

Debre Berhan University

Asrat Woldyes Health Science Campus

School of Pharmacy



Comprehensive Student Hand Book

Deber Berhan, Ethiopia

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Abbreviations

AC: Accademic commission

AWHSC: Asrat Woldeyes Health Science Campus

CBT: Computer based test

DBU: Debre Berhan University

DC: Department Council

HEIs: Higher educational inistitutions

MCQ: Multiple choice question

OSCE: Object Structured Clinical Examination

SC : School council

SoP : School of Pharmacy

Preface

Debre Berhan University (DBU), Asrat Woldeyes Health Science Campus, School of Pharmacy adheres to a basic set of rules to ensure a smooth and structured functioning, much like all other institutions. The rules and regulations in this registrar manual place a special emphasis on those that uphold and characterize DBU as a community of scholars. Many of these rules were influenced by the Legislation that is provided by ministry of education and senate legislation. Students should be able to manage the challenges of higher-level academic work and make the most of their time at DBU with the help of their knowledge and application. The academic policies, practices, and services of Asrat Woldeyes Health Science Campus School of Pharmacy must be followed in accordance with the registrar's manual. It is made available as a resource to respond to inquiries about the various rules that control students' academic lives. It also includes an explanation of the services rendered. It is an effort to compile all of the rules and regulations that could have an impact on your daily life into one booklet. We urge students to read this registrar's manual carefully and to use it as necessary. We are sure they will perform well academically and have a successful academic experience if they follow through.

Definitions

Unless otherwise specified, in Implementation Guideline for Organogram of College of Health Sciences, Debre Berhan University

1. The “University” means Debre Brehan University.
2. A “College” is a constituent unit of the University, which offers (provides all requirements for) Degrees, Diplomas and Certificates and enjoys Administrative, Academic and Financial semi-autonomy.
3. The “College/Campus” shall mean Debre Brehan University, College of Health Sciences/AWHSC
4. The “Hospital” means Hakim Gizaw General Hospital
5. “University Hospital Board” means the governing body Hakim Gizaw General Hospital Debre Brehan University
6. “Senate Legislation” shall mean the Senate Legislation of Debre Brehan University (2021).
7. “College Executive Management (CEM)” shall mean the highest decision body of the College of Health Sciences established and empowered by Debre Brehan Senate as per the guideline of College of Health Sciences having Federal Hospitals.
8. “Management” means the management of the College and University Hospital.
9. Chief Executive Director (CED) means steward of the College with the rank of Vice President of the University;
10. “College Academic Commission (AC)” shall mean consisting of all the heads of the academic Units of the College;
11. “School Council (SC)” shall mean the collective decision-making unit at the level of the school;
12. “School” shall mean an academic and clinical service, of the College which may consist of programs/departments, centers, teams/chairs and others that engaged in teaching-learning, research, clinical service, knowledge and technology transfer partnerships based on a focused body of knowledge, with at least five inter-related departments focused on a distinct

13. Discipline/specialty/ recognized by the academy world. Moreover, as the College of Medical and Health science owns a teaching and referral hospital, decision on establishment of a school shall base on hospital and academic service integration, patient service ownership, efficient resource management and power decentralization with short possible effective chain Command.
14. “Department Council (DC)” shall mean the collective decision-making unit at the level of the Department; “Department” shall mean a division in a college which is devoted to teaching, research, community and clinical service in a particular academic discipline. Moreover, as the College of Health Sciences owns a teaching and referral hospital, decision on establishment of a department shall base on hospital and academic service integration, patient service ownership, efficient resource management and power decentralization with short possible effective chain command;
15. “Centre” shall mean a unit that is directly attached to the college for such purposes as research, training, quality assurance, and need-based specialized or comprehensive medical/clinical services;
16. “Staff” shall mean the academic, technical support and administrative support of the college
17. “Academic staff” shall mean all teaching, clinical and research staff of the college and shall include Professors, Associate Professors, Assistant Professors, Lecturers, Assistant Lecturers and Graduate Assistants employed for clinical service, teaching, research, community and consultancy services as well as other employees considered as Academic Staff by the decision of the Senate.
18. Credit Hour(s) (CrHr) means credit values to an individual course on the basis of time allocated to lecture, tutorial, morning session, ward round teaching, bedside teaching, on-job skill transfer, seminars, log book evaluations, laboratory works or practices, and curriculum driven supportive supervision;
19. Credit point(s) (CP) means values credited to an individual course on the basis of hours allocated to lecture, tutorial, morning session, ward round teaching, bedside teaching, on-job skill transfer, seminars, log book evaluations, laboratory/practices, curriculum driven supportive supervision, or home study in the European Credit Accumulation and Transfer System (ECTS).
20. “Administrative support staff” shall mean personnel of the College and Hospital employed to provide administrative and other support services.
21. “College community” means all students, academic and technical support and administrative support staff of the College
22. Any expression in the masculine gender includes the feminine

