

Policy No. & Title: A131: EVALUATION OF STUDENT LEARNING*Effective:* 2025-09-01*Next Review:* 2030-09-01*Policy Sponsor:* Senior Vice-President, Academic*Ref Cttee:* College Council*Approvals:* 1992-06-01/CC-91-15), 2004-05-26/CC-03-08, 2005-06-22/CC-04-09 name change only, 2007-05/23/CC-06-07, 2009-04/15/CC-08-06, 2011-02-16/CC-10-05, 2013-06-19/CC-12-09, 2016-09-28/CC-16-01, 2022-04-20/CC-21-07; 2025-05-28/CC-24-07 effective 2025-09-01

1. PURPOSE

The purpose of this policy is to ensure fair and equitable evaluation of student learning through valid evaluation methods and timely and constructive feedback on student performance.

2. DEFINITIONS

Evaluation: A formal measurement of student learning that may include, but is not limited to, any examination, test, culminating assignment or project.

3. POLICY

Fanshawe College will conduct evaluations of student learning in a manner that ensures transparency, fairness, timeliness of professor feedback, and authenticity to the theoretical and practical elements of a course, and will apply all relevant standards and guidelines equitably.

3.1. Scope

This policy applies to all courses where evaluation of students' learning takes place.

3.2. Principles

3.2.1. Evaluations are theoretical and/or practical in nature as befits the learning outcomes of the course.

3.2.2. Evaluations are fair, timely, and consistent.

3.3. Administration

Associated addenda to this policy may be amended by authority of the Policy Sponsor with advice from the Academic Leadership Team.

4. REFERENCES

Minister's Binding Policy Directives

Tuition and Ancillary Fees

College Policy:

A101: Accommodation of Applicants and Students with Disabilities

A102: Post-Secondary Academic Calendar

A105: Academic Standing

A112: Course Grade System

A113: Programs and Courses

A115: Online Education and Digital Technology

A136: Academic Integrity

C304: Freedom of Information and Protection of Privacy

Other

[Religious Holy Days – College Employer Council](#)
[Statement of Student Rights and Responsibilities](#)

5. ADDENDUM

Standard 1: EVALUATION PROTOCOL

Standard 2: IN-PERSON EVALUATION AND INVIGILATION

Standard 3: ONLINE EVALUATIONS AND INVIGILATION

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Policy No. & Title: A131: EVALUATION OF STUDENT LEARNING

Addendum: **Standard 1: EVALUATION PROTOCOL**

Issued by: Senior Vice-President, Academic

Effective: 2025-09-01

1. PURPOSE

The purpose of this Standard is to establish the protocols by which Evaluations are planned for and conducted.

2. EVALUATION PLANNING

2.1. Evaluation Practices

- 2.1.1. Evaluation criteria are based on a student's ability to reliably demonstrate the learning outcomes of a course as identified in the Course Outline.
- 2.1.2. The evaluation of student learning must be completed fairly and consistently using written rubrics and/or marking schemes that are weighted appropriately toward the final grade.
- 2.1.3. Professors must complete timely evaluation of student learning throughout the semester and communicate results to students. Regular and ongoing feedback is encouraged. Professors post all grades in the gradebook on the Learning Management System. Recommended response time for posting grades and providing feedback is no more than ten business days.
- 2.1.4. Use of any digital applications, tools, or software by faculty in assigning grades must be approved by the Academic Manager. The Academic Manager must ensure that the College has or attains a current licensing agreement for the product that outlines privacy and data use when permitting this use.
 - 2.1.4.1. Submission of student work to artificial intelligence large language models (e.g. ChatGPT or Microsoft Co-Pilot) for the purposes of assigning grades is not permitted, regardless of whether the College holds a licensing agreement.
 - 2.1.4.2. Submission of student work to online plagiarism or AI detection software with which the College holds a licensing agreement that outlines privacy and data use is permitted during the grading process.

Faculty should consult the Academic Manager and refer to the usage policies for College-supported digital applications, tools, and software, which outline acceptable use.

2.2. Establishing Evaluations in Courses

- 2.2.1. Professors must establish evaluation schedules, weights, and types as a part of the Course Outline and Course Plan.
- 2.2.2. Changes to the scheduling of evaluations during the course should usually be avoided and must be communicated to students well in advance of the deadline.

