

# Education Policy & Guidelines (Directive No. 394/2013)



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Ethiopian Civil Service University

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## ***Preface***

This *Education Policy and Guidelines* is developed to serve as a reference source for the education business process of the Ethiopian Civil Service College. It is intended to be a "Users' Guide" to assist all academic staff members of the College in carrying out their various education business responsibilities. This manual is a policy document describing appropriate procedures and guidelines to help the user better understand the thrust of the education processes of the Ethiopian Civil Service College with the hope of achieving optimum consistency, efficiency and effectiveness. These policy guidelines include several features that should help the user in this regard. These are generally organized into major functional categories that are reflected by the Table of Contents.

The Policy guidelines are available on the College website: [www.ecsc.edu.et](http://www.ecsc.edu.et). Furthermore, a copy of the policy is distributed to every institute, department and/or specialized section in the College. Therefore, should any member of staff wish to seek clarification on any part of the Education Policy, they should consult the representatives of these departments and specialized sections, the Director of the Institute or the Vice President for Academic Development.

This policy document is an outcome of collective efforts. Hence, I would like to express my very sincere appreciation of the contributions of Dr. Nigussie Negash, Ato Zenebe Teklie, Ato Alemayehu Seberu, Ato Asefa Wubalem, Ato Lantera Nadew, and Ato Mulugeta Endris who drafted the policy and the guidelines. I also like to thank the members of the steering committee of the Business Process Re-engineering Project of the College, Dr. Samson Kassahun, Ato Abera Lulessa, Ato Yimer Mohammed, Ato Ayele Mulugeta, Ato Wagari Negari, and Ato Getachew Weldemariam, for their invaluable contribution towards the enrichment of the Policy.

Dr. Haile –Michael Aberra  
President, Ethiopian Civil Service College.

## ***PART I: - Education Policy***

### **1.0. Introduction**

Since its establishment in 1995, the Ethiopian Civil Service College (ECSC) has played a significant role in building the capacity of civil servants through its various services. Education is one of the core businesses that ECSC conducts to contribute to the learning and development of public service organizations. To realise goal in education, the institution has been guided by its vision and mission both of which are inspired by the 1996 Establishment Regulation. The vision and mission have, however, been reformulated to accommodate the changing demands of the civil service.

*The college has been mandated with improving the effectiveness, efficiency, transparency and accountability of the Ethiopian Civil Service on a continuous basis through:*

- *Making ECSC a leading civil service institution exemplary in terms of effectiveness, efficiency, transparency and accountability in service provision,*
- *Provision of training and specialized educational programs that cater for the needs of the Civil Service, and*
- *Training and certification of professionals.*

Cognisance is taken of the fact that although the number of our graduates has filled certain gaps; the Ethiopian public sector still has urgent demands for trained manpower in terms of number, quality and diversity. In an effort to transform itself into a leading institution of higher learning in Ethiopia, the College has undergone business re-engineering. The following are change factors in the country that have necessitated urgent the institutional transformation of the College:-

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1. Diversified and dynamic needs of civil service
2. Demand for higher education and civil service reform in the country
3. Competition from other local and international institutions which provide education that is directly related to the practical problems faced by civil service institutions in the country.

These and other projected changes of customers' needs in the horizon pose serious challenges for, and justify the existence of, the ECSC. Thus the ECSC is mandated to transform its business to achieve high levels of performance in its education and training services. Accordingly, the College has re-engineered its education business process; and consequently this has led to a reformulation of its education policy and guidelines.

#### **1.3. Objectives of Education Businesses**

ECSC, as a leading public service capacity building higher learning institution, aims to attain the following important goals in education:

- Strengthen and capacitate the civil service so as to efficiently and effectively address development efforts;
- Bridge critical skilled manpower gap in the specialized areas in the Ethiopian Civil Service sector in order to drive the reform and development efforts;
- Offer different under-graduate and post-graduate programs that produce competent graduates who can:
  - Accomplish work-related tasks at high standards;

- Solve all work-related problems by designing appropriate systems and solutions;
- Play leadership roles in different sectors; and
- Work in teams effectively.

### **1.1 Definition of Terms**

*Education* refers to the College business process that focuses on long-term training of the public servants qualifying in degree and above.

*A Director* is an academic who leads the core businesses in the thematically organized Institutes.

*A Program Manager* is a full-time member of staff who is responsible for managing the educational activities or any the core business processes of the program.

*A Specialized Team* is a group of academic staff qualified in a particular field of study.

### **1.2 Objectives of Education Policy and Guidelines**

The policy considerations and guidelines are formulated in order to implement the new design thereby satisfying the needs of the various stakeholders, customers and constituents. Ultimately, attainment of the College mission will lead to the realisation of ECSC as the centre of excellence. Consequently, the Education policy and guidelines are designed to enhance the quality and standard of education to different performers and customers. More specifically, the documents aim:

- To create a defined frame of reference for the implementation of the newly designed education business;
- To build common understanding among the College community and stakeholders to work collaboratively to achieve the goals stated above;

- To draw the attention of the College community towards outcome-based education performance and high level of service standard; and
- To create a context for designing service standard charters for teams and individuals involved in education business, which informs implementation strategy formulation.

This document is presented in two parts, the Policy Directions and Guidelines, both of which have been refined following the re-engineering of the education business process. Part I presents the policy issues, and Part II outlines the guidelines to implementation.

### **1.3 . Scope of Education Policy**

- The policy covers all modes of delivery (regular, distance and web-based) education.
- It addresses milestones identified in the new education process (program inception -impact assessment).