Historical Background

Debre Berhan University

Debre Berhan University (DBU) is a Public Higher Educational Institution established in October, 1999 E.C. Additionally, DBU is one of the leading new established Universities and it is located in Amhara National Regional State (ANRS), North Shoa Zone specifically at Debre Berhan Town, which is located at 130 KM North East of Addis Ababa.

DBU is one of Ethiopia's innovative community-oriented education institutions of higher learning. The university adopted by the Towns name for logically sound reasons. Firstly, it was the seat of ancient kings of Ethiopia during the former province of Shoa, named Aste Zera Yakob around 14th century and latter during the period of Emperor Menelik in 1880 E.C. Secondly, Debre Berhan is one of the oldest Towns in Ethiopia noted for its cold weather condition and sheep production.

Asrat Woldeyes Health Science Campus

The genesis of Asrat Woldeyes Health Science campus dates back to 2008 when the university started health science education in two programs, nursing and health officer under the health science college and in 2022 it adopted its present name. The campus is named with Ethiopia's most eminent surgeon and the first dean of Addis Ababa University, Medical faculty, Professor Asrat Weldeyes. Currently the campus provides ten Bachelor's programs, twelve master's programs and one doctoral program that are open to both domestic and international applicants under different schools and departments. The teaching hospital that operates under the campus provides quality medical service to the surrounding community. We conduct high-quality class research in different subjects from basic science to translational research. The campus has 1134 undergraduates & 285 graduate students and more than 520 employees.

School of Pharmacy

Pharmacy department is part of Debre Berhan University, Asrat Woldeyes Health Science Campus program established in 2019 G.C. The program composed of six number of units such as Pharmacology, Clinical Pharmacy, Pharmaceutical Chemistry, Social Pharmacy, Pharmacognosy, Pharmaceutics and a clinical service with an integration of Hakim Gizaw Hospital which enrolls 46 number of graduated students from last two years. In 2017, Pharmacy department robust to School of Pharmacy.

The School of Pharmacy, housed within the Asrat Woldeyes Health Science Campus, was founded with a mission to train competent physicians capable of addressing the diverse and complex health challenges in Ethiopia. Since its inception, the School of Pharmacy has been committed to providing high-quality Pharmacy sciences education, research, and clinical training in alignment with national and international Pharmacy sciences education standards. Initially, the school faced challenges related to faculty recruitment, infrastructure development, and securing adequate clinical training sites. However, through strategic partnerships and support from governmental and non-governmental organizations, the school has progressively expanded its academic programs, improved faculty development, and strengthened its research capacity.

Today, the School of Pharmacy plays a crucial role in producing well-trained Pharmacy professionals who serve in various healthcare settings across Ethiopia. The school is actively engaged in community-based training, research, and healthcare service delivery, with a focus on addressing the country's major public health concerns.

Among school members include Associate professor (01), **Assistant professors (06)**, **Lecturers (19)**, Assistant lecturers (09), Laboratory assistants (04), Administrative staffs (03) and Clinical staff (9) alongside clinical preceptors and mentors involves in teaching of pharmacy students. The school also collaborates with affiliated hospitals to facilitate hands-on training for pharmacy students. Since establishment, the school of Pharmacy at Debre Berhan University enrolled about 175 Pharmacy students.