- 2.2.3. Changes to evaluation weights and/or evaluation types are only possible during the course with the agreement of the Academic Manager and must be clearly communicated to students well in advance of the deadline/date of the evaluation.
- 2.2.4. Evaluations must be spaced at timely intervals during the course to provide students with timely and constructive feedback about their progress and opportunities for additional learning prior to a subsequent evaluation.
- 2.2.5. Professors must return the results of graded evaluations to students, representing no less than 25% of the final grade, prior to the date on which mid-term grades are recorded. If a course does not adhere to this policy statement it must be communicated to students in the Course Outline or have been approved by the Academic Manager and communicated to students well in advance.
- 2.2.6. No single component of a course evaluation may count for more than 40% of the final grade, unless approved by the Academic Manager.
- 2.2.7. Evaluation criteria and evaluation types used to calculate final grades must be consistent across all sections. Differing delivery sites will achieve consistency in accordance with policy A113: Programs and Courses.
- 2.2.8. Evaluation plans and evaluation practices must be reviewed with the students within the first two weeks of the course.
- 2.2.9. Exemptions to the protocols outlined in this Standard required for compliance with external accreditation, regulatory bodies, a professional organization's requirements, or the Postsecondary Education Quality Assessment Board may be sought under section 5.2.6.
- 2.3. Fees for Evaluations
- 2.3.1. Students will not be required to access an evaluation through the purchase of a resource that is not included in their tuition or program specific fees.
- 2.3.2. Any exceptions to 2.3.1 may only be made with the approval of the Academic Manager.
- Exceptions may include when
- the evaluations are required for accreditation, professional designation, or regulatory oversight, or
 - the evaluations provide a unique opportunity to demonstrate the vocational/course learning outcomes in a way that is not easily replicated without access to the external material (e.g., authentic assessments that measure a student's ability to complete "real world" tasks that they might engage in when entering the workforce such as simulations, case studies, etc.).
- Students must be notified of the required resource via the Enhanced Learning Resources section of the course outline.

2.4. Exam Days

- 2.4.1. Exam days occur at the end of a semester in a standard semester or during the last two class meetings in a non-standard semester.
- 2.4.2. There shall be no more than one final exam per course during exam days. This does not preclude a final exam composed of separate theoretical and practical components being administered at different times during the evaluation period.
- 2.4.3. Normally, only two final exams per student in a 24-hour period shall be permitted during exam days.
- 2.4.4. The scheduling of final exams and the appropriate notification to students will be coordinated between Resource Planning and the Schools, Campuses, and sites.

2.5. Accommodations

- 2.5.1. The College supports accommodations needed by students during evaluations in accordance with A101: Accommodation of Applicants and Students with Disabilities.
- 2.5.2. If necessary, professors will provide, without penalty, an alternative to the evaluation that is consistent with learning outcomes.

3. IN-PERSON EVALUATION AND INVIGILATION**3.1. Preparation**

- 3.1.1. Where evaluations take place in-person, the College will organise the evaluation and space where it occurs to maintain the academic integrity of the evaluation.
- 3.1.2. Expectations for the student will be clearly communicated prior to the evaluation.

3.2. Invigilation

- 3.2.1. Invigilators will be utilized to create the appropriate atmosphere and physical environment for the secure writing of evaluations insofar as it is possible within the assigned facility.

3.3. Training and Organization

- 3.3.1. The Test Centre, with support from Organizational Development & Learning, provides invigilator training and supports faculty in planning for appropriate evaluation settings.

4. INTERRUPTED AND MISSED EVALUATIONS**4.1. Interrupted Evaluations****4.1.1. *In-Person Evaluations***

- 4.1.1.1. If there is an interruption when half of the evaluation time has elapsed, the evaluation will be marked and pro-rated. If less than half of the evaluation time has elapsed, the evaluation will be rescheduled.

4.1.2. *Online Evaluations*

- 4.1.2.1. Professors will provide instructions to students before the evaluation regarding procedures in the event of an interruption including the professor's available response times.
- 4.1.2.2. Students are expected to follow the evaluation instructions as provided and must communicate with the professor as soon as possible about the nature of the interruption.
- 4.1.2.3. Professors will investigate the interruption as soon as possible to determine whether the severity of the problem necessitates a rescheduling of the evaluation.