### **1.4. Major Policy Issues**

#### **1.4.1 Academic Management**

To reduce the unnecessary hierarchy in academic leadership and decision-making, ECSC has re-organized its faculties as institutes based on related themes. The Institute is led by a Director of business approved and assigned by the President. The former subject departments in the institutes have now been transformed into specialized teams, or centers of excellence, which cater for the professional development of its members. Each specialized team is led by a team leader. On the other hand the daily educational activities are managed by a program manager.



#### **1.4.2 Program Inception**

ECSC offers quality post-graduate and under-graduate programs in its various modalities. A very crucial aspect of quality is relevance. To achieve that ECSC programs shall focus on the priority areas of public services or specialized programs based on the needs of customers flexibly.

- A new program will be initiated by the Client, or ECSC based on research or needs analysis. The programs will be launched in consultation with different stakeholders and refined through workshops that involve the clients and experts from ECSC and outside.

#### **1.4.3 Curriculum Development**

ECSC education curriculum aims to prepare graduates who can contribute to the nation's development by acquiring relevant knowledge, skills and attitudes. In order to achieve that:

- ECSC curriculum should comprise at least 30% practical activities such as internship and service learning. This general framework shall obtain in every curriculum of the various institutes.
- ECSC curricula should be regularly reviewed.
- ECSC curricula should be flexible enough to accommodate different students' needs and abilities.
- ECSC curricula may be modular or sequential, based on the nature of program (alternative models of the curriculum).
- ECSC curricula should meet internal (College level) and external (national and international) quality standards.
- All curricula should be endorsed by the Senate standing committee based on the recommendations of the Institute council.



**1.4.4 Student Admission**

- ECSC enrolls civil servants into its under-graduate and post-graduate programs without discrimination between gender, regions or the physical state of the candidate.
- In order to use resources efficiently and effectively admission will be done at College level through admission and registration offices, whereas the Institutes will be responsible for setting entrance exams and providing invigilators and markers.
- The Institute is also takes care of the routine records, status and reviews of their students, and informs the registrar regularly.

**Special Attention:**

- The College shall employ some positive discrimination mechanisms to increase admission of female civil servants and students from the emerging regions.
- The College shall put in place support mechanisms for female students from emerging regions.
- It will also give special support to persons with disability.

**1.4.5 Education Delivery and Assessment**

ECSC education teaching and assessment are viewed as inseparable activities that work together to maximize students' learning.

- ECSC employs learner-centered teaching approaches to address multiple intelligence and learning style differences.
- To meet the diverse needs of the customers (including persons with disabilities), the College employs flexible modes of delivery: face-to-face, web-based, and blended distance education.

- IT will be used to meet the huge demand for educated public servants in diverse sectors. Technology such as web-based education will also make ECSC education cost-effective.
- Delivery integrates theory and practice through different techniques.
- Assessment addresses the students' achievement or learning outcomes in knowledge, skills and attitudes as stipulated in the semester courses. These outcomes should be cascaded from the overall curriculum objectives and graduate profiles of the program the students are pursuing.
- Since a one-off test cannot accurately tell the achievement of knowledge, skills and attitudes, ECSC employs continuous assessment, which involves varieties of assessment tools to address learner differences.
- Course grades will be determined based on performance criteria (Criterion Referenced Approach) to relate teaching and students' achievement to graduate profile and curriculum objectives.
- The college aspires to maintain zero-attrition rates through alternative admission and extended programs and different support mechanisms.
- A teacher shouldn't take more than 6 credit hours extra load in the regular program.
- Teachers should be encouraged to handle not less than 3 courses in their career.

#### **1.4.6 Quality Assurance**

- College institutions should have formal mechanisms for the approval, periodic review and monitoring of their programs and awards.
- Quality assurance activities should be based on explicitly published criteria that are applied consistently across programs and Institutes.

- Quality assurance processes which contain recommendations for action should have a predetermined follow-up procedure for implementation.
- To maintain quality, the College employs semester course reviews and annual program curriculum reviews, which are led by the specialized team leaders and Institute Directors and the Program Manager.
- Teaching practice will be evaluated continuously to ensure areas for further improvement are identified.

### **1.5 Academic Staff Responsibilities**

Based on the Ethiopian Higher Education Proclamation, academic staff refers to persons employed in different institutes to engage in teaching, mainly.

- Their terms of employment should meet the national standards set for the academic staff category.
- Full time load is 12 credit hours or 39 hours/week for teaching and related activities. One credit hour requires two hours preparation and 3 hours consultation. Directors and Program Manager should see to it that the academic staff carry the full-time load through different activities. As will be indicated in the guidelines; the Institutes will apply this policy flexibly.
- Normally a teacher shouldn't handle more than 3 courses in any ECSC curriculum in a semester program (including extension classes). However, in the event of shortage of teaching staff for a course, a teacher may be given 3 or 4 credit hours additional load up to a maximum load of 6 credit hours in the evening programs.
- Full time teaching should be conducted by assistant lecturers and above.
- The graduate assistants should not be given full load and they have to be given sufficient time (a semester) before they assume a teaching duty. The preparation should

include rigorous training on methodology and College regulations.

- While preparing the Graduate Assistant has to support the senior academic by giving tutorials and marking exam papers.
- Based on the College regulations, the academic staff are also expected to participate in the academic leadership and other core businesses of the College: consultancy, research and training.
- A member of the academic staff should normally devote 75% (equivalent to 9 credit hours) of the workload to teaching and the remaining 25% (equivalent to 3 credit hours) to the other businesses. This will vary based on the need of the Institute, which may require the staff to work full time in other businesses. However, the teaching staff involvement in other businesses such as training, consultancy and research should not be at the expense of teaching.
- The workload equivalence between the core businesses will be determined based on the teaching credits.
- The senior academic staff are expected to devote their time to research and mentoring others.
- In a semester, a teacher should teach 12 credit hours full load, but for 9 credits 3 courses and 3 sections will be equivalent to 12 credit hours.