School Pharmacy Mission, Vision, and Core Values of the program

Vision

Debre Berhan University aspires to be one of nationally leading Universities in practice- oriented teaching and research by 2030.

Mission

- ✦ **M1:** To prepare knowledgeable, skilled and attitudinally matured graduates for the job market and entrepreneurship by providing practice-oriented education.
- ✦ **M2:** To enhance and promote applied research focusing on innovation and technology transfer to create sustainable and knowledge-based industries and societies.
- ✦ **M3:** To establish strategic partners to strengthen practice-oriented education, research and community engagement.

Core Values

- **Academic Excellence** – Commitment to high standards in medical education and training.
- **Integrity and Professionalism** – Upholding ethical principles and professional conduct in medical practice.
- **Innovation and Research** – Encouraging scientific inquiry and innovative approaches to healthcare challenges.
- **Social Responsibility** – Addressing public health needs and serving the community with dedication.
- **Collaboration and Partnerships** – Strengthening ties with stakeholders for improved healthcare education and services.
- **Continuous Quality Improvement** – Ensuring ongoing enhancement of educational programs and healthcare services.

Organizational Structure of School of Pharmacy

The School of Pharmacy operates within the administrative framework of Debre Berhan University and follows a structured hierarchy to ensure efficiency in academic and clinical training. The school is led by the **Director**, Academic and Clinical Services that are responsible for overall management, policy implementation, and strategic planning.

The **Vice Director** oversees key areas such as academic affairs, research, student affairs, and clinical training.

The **departments has many roles including**

- Following foundational subjects such as anatomy, physiology, and biochemistry under biomedical science department
- Encompassing Pharmacology, Clinical Pharmacy, Pharmaceutical chemistry, Social pharmacy, Pharmacognosy and Pharmaceutics.
- Oversees the clinical and assessment part.
- Here, the department operating teaching, learning and clinical services

Motto

“Practical Education for a Better success!”

Organizational Structure of Asrat Woldeyes Health Science Campus

The **Asrat Woldeyes Health Science Campus** shall have: (annex 2)

1. A governing Board for the University Hospital
2. Chief Executive Director of the College and Hospital
3. Chief Directors (Academic, Clinical and Administration)
4. Directors (Academic, Clinical and Administration)
5. Vice Directors (Academic and Clinical)
6. School Deans
7. Departments (Academic, Clinical and Administration)
8. Units (Academic, Clinical and Administration)
9. Necessary staffs

Organizational Structure of Debre Berhan University in General

Debre Berhan University (DBU) is a higher education institution located in Debre Berhan, Ethiopia. The university has a structured organizational hierarchy that includes the following key components:

1. **University Council:** The highest governing body of the university responsible for setting overall policies, strategies, and direction. It is typically composed of representatives from various stakeholders, including faculty, students, government officials, and the community.
2. **Office of the President:** The President serves as the chief executive officer of the university and is responsible for overseeing the overall administration and management of the institution.
3. **Vice Presidents:** There may be several Vice Presidents at DBU, each overseeing specific areas such as academic affairs, research, administration, finance, and student affairs.

4. **Deans:** Deans are responsible for overseeing individual faculties or colleges within the university. They are in charge of academic programs, faculty recruitment, research initiatives, and student affairs within their respective units.

5. **Heads of Departments:** Each department within a college is typically led by a Head of Department who is responsible for managing the department's academic programs, faculty members, research activities, and student affairs.

6. **Administrative Staff:** Administrative staff members support the day-to-day operations of the university in areas such as human resources, finance, facilities management, information technology, admissions, and student services.

7. **Support Staff:** Support staff members provide essential services to ensure the smooth functioning of the university, including maintenance, security, cleaning, and other operational tasks.

Overall, the organizational structure of Debre Berhan University is designed to facilitate effective governance, academic excellence, research productivity, student support, and overall institutional effectiveness. Each component plays a vital role in fulfilling the university's mission of providing quality education and contributing to the development of society.

