due to an accident, prolonged illness, care of a loved one or death (see [Regulation Promoting Academic Success](#)).

- 15.10 The motive must have prevented the student from fully participating in the course for a period exceeding three weeks, if the course was offered in a regular session.
- 15.11 The permanent incomplete does not give entitlement to the credits related to that course. By no means, illness or other, students in a Major Failure Situation can avail themselves of a Permanent Incomplete.

16.0 Certification of Studies Process

- 16.1 Before recommending that a student be awarded a Diploma of College Studies to the board of governors, the registrar's office will ensure that the student file complies with the following:
 - The student admitted in the program respects all admission criteria, specific admission conditions, and specific registration conditions (see [Admission Policy](#));
 - The student has successfully completed the learning objectives of the program in which he is registered;
 - The student has completed all learning activities in conformity with the program objectives, including provisions related to the [Charter of the French Language](#) requirements;
 - The student has obtained the credits attached to courses or has been granted course equivalences, exemptions, or substitutions in accordance with the regulations set forth in this policy;
 - The student has successfully completed the Program Comprehensive Assessment;
 - The student in the DEC program has completed their High School Diploma;
 - The student admitted through an equivalence procedure respects all admission criteria;
 - The student has successfully complete the Ministerial Language Examination

Once the verifications are completed, the registrar's office will make its graduation recommendations to the board of governors.

- 16.2 Before recommending to the board of governors that a student be granted an Attestation of College Studies, the registrar's office will verify that all records comply with the following:
 - The student admitted in the program respects all admission criteria, specific admission conditions, and specific registration conditions (see [Admission Policy](#));
 - The student has successfully completed the learning objectives of the program in which they are registered;
 - The student has attained the level of proficiency in French required to earn an AEC (Level 7: Speaking and Understanding; Level 4: Writing and Reading) in accordance with the requirements provided in the [Charter of the French Language](#);
 - The student has completed all learning activities in compliance with the program objectives;

- The student has obtained the credits attached to courses or has had been granted course equivalences, exemptions, or substitutions in accordance with the regulations set forth in this policy;
- The student admitted through an equivalence procedure respects all admission criteria.

Once these verifications are completed, the registrar's office will make its graduation recommendations to the board of governors.

17.0 Grievance Mechanisms

In the event of a breach of any of the above clauses, regulation or condition provided for under this policy, the following mechanisms will apply:

- In an effort to resolve any misunderstanding or any issues resulting from the non-compliance of this policy, the College will encourage dialogue between the parties involved. Before taking any further action, the parties will meet and attempt to resolve the problem. At this stage, the student is encouraged to start the process;
- If no agreement is reached, the pedagogical counsellor or academic advisor will be informed of the problem. The advisor or pedagogical counsellor will seek to resolve the problem with the parties involved, invite them to state their cases, and will help them find a solution;
- If no satisfactory resolution is reached, the complaint will be referred to the director of studies, which will act on behalf of the College and decide on the measures (disciplinary or otherwise) to be taken to resolve the grievance. If a member of the administrative or teaching staff is involved, the student may speak with a member of the administration. At this point, no further appeal process will be available within the College, and the matter will be considered resolved.
- At each stage of the process, if the student is liable to litigation, he may be accompanied (by another student, an advisor, etc.).

18.0 Policy Implementation and Modifications

This Institutional Policy on the Evaluation of Student Achievement at TAV College has been in effect since September 2010.

- 18.1 The director of studies ensures that all relevant individuals and authorities implement this policy.
- 18.2 The policy adopted by the Board of Governors is distributed to all faculty and staff. The full text of the policy is available on the College's website at www.tav.ca.
- 18.3 During its implementation, any request for modification must be submitted via a formal request addressed to the director of studies.
- 18.4 The evaluation report on this policy and any requests for amendments will be presented by the director of studies to the College's Board of Governors.
- 18.5 The relevant bodies are consulted on requests for amendments.

18.6 Once adopted by the Board of Governors, the amendments are incorporated into the Policy, and all relevant parties are notified.

19.0 Evaluation of Policy Implementation

This Institutional Policy on the Evaluation of Student Achievement at TAV College has been in effect since September 2010.

19.1 At least once every 10 years, the College reports on the implementation of its Policy. The next evaluation will take place during the 2036–2037 school year..

19.2 As part of the evaluation of the policy's implementation, the College reports on:

- The compliance of the policy's implementation—the alignment between what the policy stipulates and how it is implemented;
- The effectiveness of the policy's implementation—the degree to which the policy's objectives have been achieved.

19.3 Procedures for Evaluating Policy Implementation: Implementation Steps

- Creation of an evaluation committee;
- Drafting of an evaluation plan, including:
 - The scope of the evaluation: policy objectives, division of responsibilities, implementation methods, and procedures for evaluating the policy;
 - The evaluation criteria: consistency between implementation and the policy text; the implementation effectiveness in ensuring quality, equivalence, and equity in the assessment of student evaluations;
 - The key issues, challenges, or specific considerations related to the evaluation;
 - The roles and responsibilities of the evaluation committee;
 - The operational schedule with a timeline;
 - A summary of the evaluation results, including: survey results, issues raised, and changes made.
- Proofreading and revising the student and teacher surveys based on the *CEEC*³ reference framework and the current IPESA;
- Initial distribution of the teacher survey to program coordinators and revision of the survey as needed;
- Survey launch for students and teachers, and compilation of results;
- Presentation of results and proposed modifications.