#### **1.5.1 Academic Staff Development and Incentives**

- Teaching excellence will be enhanced through various mechanisms:
- Teaching practices will be evaluated continuously and areas for improvement identified by the Institutes, specialized teams and CAPD.
- Teachers' performance will be evaluated, by triangulating the students', peers, Program Managers and team leader

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evaluations. All parties should complete the evaluation points that concern them. (The detail will be indicated in the guidelines.)

- There will be annual award for best teachers identified from each academic Specialized Team, through mechanisms the College will establish in collaboration with the Institutes.
- The award will include monetary incentive and a Medal of Honor or excellence.
- The teaching performance evaluation will be used for the staff promotion, annual pay rise, further training opportunities, and other incentives.
- Apart from training provided by the College, the academic staff have individual and collective responsibilities to continuously reflect on their professional practices and achieve excellence as subject specialists and educators.

#### **1.6 Policy Amendment**

This policy will be effective on the date the College Board endorses it. Amendment will also be made by the same as frequently as necessary.

## ***PART II: - Education Guidelines***

### ***2 Introduction***

These guidelines have been prepared based on the new ECSC education policy formulated as a result of the reengineered education business process. The guidelines will help different teams and education managers to implement the new ideas with the standard or parameters indicated in the design.

### ***3 Major Components of Guidelines for Education Business Process***

#### **Program Requests Handling:**

The requests of the customers should be handled in line with certain specified criteria that help to identify the kind of response they demand. Program requests should be considered against the requests of the customers and other stakeholders. Agreement of designing the program should be attained through discussion and negotiation. The level of the program facilities to implement the program budget and human resources are points that should be considered during the negotiation.

#### **Need/Gap Identification**

- Gap/need identification follows research procedures (See Education Business Process document) and collaborative effort with customers.
- Need analysis should ensure that program purpose is met.

### **3.1 Curriculum Development**

#### **Understanding TOR**

The task of curriculum development for a program in each Institute should be assigned to the Curriculum Development Team (CDT). The **CDT** comprises two subject specialists, an IT specialist (for web-based program) and a Curriculum expert. The assignment of this team should be done by the Institute Director and Program Manager.

#### **Identify KSA gap (if not formerly defined)**

The Curriculum Development Team (CDT) identifies demand/gap of curriculum development through:

- Need assessment with the collaboration of customers (See Education Business Process document)
- Anticipating the future need of customers

#### **Prepare Draft curriculum**

Preparation of intended draft curriculum should follow the curriculum standards indicated below (section 2.2). After the draft curriculum is developed, the following activities shall be carried out:

- Conduct Workshop involving experts and customers from ECSC, HEI's and public service organizations.
  - Refine the draft curriculum
  - Approve and endorse the curriculum
- The curriculum approved by the Institute Council, should then be endorsed by the College Senate.



## **Maintaining the Quality of the Curriculum**

Curriculum development at ECSC should involve planning of an in-built mechanism and external auditing system for monitoring and evaluation so as to ensure quality. These will be put in place in accordance with the national quality assurance mechanisms (See HERQA).

### **3.2 Components of Draft Curriculum**

#### **Rationale**

This part states the why of the curriculum. The CDT should justify why the curriculum is necessary. The reasons that necessitated the development of the curriculum/program should be clearly described and this should convince customers and constituents. The gap/need identified should be articulated clearly. .

#### **Curriculum Development Procedures**

The procedures followed in the curriculum development process need to be described briefly. These shall include:

- Procedures followed to identify the gap/need;
- Tools and procedures employed to obtain the required data (on need);
- How policies and related documents are analyzed; and
- Lessons learned through benchmarking of similar programs in other universities in Ethiopia and abroad.

#### **Admission Requirements**

Some general requirements for admission to the various programs of the ECSC should be stated in the curriculum. Each of the programs can set specific requirements peculiar to its nature.



### **General Curriculum Objectives**

General objectives of the program should specify, in relatively broad terms, what is intended to be achieved through the implementation of the program. These desired outcomes are commonly divided into the following three categories:

- **Knowledge** and understanding to be gained, that is; facts, concepts, comprehension and generalizations;
- **Skills** and competencies to be developed, which include methods of operating on knowledge and methods of manipulating the mind and material things effectively with respect to purposes; and
- **Attitudes** and values to be acquired. These include societal prescriptions and preferences regarding belief and conduct, and individual preferential dispositions (attitudes, interests, appreciation, etc), professional prescriptions and preferences.

### **Graduate Profile and Naming**

A graduate profile of the curriculum describes the competency level after successful completion. These capabilities are the outcomes of the education program. These capabilities (behavioral changes) should be demonstrable in the work place in terms of the individuals’:

- Potential capabilities, innovativeness and creativity to solve practical problems;
- Execution of tasks, duties, activities, responsibilities, etc. (in his /her field) with the optimum levels of skill, efficiency, and effectiveness;
- Skills in applying knowledge in a situation of problems in different circumstances; and

- Socially acceptable behaviors, beliefs, attitudes and value systems.

Note: The name of the degree or certificate that will be awarded after completing the program shall be indicated in the curriculum.

### **Program Duration**

The regular study years shall be indicated for the specific program. The durations for evening, distance, summer, as well as for gifted and under-achievers shall be specified and this following the National University Education Framework laid down by HERQA.

### **Resource Requirements**

Resource is one of the basic requirements to implement any curriculum. Thus, there is a need to scan the existing resources of the College and identify the newly required ones for the effective implementation of the curriculum.

(a) The optimum number of instructors required (with appropriate qualification and experience) should be determined in terms of:

- Administrative support
- Instructors (BA, MA, PhD and Prof.) in numbers and fields of their specialization.