Academic Calendar

In its regular program, the school shall have a two-semester calendar of eighteen weeks (sixteen weeks of classes and/or practical and two weeks of exam) each, running from September to June. The programs of medical laboratory sciences may employ a system of semester or year based course offerings.

The Calendar for each year shall be prepared by the campus Registrar and approved by the academic commission (AC).

The date for:

a. Admission, readmission and registration;

- b. Adding and dropping of courses/modules;
- c. Examination periods, beginning and end of semesters;
- d. Inter-semester breaks;
- e. Application of research and teaching material proposals;
- f. Annual research review;
- g. Last date for reporting exam results to the registrar;
- h. Date of submission of annual research progress reports
- i. Instructor evaluation weeks;
- j. The regular meetings of the Senate and
- k. Final thesis submissions and open defense dates, etc.

The calendar may be amended as and when the need arises.

Right and responsibility of Students

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University/program rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly
2. Each student shall have the right to participate in all areas and activities of the University/program, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University /program authorities alike.
4. Each student subject to disciplinary action arising from violations of university/program
5. Student rules shall be assured a fundamentally fair process.
6. Provide an environment that supports your intellectual, social and personal development.
7. Deliver program of study in accordance with the descriptions in university/program publications and web pages and inform students of any major changes.
8. Get clearly the requirements of the program of study.

9. Knowing teaching, by appropriate delivery modes, that it reasonably decides is necessary for program of study.
10. Participate any club and community service

Responsibility of Students

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.
2. A student has the responsibility to be fully acquainted with the published University/program.
3. Student Rules and to comply with them, as well as federal, state, and local laws.
4. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
5. A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the University's /program obligation to provide an environment for learning.
6. Abide by the University/program regulations in relation to your studies and residence and to behave in a manner appropriate to the University and its place in the wider community, whether working on campus or online.
7. Pay all fees and charges due to the University/program in connection with your studies and residence.
8. Take primary responsibility for your learning, in particular: to be self-motivated and self-directed in the management of your learning. Be attentive and orderly in class and considerate in your behavior towards all other members of the teaching community
9. To pursue diligently such studies that are required of you by those assigned to teach you. This includes reading material and undertaking prescribed learning activities, including attending lectures, tutorials, seminars, classes and other opportunities provided for learning, whether online or on campus
10. To fulfil the academic requirements of your program of study, including preparation for classes and seminars, the submission of work by published deadlines, and attendance at examinations
11. To notify the University when you have to be absent through illness or other good reason
12. To familiarize yourself with published information that will allow the selection, by due deadlines, of the appropriate paths of academic study

13. Not to plagiarize or to cheat when submitting work for assessment
14. To acquaint yourself with the variety of academic and student support services provided by the University and to use them where necessary.
15. Agree to the processing of personal data in accordance with the terms of Data Protection law and as set out in university/program publications.
16. Register and maintain personal details accurately on university/program systems and notify changes promptly.
17. Agree that all ideas, material or work produced and submitted as part of the requirements of a program of study, and all intellectual property rights therein, become the property of the University/program.

Elective Modular/Conventional Courses

S. No	Program profile	Numbers	Percent
1	Total ECTS	350	
2	Number of Modules	32	
3	Category of Modules		
	General	69	19.71%
	Supportive	57	16.23%
	Core	229	65.42%

Program Educational Objectives (PEO)

PEO1: To produce pharmacists who are competent and capable of providing high quality patient care and are equipped to meet the evolving needs of patients in global context

PEO2: To cultivate pharmacists with strong fundamental concepts and high technical competence in pharmaceutical sciences and technology who are able to produce quality pharmaceutical products in pharmaceutical industries.

PEO3: To produce qualified pharmacists engaged in private pharmaceutical business that deliver quality service to the community.

PEO4: To generate pharmacists equipped with pharmaceutical knowledge to lead quality pharmaceutical supply chain in health care system.