4.2. Missed Evaluations

- 4.2.1. If a student misses an evaluation due to exceptional circumstances (e.g., medical condition or public health directive, bereavement, religious accommodation), an opportunity will be provided to reschedule the missed evaluation and/or an alternative evaluation or accommodation. Documentation provided by the student is required to substantiate the requested absence.
- 4.2.2. When prior notification is not provided, and immediately upon return from the absence, the student is responsible for submitting a written request for a rescheduling opportunity to the professor. This request must state the reason(s) for the absence and be followed by appropriate supporting documentation within a timeframe determined by the professor.
- 4.2.3. Where rescheduled opportunities are made available, these should be provided as soon as possible after the original date, depending on the circumstances.

4.2.4. *Exceptions*

Should exceptions to this policy be required to satisfy external accreditation, regulatory bodies, a professional organization's requirements, or the Postsecondary Education Quality Assessment Board, a request including rationale shall be submitted to the Senior Vice-President, Academic for consideration.

Individual schools may implement procedures and processes that place further restrictions beyond this policy in order to receive the course credit. These procedures and processes must be based on external accreditation standards or the health and safety of students, the public, vulnerable populations, and/or community partners. Any such restrictions must be communicated to students in the Course Outline and must be directly linked to one or more learning outcomes.

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Policy No. & Title: A131 EVALUATION OF STUDENT LEARNING

Addendum: **STANDARD 2: IN-PERSON EVALUATION AND INVIGILATION**

Issued by: Senior Vice-President, Academic

Effective: 2025-09-01

This standard is intended to minimize the potential for academic offences during tests and examinations.

1. TRAINING AND ORGANIZATION

- 1.1. The Test Centre, with support from Organizational Development & Learning, provides invigilator training and supports professors in planning for appropriate evaluation settings.
- 1.2. The Test Centre provides an Invigilation and Testing Guide for professors and invigilators.

2. PREPARATION, SCHEDULING AND MARKING OF TESTS AND EXAMINATIONS

- 2.1. Expectations for the student will be clearly communicated prior to the evaluation.
 - 2.1.1. Professors will advise students in advance of the aids permitted during an evaluation, and these aids will be indicated clearly on FOL and evaluation materials. Only these aids will be permitted during the evaluation. All other items not conducive to completion of the evaluation and electronic devices are prohibited.
 - 2.1.2. Students requiring an accommodation in accordance with A101: Accommodation of Applicants and Students with Disabilities will communicate these accommodation needs to the professor at least 48 hours prior to the evaluation. Students utilizing the Test Centre will communicate accommodation needs in accordance with the booking policies of the Test Centre.
- 2.2. Best practices to ensure the integrity of the evaluation will be maintained in relation to the space provided.
- 2.3. If a student perceives they have discovered an error in an evaluation, the student will clearly indicate the error to the invigilator, who will take note of the issue and present it to the professor of record. The student is then advised to continue to answer the question in the best possible way.
- 2.4. No verbal communication regarding evaluation content should occur between invigilators and students once the evaluation has begun. Invigilators should advise students who raise questions about evaluation content to read the questions carefully.
- 2.5. Students must be provided their own copy of the evaluation.

3. INVIGILATION

3.1. Invigilator Role and Student Expectations

The role of the invigilator is to facilitate a secure environment with minimal distractions for students during an evaluation. All expectations of the student and any permitted aids will be clearly communicated to the invigilator prior to the evaluation. Permitted aids (e.g., 'cheat sheet,' calculator, 'open book,' etc.) will be clearly noted on the examination or through an individual list in the case of an accommodation.

3.2. Evaluation Space and Student Access

3.2.1. *Admittance and Extensions*

3.2.1.1. Students will not be admitted 30 minutes after the start of the evaluation nor permitted to leave during the first 30 minutes.

3.2.1.2. In no case will late arrivals be permitted any time extension.

3.2.1.3. These requirements may differ when evaluations take place within the Test Centre or an approved Testing Site

3.2.2. *Disruptions*

3.2.2.1. Where appropriate, an invigilator may restrict access to the evaluation setting.

3.2.2.2. All effort must be taken in order to minimize disruption during the evaluation period.

3.3. Student Identification

3.3.1. For final evaluations, all students must provide Student ID or government-issued photo identification.

When a student fails to present the required identification, the invigilator may permit the student to write the evaluation, but must:

- have the student complete write an attestation statement confirming their identity;
- provide the attestation to the professor of record.