(b) Material resources required (both teaching-learning materials such as syllabi, library, visual aids etc. and infrastructural facilities such as classrooms, laboratories, etc.) should be described.

(c) The existing and additionally required resources and facilities should also be clearly identified.

(d) IT infrastructure and facilities

(e) Potential fund sources or means of generating fund

## **Graduation Requirements**

The standards that a student must fulfill to graduate from a particular program should be clearly indicated. Some of such standards are given below. Each program can add other standards that suit its nature, such as:

- Normal period of study or number of semesters that a student must register on full- time basis (face-to-face or virtual) or other special arrangements where applicable.
- The minimum number of credit hours that a student must take for successful completion.
- Successful completion of all courses with no "F" grade.
- Minimum CGPA required for successful graduation.

*NB: It is strongly recommended that there is a need to refer to the current education policy of higher education and other related documents from the Ministry of Education (MoE) and the Ethiopian Civil Service College (ECSC).*

## **Selection and Organization of Courses**

### **Course Selection**

The program objectives and graduate profile, which are stated earlier, will show which courses or subject areas of study to include in the program. Therefore, courses should be selected on the basis of the following criteria:

- o **Critical**- courses that are fundamental to the fulfillment of the graduate profile. If the standard of such courses in terms of both breadth and depth of content and delivery is not kept, the program objectives cannot be successfully achieved.
- o **Essential**- courses whose credit hours could be reduced or two courses that can be combined as much as the

concrete situation allows, but cannot not be dropped altogether.

o **Important** - courses that could be included as resources if time allows.

### **Course Coding**

All courses at ECSC should be categorized into Knowledge, Skill and Attitude domains. Designation is possibly applied using two-five letter abbreviations and three figures.

The letters (two- five) show the discipline to which the course belongs.

E.g. "Mgt" for Management, "Acct" for Accounting, "Qu-Mt" for Quantitative Methods, "Bu. Eng," for Business English, "UrPl" for Urban Planning.

The first of the three digits indicates the year in which the course will normally be offered while the third digit is used to denote the semester in which the course will be offered.

The digit in the middle shows the nature of the course in the light of the three learning domains as follows:

- 0 -3 to represent knowledge- oriented courses
- 4-7 to represent skill- oriented courses
- 8-9 to represent attitude- oriented courses

### **Course Sequencing**

Course sequencing is the arrangement of selected courses in time. Establishing a sequence of cumulative learning (continuity and integration) is, thus, a central issue. Continuity of learning is critical. Progression should be made from simple to complex, concrete to abstract, near to far, known to the unknown, etc. The relationship between courses should be ensured. Courses that are offered in one term or semester should reinforce and supplement each other. The criterion prerequisite should be considered to

determine which course follows which one, or which course must precede the other.

### **Modularization**

Modularization should be provided by collecting and grouping courses that can help to attain specific competence to accomplish a certain task at intermediate level after its completion. This will be implemented as an alternative after piloting it with a few selected courses. The College may need to designate an ad hoc team for this.

### **Course Classification**

Sequential courses at ECSC shall be organized around the following themes:

#### **(a) *Major area courses***

These are courses from the principal field of study consisting of more than half of the total credit hours of the program.

#### **(b) *Related area courses***

These are courses from fields of study related to the major area. These courses can count up to one-third of the total credit hours depending on the nature of the program.

#### **(c) *Supportive courses***

These are courses from basic and general subjects such as computers, mathematics, English Language, Civil Service Ethics, Customer Service Delivery and other areas of the Civil Service Reform. They provide tools for learning courses in other areas.

However, modular courses can be organized and grouped based on the nature of courses which can give a skill and knowledge to accomplish certain tasks effectively at particular levels.

### **Course Description**

A course description should clearly state the major purpose of the course and the major contents it covers. A course description is very brief, usually a paragraph.

### **Teaching-learning Methodology**

This part clearly indicates how students become interactive in the learning environment (learner centered approach). The primary consideration here is pointing out if the teaching-learning methods and materials are in alignment with the learning outcomes of the curriculum. If students are expected to do something, the strategies must provide the opportunity for ‘doing’: if students are expected to integrate ideas or become critical thinkers, the strategies must provide opportunities for students to demonstrate the intended behaviors. Guiding principles and basic teaching-learning strategies shall be clearly spelt out in the curriculum.

### **Theory –Practice Integration (Practical Opportunities)**

Since ECSC curriculum shall focus on problem-solving, curriculum development should clearly state the practical opportunities through which theory is experienced in the actual situation. For instance, practical learning should be planned as a strategy in the curriculum, demonstrating how theoretical learning can be experienced by students. The opportunities of practical exercise shall be provided through ***project works, service learning and internship*** programs.

### **Assessment Strategies**

One way of ensuring successful implementation is assessment strategy. In order to assess the implementation in progress, there is need to indicate evaluation mechanisms which can be cascaded further to the course level. The primary focus of ECSC evaluation

is continuous assessment. Continuous assessment helps to provide immediate feedback so learning opportunities can be enhanced.

### **3.3 Admission**

#### **Under Graduate (BA/BSC)**

- Preparatory Graduates or diploma holders eligible to join higher education
- Civil servants sponsored by public institutions
- Pass ECSC entrance exam for the program
- Others who come through alternative admission programs of the College as decided by the College Board

#### **Post Graduate Program (MA/MSc)**

Bachelor's Degree or an equivalent degree obtained from a recognized college or University in related fields. Passing entrance examination prepared by the respective institute of the college.

#### **Registration Procedure and Grading**

Registration takes place in the college campus at respective Institutes or on-line or at the regional centers at the beginning of each semester. Registration program shall be announced by the office of the Registrar. Late registration will be conducted in line with the schedules of respective Institutes.

#### **Adding and Dropping Course/s:**

With the approval of the Program Manager or Academic Advisor, students can add and/or drop courses within the 'add and drop period' of the college calendar.