Program learning outcome

PO1: Organize and control the manufacturing, compounding and packaging of pharmaceutical products;

PO2: Organize the selection, procurement, storage, and distribution of pharmaceutical materials and products;

PO3: Provide Pharmaceutical care and ensure the optimal use of medicines by the patient;

PO4: Apply knowledge, analytical and critical thinking for solving problems and taking decisions during pharmaceutical practice

PO5: Provide education and information on health care and medicines

PO6: Promote community health and provide medicine related information and advice

PO7: Capability to solve problems by using research-based knowledge and research method to identify, analysis and providing solutions for problems.

PO8: Demonstrate a high level of professional ethics in order to satisfy the pharmaceutical needs of the society.

PO9: Ability to Communicate effectively with scientific community, workforce and with society at large, with abilities to comprehend and write effective reports, make effective presentations and documentation.

PO10: Demonstrate an ability to create, select, and apply appropriate techniques, resources, and use various tools, apparatus, instrument, equipment, modern science or machinery pertinent to the pharmaceutical domain with practical knowledge on standard operating procedures and safety aspects

PO11: Demonstrate a capacity for self-evaluation, moral reflection and ethical reasoning to form the basis for self-directed and lifelong learning.

Career Pathways and Opportunities

Pharmacists can work in community settings, providing patient counseling, managing medication therapies, or in hospital and clinical environments, collaborating with healthcare teams to manage complex treatment plans. The pharmaceutical industry also presents significant opportunities in drug research and development, clinical trials, regulatory affairs, and medical marketing. Additionally, pharmacists contribute to public health through government and regulatory roles, work as consultants in long-term care, engage in informatics to enhance digital healthcare systems, or explore entrepreneurial ventures. International positions, board certifications, and short-term trainings or certifications provide additional avenues for skill development and career advancement, helping pharmacy students and professionals quickly acquire specialized knowledge and enhance their employability.

Beyond these roles, many pharmacists deepen their expertise by pursuing postgraduate degrees such as a Master of Science (MSc) or Doctor of Philosophy (PhD). These academic pathways allow for specialization in fields like pharmacology, pharmaceutical sciences, public health, biomedical sciences and pharmacogenomics. An MSc builds advanced knowledge and research skills and can lead to careers in regulatory affairs, clinical research, or public health. A PhD prepares individuals for research-intensive roles as academic scholars, industry scientists, or policy advisors and biomedical sciences. Together with short-term certifications, these degrees open doors to leadership and global opportunities in academia and the pharmaceutical sector, empowering pharmacists to shape the future of healthcare through innovation, education, and policy development.

Semester Load for Regular Undergraduate Students

A minimum ECTS or credit hours for full-time regular students shall be 25 or 15 per semester, respectively. However, female students may drop one course per semester from their batch to be approved by Academic Council (AC). The maximum load shall not be exceeding 35 ECTS or 22 credit hours unless otherwise stated in the course catalogue/curriculum. A student who has justifiable reasons for deviation from the normal load has to secure a special permission, not exceeding 40 ECTS or 25, from the respective Academic Commission (AC).

Duration of Study and Validity of Courses

The designer Duration of study is 5 years with completion of general, supportive and core course.

Admission and Related Issues

- ✧ Admissions to the programs of SoP from Secondary School shall be based on completion of the Secondary Schools and obtaining the necessary pass marks in the Ethiopian Higher Education Entrance Examination (EHEE)
- ✧ Candidates must be physically and mentally capable of meeting the demands of pharmacy-based training with combined score of 50% from the Cumulative Grade Point Average (CGPA) of first- semester common courses, 20% from Grade 12 EHEE results, and 30% from a program-specific entry examination.
- ✧ Individuals with visual impairments or physical disabilities that hinder their ability to manipulate pharmacy activities are not eligible for selection, as these capabilities are essential for safe and effective practice in the field.
- ✧ To be considered for the program, applicants must first complete the university's first-year first-semester common courses and take department specific entry exam.
- ✧ A minimum combined score of 80% is typically required for admission, though this threshold may be adjusted depending on applicant performance in a given year.
- ✧ In line with DBU's commitment to inclusive education, affirmative action is applied to support students from historically underrepresented backgrounds.
- ✧ Female applicants and those from disadvantaged regions receive an additional 5 points on their final admission score, promoting equitable access and diversity within the student body.
- ✧ The university also offers a special admissions route for diploma and advanced diploma holders in SoP.
- ✧ These applicants may enter through a bridging mechanism, provided they have passed the Certificate of Competency (COC) exam and meet the university's academic and professional standards. However, these applicants having diploma in SoP will not take department entry exam b/c they are already eligible for the program as they have taken programs common course during their diploma study