³ The Minister of Higher Education abolished the Commission for the Evaluation of College Education (*CEEC*) on January 1, 2026. This policy follows the [CEEC's 2021 framework](#).

Appendix I

TEAM CONTRACT

Course title :

Codification :

Semester : ☐ Fall ☐ Winter Year : _____

This contract allows you to establish rules and procedures that will guide your team's work in order to support the achievement of program objectives.

Information relating to team members

Last name, first name	Availability	Phone number	email

Personal requirements for each team member supporting the team's work

Name	Personal requirements (Ex. : not working at the last minute, be well-prepared, etc.)

Qualities or resources that every team member can contribute to the team

Name	Qualities

In case of non-compliance with the rules established in the contract

In order to promote the proper functioning of the team, or if members do not respect the rules listed in this contract, they will face the following consequence(s):

In a team project, a student's grade is based on their individual performance. The evaluation must reflect the attainment of objectives (competencies) as demonstrated by the individual student, not by a group of students.

- avoid wasting time;
- limit the discussions on the agenda
- listen to and respect the ideas and opinions of others;
- show solidarity for everyone's work;
- fairly distribute and individually take responsibility for the required work;
- participate in decision-making;
- meet deadlines for the team and the teacher;
- approve the parts of the work and improve them with your personal contribution so that the final product is a common production;
- bring together results stemming from individual efforts so that everyone has good knowledge of the project;

Note that members may also determine other rules according to the context.

Here are the rules determined or proposed by the team members :

- _____
- _____
- _____
- _____
- _____

Date of signature of the agreement by the team: _____

Signatures of the team members :

Signature of the teacher:

The team contract has partly been drawn from and adapted from the three following resources :

- Jacques, J. et Jacques, P., *Le petit guide du travail en équipe gagnant*, Éditions Saint-Martin, 2008, 96 pages.
- Motoi, I. et Villeneuve, L., *Guide de résolution de conflits dans le travail en équipe*, Université du Québec en Abitibi-Témiscamingue, Presses de l'Université du Québec, 2006, 82 pages.

- Proulx, J., *Enseigner Réalité, réflexions et pratiques*, Québec, Cégep de Trois-Rivières, 2009, 564 pages.

Appendix 2

REGISTRAR'S OFFICE : EQUIVALENCE, DISPENSE OR SUBSTITUTION

Nom de famille / Family Name: _____ Prénom / First name : _____
 DA : _____

Date de naissance / Date of Birth : ____ / ____ / ____ Programme / Program:

 Jour-Day Mois-Month ANNÉE-YEAR

DISCIPLINE	COMPÉTENCE / COMPETENCY	COURS/COURSE	NOTE
Français / English	4EF0 / 4EA0	601/603-101-MQ	EQ DI SU
	4EF1 / 4EA1	601/603-102-MQ	EQ DI SU
	4EF2 / 4EA2	601/603-103-MQ	EQ DI SU
	4EFP / 4EAP	601/603-TVA-TV	EQ DI SU
Philosophie / Humanities	4PH0 / 4HU0	340/345-101-MQ	EQ DI SU
	4PH1/ 4HU1	340/345-102-MQ	EQ DI SU
	4PHP/ 4HUP	340/345-TVA-TV	EQ DI SU
Anglais langue seconde / French as a Second Language	4SA0 / 4SF0	604/602-100-MQ	EQ DI SU
	4SAP / 4SFP	604/602-TVA-TV	EQ DI SU
Éducation physique / Physical Education	4EP0	109-101-MQ	EQ DI SU
	4EP1	109-102-MQ	EQ DI SU
	4EP2	109-103-MQ	EQ DI SU
Cours complémentaires / Complementary courses			EQ DI SU
			EQ DI SU

Commentaires/Comments:

Student Advisor: _____
 Date : _____

Registrar's Office: _____
 Date : _____

Appendix 3

FORM TO BE COMPLETED BY THE STUDENT ABSENT FOR A FINAL EVALUATION

Article 7.1, IPESA :

Attendance at final exams (summative evaluations) is mandatory. If a student is absent from a summative assessment, the student must contact the teacher no later than five business days of the assessment to provide a justification. If the student fails to do so, or if the justification is rejected, the student will receive a grade of zero (0) for that assessment.

A student who is unable to complete the final evaluation due to illness or other extenuating circumstances must complete this form and submit it to the Program Coordinator as soon as possible. The College will determine whether the student is eligible for a make-up evaluation.

The nature and structure of the make-up evaluation may differ from the initial evaluation if the College cannot replicate the initial evaluation conditions.

The make-up final evaluations will take place on the second (2nd) Sunday in January for the Fall semester, and for the Winter semester, the second (2nd) Sunday in June (dates subject to change). **These make-up dates do not apply to all programs. Program coordinators are responsible for clearly communicating the rules for rescheduling final exams to their departments.

A student who is absent during a final evaluation and whose absence is accepted as valid by the College will receive a temporary incomplete (IT) for the course. Students who are absent for the make-up evaluations receive a grade of zero (0) for the final evaluation.

Student name	Student number
Semester	Final evaluation date
Teacher	Course title and code

Reasons for student's absence (please check the box):

- ☐ Legal obligations
- ☐ Mortality
- ☐ Accident
- ☐ Serious illness or hospitalization
- ☐ Other (please specify) : _____

REGISTRAR'S OFFICE ONLY

- ☐ The absence is justified, the student may retake the evaluation.
- ☐ Absence is not justified. The student receives a mark of zero (0) for the final evaluation of the course.