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### Identification Card

Every student will get a non-transferable identification card with a permanent registration number.

### Grade Reports

The semester grade report shall be delivered to students by respective program managers within two weeks of the final examinations and will be provided on-line or in person.

### Credit hour

A credit hour is defined as one lecture hour or 2 – 3 laboratory/practical hours per week for a total of 16 weeks (a semester). A student's semester load is the total credit hours for which a student has registered for the semester in the program. For one contact hour students are expected to work 3-4 hours.

### Grading System:

| Letter Grade<br>Score | Description  | Grade | Point |
|-----------------------|--------------|-------|-------|
| A<br>≥90              | Excellent    | 4.00  |       |
| A <sup>-</sup><br>≥85 |              |       |       |
| B <sup>+</sup><br>≥80 |              |       |       |
| B<br>≥75              | Good         | 3.33  |       |
| B <sup>-</sup><br>≥70 |              |       |       |
| C <sup>+</sup><br>≥65 |              |       |       |
| C<br>≥50              | Satisfactory | 2.00  |       |



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|                |                |      |
|----------------|----------------|------|
| C <sup>-</sup> |                | 1.67 |
| >=45           |                |      |
| D              | Unsatisfactory | 1.00 |
| >=40           |                |      |
| F              | Fail           | 0.00 |
| <40            |                |      |

**Note: - The grading scheme presented applies across all the Institutes uniformly. However, Institutes may develop their own procedures of grading systems that comply with their level of education and program nature.**

- Grade Point Average (GPA) is determined by dividing the total number of grade points earned by the total number of credit hours taken in the semester.
- Cumulative Grade Point Average (CGPA): CGPA is determined by dividing the total number of grade points earned by total number of credit hours taken.

#### Incomplete (I) Grade

“I” grade may be given to a regular/evening student who has 75% attendance but has failed to fulfill the necessary requirements to complete a course. The record office shall convert all “I” grades to “F” if ‘I’ grades are not improved within the specified time.

#### No Grade (NG)

- “NG” grade may be given to a student who registered for a course but failed to attend 75% of the course sessions.
- "NG" grade shall be converted to "F".

#### Make-up Exam

- A student with “I” or “NG” grade may be allowed to take make-up examination upon the permission of the Academic Commission.
- Application to this effect should be filed by the student, with all necessary evidence, to the concerned Institute as per the college calendar. No application shall be accepted after the deadline of applications.
- Make-up examination shall be administered as per the College calendar.

#### Re-examination

No re-examination is allowed for what ever reasons save for phased out courses.

#### Repeating Course(s)

All courses with "F" grades should be repeated except final year courses for which the student is allowed to sit for make-up exams. A course with a "D" and/or “C” grade in a post graduate program may be repeated provided the academic commission believes that a "D" and/or “C” grade endangers the student's graduation. Courses shall not be repeated for purposes of improving GPA or CGPA. Unless the Academic Commission decides otherwise, students who secured permission to repeat a course shall attend all activities pertaining to the course. The previous credit hour/s taken by a student shall not be used to calculate the student's CGPA if he/she repeats a course.

The maximum grade shall be "C" in undergraduate and “B” in a post graduate program for all repeated courses with grades D or F (in undergraduate” C, D or F (in a post graduate).

The previous grade shall be shown as canceled on the transcript to indicate the course is repeated and the new grade shall be included

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to compute the CGPA. No course shall be repeated more than twice.

### Class attendance

In regular and extension programs a student should attend all classes. A student who does not attend at least 75% of the sessions of the course is not eligible to sit for final exam.

### Academic Misconduct

Plagiarism-copying information from books or elsewhere without citing the sources may result in denial of the score of the student's work. A student who is found cheating during any examination for the first time shall be given an "F" grade for that particular course. This shall equally be applicable to collaborator/s, if any. A student who is found cheating or collaborating in cheating for the second time shall be dismissed. Both cases shall be communicated to the sponsoring institution.

Impersonating or pretending to be someone else or attempting to do so in any examination will result in complete dismissal from the program.

### Graduation requirements

Minimum CGPA 2.00 for undergraduate and 3.00 for post graduate. No "F" grade. Take all required courses approved by the Senate

### **Duration of study**

- Bachelor Degree: 3 - 5 years.
- Post Graduate – MA/MSc. 1.5 - 2 years

### **Calendar**

The academic year is divided into two semesters and runs usually from mid September to mid July. The academic calendar is usually posted on bulletin boards.

### **3.4 Semester Course Planning**

Students will be admitted to the College to acquire knowledge, skills and attitude change. The resource assumed to bring about this change should be ready before the actual session commences. This is called content creation or semester course plan. This section of document contains guidelines governing semester course planning and delivery. Procedures followed to create content or semester course plan include:

- Setting clear learning objectives cascading from program objectives and graduate profile of the curriculum;
- Integrating contents, teaching and assessment strategies with semester course objectives;
- Employing the teaching-learning philosophy and techniques outlined in the delivery guidelines to make teaching more learner-centered and cater for multiple intelligences and learning preferences;
- Planning assessment ( continuous) in advance;
- Integrating practice ( work related problems) in education;
- Course planning ( syllabus): preparation shall precede from preparation of learning material;
- Contents of every course shall be created in accordance with the description stated in the curriculum a month before the beginning the semester that the course is to be offered;
- Content creation begins with preparation of syllabus in accordance with the course of description on the curriculum;

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- The quality of syllabus and learning materials shall be checked by the quality assurance team before the semester begins.
- The course has to be reviewed after final assessment by the Program Manager and/ or Course Team Leader.