- ✧ Other special admission, such as people from disadvantaged areas, physically challenged people, people needing special training, or students who demonstrate extraordinary performance in lower grades or high schools may be granted by the decisions of the University.
- ✧ Special admissions may be granted to attract potentially resourceful candidates such as mature students. Such special admissions shall be decided based on relevant university specific legislations and guidelines in line with the National direction
- ✧ The Admission and Enrollment Committee, under the authority of the university senate, oversees final selection and enrollment decisions to ensure compliance with institutional and national regulations.
- ✧ Additionally, the admission policy of the school also entirely applied.

7.1. Re-admission to the Program of SoP

Students who dropout or withdraw officially after earning at least one semester's credits at the department, can request for readmission into the college they withdrew from. The program cannot accept to join a different program. The school in line with the campus set minimum cut-off GPAs for readmission applications. Applications that meet the minimum cut-off points shall be accepted for consideration.

Readmission for students in good academic standing

- A student who, for reasons beyond his/her control, discontinues his/her studies while in good academic standing shall be allowed to apply for readmission.
- The applicant is required to provide documented and acceptable justifications for his/her withdrawal.
- Readmission is subject to availability of space, facilities and the necessary budget.
- When there are changes in the curriculum, the status of the student will be determined accordingly at the time of his/her application for readmission.
- Students dismissed for academic reasons may be readmitted after at least a semester to repeat courses in which they failed (scored "D" and "F") during the semester of readmission, provided it is determined that the projected "C" grades in the courses repeated will raise the student's achievement to the required levels. Such student shall be readmitted in a semester when

there are more modules/courses the student is eligible to register for.

- A dismissed student is given a readmission chance only once in his stay in the University.
- A student may be allowed to raise his grade point to the required level provided he can remove such academic deficiencies in not more than one year and the maximum duration of stay in the program has not expired or is not likely to expire before the completion of the remaining modules/courses of study.
- A first-year student dismissed at the end of the first semester with a SGPA of not less than 1.00 shall be readmitted.
- A first-year student dismissed at the end of the second semester with a CGPA of not less than 1.75 shall be readmitted.
- A second year and above student dismissed at any semester with a CGPA of not less than 1.75 shall be readmitted.
- A student who has been dismissed for good due to academic deficiencies will not be readmitted into the program from which he has been dismissed.
- A dismissed regular student may apply for admission to a different program in the continuing and distance education programs. An academically dismissed regular student, if and when readmitted, is subject to the cost-sharing scheme for the semester being repeated.
- An academically dismissed student, if and when readmitted, is not allowed to take new courses for the semester being repeated

Identification Cards (ID cards)

A student registering at the University is issued a non-transferable identification card with a unique and permanent registration number. The card, which is a very valuable document and which requires careful handling, is a means to access services and facilities in the University. The registration number, often called identification number, which should appear on all student documents, is required every time the student requests for any University services. Identification cards are issued to all new students free of charge. It should be renewed each regularly in year, and returned to the Registrar Office when the student discontinues his/her studies or graduates. Issuance of ID cards needs one recently taken passport size photograph of the student with his/her name, father's and grandfather's names clearly written on the back of the photograph in English.

Registration

After a student is admitted to one of the programs of the university, the next thing to do is registration for a set of modules/courses. This has to be done before attending any class/lecture. The student should go to his/her academic advisor, collect registration slips, fill the required information on the registration slip, get it signed by the advisor and go to the college registrar office with the duly signed slips. The campus registrar then registers the student, renew the ID card and give back a copy of the registration slip to the student. A student may be asked to present his/her registration slip by the professor teaching the module/course or by any of the offices providing student services. For that purpose, the student should keep one copy of the registration slip with him/her. The registrar office indicates the dates on the academic calendar of the university in which a student should register. It is therefore strongly advised that a student regularly consults the academic calendar which will be posted on notice boards of the registrar offices or the university website. Registration has to be done in semester for first year and yearly starting from second years. Registration by proxy is not allowed.