3.4. Timing

3.4.1. Invigilators will identify the half-time point during the evaluation and the beginning of the last fifteen minutes of the evaluation unless otherwise noted at the beginning of the evaluation.

Policy No. & Title: A131: EVALUATION OF STUDENT LEARNING

Addendum: **Standard 3: ONLINE EVALUATIONS AND INVIGILATION**

Issued by: Sr. Vice-President Academic

Effective: 2025-09-01

1. PURPOSE

The purpose of this Standard is to describe the requirements of administering an online evaluation to students and the methods by which those evaluations are invigilated.

2. DEFINITIONS

Online Evaluation: Any evaluation which is administered through a technology platform. This excludes paper-based and practical evaluations.

Remote Invigilation: The practice of maintaining the integrity of an evaluation that a student conducts in isolation, usually online. This is sometimes referred to as “remote/online proctoring.”

3. ORGANIZING ONLINE EVALUATIONS

3.1. Scheduling Online Evaluations

- 3.1.1. Professors must ensure that online evaluations are scheduled in accordance with Standard 1: Evaluation Protocol.
- 3.1.2. Online evaluations must have clear timelines for when they may be accessed and completed by students. These timelines must be communicated to students at least two weeks prior to the evaluation and documented in the Course Plan.
- 3.1.3. Professors must communicate the expectations of the invigilation software utilized for the evaluation and/or direct the students to the information provided on their Fanshawe Online course site. Professors must clearly define the resources that students may use during the evaluation (e.g., class notes, textbooks).
- 3.1.4. Technology requirements for online evaluations must be specified in the Course Outline and listed on the Learning Management System (LMS) course site.
- 3.1.5. Professors must communicate their expectations of the software or external services utilized for the evaluation.
- 3.1.6. Some online evaluations may require a fee payable by the student. These evaluations must be identified in the Course Outline and listed on the LMS course site. If a student is unable to pay the fee, the school must provide a cost-free alternative.
- 3.1.7. Should an online evaluation be recorded by the professor, management of this recording will follow the requirements outlined in Standard 3 of A115: Online Learning and Educational Technology.

3.2. Expectations of Students During Online Evaluations

- 3.2.1. Students are expected to be familiar with the invigilation software that is being used. Students may access a test site of the invigilation software in the LMS.
- 3.2.2. Students are expected to have access to all technology requirements set in their program specific fees and the Course Outline. Students that are unable to access these requirements may complete the exam in a location approved by the School.
- 3.2.3. Students should ensure that they have access to stable internet and a distraction free space for the duration of their online evaluation. If the student has concerns about the stability of their internet connection, the student should contact their professor to find a Fanshawe College approved test location.
- 3.2.4. Students must adhere to policy A136: Academic Integrity during all online evaluations.
- 3.2.5. Students should refer to policy A115: Online Learning and Educational Technology to access assignment information.

4. INVIGILATING ONLINE EVALUATIONS**4.1. Invigilation Software**

- 4.1.1. Online evaluations at the College may be recorded and/or live-streamed and the College utilizes remote invigilation software tools for this purpose. Descriptions and guidance for these tools are found in the LMS.
- 4.1.2. Professors are expected to know how to utilize this software for online evaluations and may receive training in its use from Organizational Development and Learning.
- 4.1.3. Students may access more information about the technical and operational requirements of the invigilation software through the LMS.
- 4.1.4. In the event of an irregularity during the online invigilated evaluation, the professor or designate, the student, and/or the Academic Manager will have access to the recording of the invigilated session.

5. STUDENT PRIVACY AND CONFIDENTIALITY**5.1. College Requirements**

The College will comply with the Freedom of Information and Protection of Privacy Act (FIPPA) as described in C304: Freedom of Information and Protection of Privacy. This policy ensures that the College collects, uses, maintains, discloses, and disposes of personal information in a manner consistent with the legislation.

- 5.1.1. The online invigilation software used by the College will limit the personal information that is collected and used to what is directly related to, and needed by, the College for the purpose of administering online exams and maintaining academic integrity of the exam process.

5.1.2. This online evaluation data will be securely deleted from the online invigilation software's systems or internal storage as per the schedule provided by the College.

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