### **Steps in Planning Course**

After accepting a new course assignment, instructors should acquire as much information as possible about the curriculum and the students they will be teaching. A student skills survey is helpful because it makes you think about what skills you expect a student to have on completing your course, and what they should be able to demonstrate when they leave. The following steps shall be used during course planning:

#### **Gathering Information**

Gather information from the curriculum, College culture, instructors and course content expectations, and students and their needs.

#### **Setting Course Goals**

When the course planning process begins, one of the first questions to arise is,

- What are the desired learning outcomes?
- In determining the outcomes, one usually considers the following questions:
  - o What should the student know upon completion of the course?
  - o What should the student be able to do upon completion of the course?
  - o What should the student have experienced upon completion of the course?

- o How best can these be achieved?

### **Selecting Course Content**

Careful selection of content will reflect the most important topics. This step requires a balance so that there is sufficient content to make the course challenging, avoiding redundant content on the course.

The following procedures are advised in the selection of the course content.

- Select content that develop the students' problem solving skills
- Select content on the basis of other stakeholders' needs.
- Assure the consistency of contents with social, political and economic issues.

### **Arranging Course Content**

Organization is fundamentally a matter of arranging course contents for students at a given time in a given year level so as to obtain a desired effect in regard to the intended objectives. The course contents shall be arranged from simple to complex, concrete to abstract, immediate to remote, and part to whole.

### **Choosing Instructional Models (Methods)**

Use a variety of methods (see delivery guidelines). Students learn more quickly and retain what they have learned longer if they are actively engaged. Combination of methods can help you address different learning preferences and multiple intelligences.

## **Major Components of Course Syllabus**

The following items should be included in the syllabus

### ***Course information***

- Course Title
- Course Number
- Number of credit Hours
- The Semester or session and the year
- Prerequisites required to take this course
- Location of the classroom
- Day(s) of the week that the class meets
- Hour(s) of the day that the class meets
- Lab/studio/field requirements and times (where appropriate).

### ***Instructor Information***

- Texts, Readings, Materials
- Course Description and Objectives.
- Course calendar ( for each session)
- Course requirements ( Quizzes, exams, projects and assignments)
- Score Interval for grading ( See page 12)

### ***Course Policies:***

- Clearly explain attendance policy, penalties, about lateness and penalties, incomplete grades, missed examinations, missed assignments, missed homework, etc.

### **Plan to Get Students Feedback**

The following indicators can help collect information for revision

- Exams or Quizzes.
- Observe students' faces and body language
- Monitor participation and attendance
- Monitor assignments completion
- Analyze students' papers/journals
- Examine course evaluations
- Ask students directly



Note that the best time to make your own notes about needed change is after each class session.

### **Seek Advice from Colleagues and Experts**

Colleagues from the field or people who are qualified in instruction and pedagogical science at the Academic and Professional Development Center can provide useful ideas for planning your course on topics such as instructional modes, test construction, and student feedback.

### **Assignment of the Course**

Assignment of the courses is done by the Program Manager in consultation with Institute Director.

### **Teaching and Learning Contract**

After openly discussing the semester course plans, the teacher and students explicitly indicate their agreement for its implementation. This is done by signing on the teaching learning contracts (See annexed format).

### **Semester Course Review**

Based on observations recorded during the semester and feedback gathered from students, the course is reviewed every semester. The responsibility is mainly that of the course instructor(s) and the specialized teams. The Program Manager and the Director should provide all the support that is needed.

## **3.5 Service-Learning**

Service learning integrates face-to-face learning and community service outside classroom. The purpose of service learning is to



equip students with the practice aspect of the course. After completing service learning, students are expected to integrate theoretical input and the real world problems. Service learning is not a requirement in all courses. Courses requiring service learning will be identified by the curriculum team of the respective programs. In order to modify curriculum for service learning, thorough review will be made by the Program Manager and Curriculum Development Team. The following procedures will be used after identification of the course requiring service learning and when the curriculum is ready for implementation:

- Make contact with the community or organization in which service learning will be carried out and negotiate on service to be rendered by the students at the beginning of the semester;
- While class course is going on, the instructor will group students in accordance with task required or allocate them in different offices later on;
- Group leader will be assigned and secretaries will be appointed;
- After completing theory part of the course students will go to the area allocated for service learning and carry out the service following brief introduction by the instructor or other person as assigned by the Program Manager;
- Students will discuss with the community or personnel of organization and demonstrate how the job is to be done scientifically.
- Students will take note of each stage of the activity and prepare daily reports that will be submitted to the instructor
- Finally after completing the assignment students will reflect by way of comparing the theory they grasped in the class and the actual work. Comparison and reflection on service learning may be done individually or in groups depending upon agreements reached with the students at the beginning of the course.
- Final exams of the course will comprise written or oral reflection on service learning and tests on the theory part. The

apportionment will depend on time spending each category of the course.

### **3.6 Internship**

Internship is a practical attachment carried out by both undergraduate and postgraduate students. This is also learning by doing. Internship will be held after the entire courses are covered. It is different from service learning in that the students will carry out the desired task independently without being coached by an instructor. However, the instructor or any teaching staff as signed by the Program Manager may make some kind of follow-up at given intervals while the internee carries out internship. The host organization will follow up on the service of internee and give feedback which will constitute 75%. It is not course-based but the internee is assumed to be conversant with all the theory and practice concerning his/her field. The main purpose of internship is to enable the internee build confidence in respect of the field of specialization. The following specific activities will be performed for implementation of internship:

- A month before assignment of internees, agreement will be reached between the  
Institute and organization selected for internship;
- Internees will be assigned to the organizations in which agreement is concluded depending on their specialization and interest, if possible;
- Program director or other personnel assigned by the Institute will introduce internee to the organization;
- Internee will be assigned tasks by the organization
- The time for visiting the internee will be scheduled by the Program Manager
- Internee will make periodical reports to the Program Manager;
- Finally, at the end of the internship period, the internee will submit a detailed report to the Institute;

- Based on the student's report, staff supervision report and organization report, a grade will be awarded.

### **3.7 Delivery in a Session**

This section outlines the principles and procedures that should be followed in delivering education through face-to-face, on-line and print-based modes.

#### **ECSC Teaching-Learning Approach**

Effective education depends upon well- organized methods of delivery. This is an aspect of ECSC education that has been re-engineered in order to produce competent graduates. This section contains some important teaching learning principles and guidelines that should be taken into account in the course delivery. Teachers in learner-centered methodology recognize the importance of building on the conceptual and cultural knowledge that students bring with them to the classroom. Learner – centered teachers also respect the language practices of their students because they provide a basis for further learning.

To respond to these, the following techniques can be used in combination.

- Problem –based learning
- Brainstorming
- Demonstration
- Discussion
- Lectures
- Seminars
- Presentation case studies
- Simulation, games and role-plays.

### **3.8 ECSC Print-based Distance Learning (DL) Tutorial**

By allowing the learner to study in a place and at a time of their choice, distance learning as a mode of delivery, breaks many assumptions underpinning traditional face-to-face instruction. But still DL generates additional obligations on the College to develop curriculum materials that fully reflect the learning objectives of the course and assessment strategies that can be implemented without face-to-face feedback.

### **3.9 Web-based Education**

The old process was observed to have the assumption that students should attend classes at the same time and place. This assumption has been broken by a new assumption that education can be provided synchronously and asynchronously. The College has realized the importance of exploiting the development in information technology in the world and the conducive IT policy environment in the country. As indicated in the new education design, the e-learning materials design, delivery and evaluation should be based on team-work. The team may involve the content expert, instructional design expert, and ICT expert and language editor.

### **Principles Underpinning Design of Web Based Education**

A virtual e-learning program must abandon most aspects of classroom and distance delivery systems. Formulating any strategy requires an intense scrutiny of assumptions and a creation of new rules to play by. The new ECSC education has achieved that through its new design. Here are the steps that the e-learning team can follow to create information system-based or web based learning materials and to how to deliver them.

- E- Learning replaces content-transmission based on learning with content creation, modeling students as independent learners.
- A coach in an e-learning setting guides a learner to discover and connect concepts to the learners own situation and previous understandings.
- Designing an open framework delivery system which responds to customers changing needs.
- Transitioning the content focused students by breaking the habit of pseudo learning by expanding their knowledge from knowing what, to knowing how.
- Training web- based course developers to be creative with the resources they intend to provide.
- Motivating the distant learners by allowing them to control the flow, speed, depth, and difficulties of their learning.
- Mapping the hyper linked domains of knowledge by offering recommended routes or guides to impose at important intersections.
- Enhancing student self-assessments by creating objective criteria against which students can measure their progress.

### **Criteria for designing on-line courses**

The criteria of good on-line courses are those of the author, based on the author's experience in web course development, writing and research. In view of the fact that there are many types of on-line courses; many disciplines with very different *modus operandi*; many very different on-line audiences; and the ever-present possibility of different but equally respectable approaches to teaching; not every criterion will always apply. The criteria are intended to consider the following:

- An introduction to the course should be on-line continually.
- Training in accessing and navigating the course should be available.

- A course syllabus should be presented no later than the first class.
- On-line Material should be attractive.
- There should be a wealth of links to other sites on the Internet.
- Material presented on the web should be compatible with the course type.
- Material should be presented logically, but students should be able to move around in e-class at ease.
- Students should be able to readily and easily communicate with the instructor on-line.
- Keep it interesting.
- Use good English.
- Involve outside experts when appropriate.
- Attend to testing design and procedures.
- Consider when classes go on-line and how long they remain there.
- Interface web-based education with other modes of delivery

### **3.10 Learning Assessment**

#### **Continuous assessments**

Continuous assessment helps a lecturer decide how well his/her instruction is going on and how students are coping. Such assessment may take place as the instruction progresses or at the end of certain topics (contents). In terms of time, it may be conducted daily while the instruction is going on or at the end of each week or a couple of weeks. Continuous assessment can be exercised in various forms throughout the year for all learners.

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To meet students' preferences the instruments of continuous assessment may include a combination of the following techniques:

- Written (paper and pencil) tests
- Presentations
- Oral questions
- Assignments (homework, class work, individual/group work, project work)
- Drama/role play

If there are courses that integrate service-learning, the assessment may look different. For instance, the products of students from service-learning exercises need to be evaluated by separating the written materials as portfolio with criteria that may include: organizing, presentation, facts free of distortions, etc and oral presentation (reflection on what is observed) still by having weighing criteria too. Weight distribution for a course that has service-learning shall include scores measured from service-learning performances, continuous assessment and final exam.

Basic steps in evaluating service-learning exercises include:

- Planning reflection sessions
- Developing rating criteria on a limited scale
- Assigning one examiner with the course lecturer

**Final exam management:** Final examination is conducted at the end of the course to assess what has been learnt and taught. It is applied to check the overall attainment of the course objectives throughout a semester or term. It focuses not only on the nature of the learner but also on what is learned. Exams shall include a combination of true-false, matching, completion, multiple choices, interpretive exercises, as well as restricted and extended essays depending on the nature of courses. Final examination management involves developing test items that require the following considerations: the quality of relevance, clarity, transparency, format consistency, and bias free-ness.



### **Specific procedures in examination administration**

- Program Managers are responsible for ensuring the proper conduct of examinations.
- Examinations in non-laboratory courses may not exceed three hours duration; and this guide applies to all exams and students of the College.
- Conduct of examination in exam hall is the responsibility of the Invigilator.
- If breaking examination rules by an Invigilator is observed, the supervisor shall report the alleged breach to the Program Manager. Program Manager will then assess the circumstances and deal with the incident according to relevant procedures.
- The program Manager can set penalties for any breach of examination rules.
- A student may be timetabled for more than one exam on the same day but not more than three exams on two consecutive days.
- Students are required to obey the directions of the Examination Invigilator.
- Students write their student identification number on their examination booklets.
- Students are required to present to the Invigilator their college ID card for identification and verification. Students without ID card will be directed to Program Managers where a temporary card is issued.

### **Marking, grading and communicating results**

- In marking subjective exams, instructors may follow: marking or scoring matrix (rubrics) or analytic and holistic marking. Furthermore, script comment should not be missed.



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- Grading and interpreting scores of students will be based on criterion-referenced approach.
- The course instructor shall submit the following documents to the Program Manager:
  - The results for each student enrolled for the course.
  - Report about the subject in a form approved by the Program Manager;
  - Confirmation that the assessment procedures set out in this guideline have been followed;
- Students should be informed their results progressively but transparently by their courses instructors.
- Students may view their examination scripts and marks and appeal for any irregularity to the Program Manager within 5 days of the publication of the result.
- The Program Manager displays final letter grades on notice boards using ID numbers only, to protect the privacy of individuals.
- After approval, the results shall be recorded officially by the Record Manager of the program.
- A continuing result will appear on the official result issued to students when enrolment to the course (project, theses, etc) extends for more than one semester.

### ***Students with disabilities***

- Students with disability may be eligible for variations to standard requirements for examinations.
- Where, owing to the nature of the student's educational disadvantage, an examination in the standard format is not appropriate and would not fairly indicate the student's abilities, an alternative form of assessment may be provided to the student.
- Eligible students with disabilities are required to apply for variations to standard requirements for assessment prior to the assessment procedure.

- For blind students in particular, the instructor has to record the exam scripts in his her own voice and submit to the appropriate room. Any appropriate computer software shall be used for disabled students depending on the situation.

### ***Complaints handling***

- If the student is not satisfied with the outcome of the result, he/she may submit in writing a request for a formal assessment review to the Program Manager within 2 working days from the date of notification of the outcome. The Cluster Council shall decide the amount of fee for the request of the reconsideration.
- The student will be informed of the outcome in writing within 2 working days of submission of the request for a formal review as identified by the date of receipt by the Program Manager. The written report will set out the result of the re-assessment and the revised mark if given and the reasons for the decision.
- As a result of the review the student's result can only be improved or left as originally given.
- If the Program Manager and all suitable nominees have already been involved in the process as the student's assessor or have some other conflict of interest, the Cluster Director will appoint other persons to carry out the formal review.
- If during the process it appears that a student had acted dishonestly, for example, by altering assessed work, then the matter shall be referred to the Cluster Director.

### **Amendment of results**

The course instructor must complete the Amendment form, entering details of the original result, amended result and reasons for amendment. Any amendment to a result normally submitted within **30 days** of publication of the original result, may be approved by the respective Program Manager.

### **The ownership and retention of assessed work**

All examination scripts, tests and comments, marks or documents relating to examination scripts, tests and any calculation of assessment marks are the property of the College. After marking and grading, instructors should provide feedback to students distributing the answer sheets.

## **3.11 Quality Assurance**

This section gives more detailed information about the ways in which the *Quality Assurance Policy of the College* is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

### **Approval, monitoring and periodic review of programs and awards**

The confidence of students and other stakeholders in the college is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programs and awards are expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and program design and content;
- specific needs of different modes of delivery (e.g. face to face, distance-learning, e-learning);
- availability of appropriate learning resources;
- formal program approval procedures by a body other than that teaching the program;
- monitoring of the progress and achievements of students;
- regular periodic internal and external reviews of programs;
- regular feedback from employers, sponsors and other stakeholders and relevant organizations;
- Participation of students in quality assurance activities.

### **Quality Assurance of teaching staff**

Teachers are some of the most important learning resources. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to convey their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions and units should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide weak teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

### **Learning resources and student support**

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counselors, and other advisors. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

### **Information systems**

Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analyzing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices.

The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:

- student progression and success rates;
- employability of graduates;
- students' satisfaction with their programs;
- effectiveness of teachers;
- profile of the student population;
- learning resources available and their costs;
- the institution's own key performance indicators.

There is also value in institutions comparing themselves with other similar organizations within the college and beyond. This allows them to extend the range of their self-knowledge and to access possible ways of improving their own performance.

### **Public information**

In fulfillment of their public role, the college and its institutions have a responsibility to provide information about the programs they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The College should verify that it meets its own expectations in respect of impartiality and objectivity.

### **Criteria for decisions**

In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner. Conclusions should be based on recorded evidence.

### **Reporting**

In order to ensure maximum benefit from quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily located by readers. Reports should be published in a readily

accessible form and there should be opportunities for readers and users of the reports to comment on their usefulness.

### **Follow-up procedures**

Quality assurance is not principally about individual events: It should be about continuously trying to do a better job. Quality assurance does not end with the publication of the report but should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and that any required action plans drawn up are implemented. This may involve further meetings with institutional or program representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

### **Periodic reviews**

Quality assurance is not a static but a dynamic process. It should be continuous and not “once in a lifetime”. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically reviewed. Subsequent external reviews should take into account progress that has been made since the previous event. The process to be used in all internal reviews should be clearly defined by the quality assurance body and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

### **System-wide analyses**

All quality assurance bodies collect a wealth of information about individual programs and/ or institutions and this provides material for structured analyses across the college education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Quality assurance bodies should consider



including a research and development function within their activities, to help them extract maximum benefit from their work.

### **Amendment**

These guidelines can be amended by the College Senate.

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