Add and Drop

Add and drop is an action of registering for modules/courses or dropping those modules/courses the student registered for during the normal registration time. It is therefore an opportunity given to the student to correct any oversight during the normal registration period. However, such possibilities have to be explored in consultation with and permission by the academic advisor of the student. Add and drops are done on a form prepared for the purpose and the form should be collected from the registrar office. Dates for add and drop are indicated in the academic calendar of the university/campus/.

Discontinuing study

Dismiss-Repeat

A student may be forced to discontinue his/her study because of academic reasons for at least one semester. One of these academic reasons is a “dismiss-repeat” status of a student. Such type of discontinuity allows a readmission in which a student will be readmitted to repeat the

modules/courses he/she failed. A student with a “dismiss-repeat” status should formally withdraw from the university.

Dropout

Students dropping out from the SoP program must consult their academic advisors and explain why they wish to drop out. Students dropping out from the SoP program for inadequate reasons will be denied readmission.

Withdrawal

Any student who wants to discontinue his study should formally withdraw and complete Withdrawal Form (or clearance) within 8 weeks after the beginning of the semester. The program of SoP does not accept readmission requests if an applicant has not withdrawn properly. A student who discontinued his study due to either “dismiss-repeat” status or dropping out may request for readmission as per the procedures stipulated in part

Clearance

Students should fulfill the proper clearance procedure at the end of each academic year or Week end session or upon graduation or when they discontinue their study. Every student must collect the Clearance Form from the campus Registrar Office. After properly completing such forms and getting them signed by the appropriate offices, the student must submit it to the college registrar office, and keep a copy with him/her. No transcripts, degrees, diplomas and letters of recommendation will be issued to a person who cannot produce his/her copy of the clearance from every time such services are requested. Moreover, readmissions are processed if and only if a student presents a duly signed clearance.

Choice of Program of Study

1. Students will be admitted into the programs of their choice on a competitive basis using their grade as a measure.
2. Students shall fill out application forms indicating their choices of discipline, grade and

other particulars for review by the APC.

3. In cases where there are more applicants than places in a program, those applicants who fail to get their first choice will compete for their second choice and if they fail to get their second choice they do the same for their third, fourth choice etc.

4. Regular students sponsored by governmental institutions to fill specific vacancies shall be placed in the program that offers the desired study provided that they meet the minimum entrance requirement for the program and they provide letters from the Presidents of Regional governments justifying the need for admission into the desired program. However, such admission depends on the availability of place in the particular program.

5. Regular students sponsored by embassies and foreign governments in line with bilateral agreements with Ethiopian Government shall be placed in the program of their choice provided that the students meet the minimum entrance requirement for the program and that they provide letters from their embassies or consulate offices justifying the need for admission into the desired program.

6. Physically challenged students shall be placed in accordance with the general regulations governing placement, taking into consideration wherever necessary, their specific needs.

7. When there are more applicants with the same grade indicating the same level of preference to a program than places therein, applicants with better grades in the specific entrance requirements shall be given priority.

8. The academic unit shall notify the relevant heads/director about placement results and if departments or students have complaints on the results, these should be attended to within one week following the announcement.

9. An applicant who believes that there was an error in the placement may report the case to the academic unit and University Registrar and Almuni for review.

10. The Academic unit, through the University Registrar and Almuni, shall report to the Senate all admissions and placement made in the University.

Transfer of Students

Inter-College or Intra-College Transfer

- a. A student may transfer from one program to another program within or across academic units under the following conditions. All transfers must be processed by the University Registrar and Alumni within two weeks following the beginning of classes.
 - i. If the transfer is within the same academic unit, the Head of the academic unit involved, in consultation with the respective SC/DC, approves the transfer.
 - ii. If the transfer is between academic units within the same college, the college Dean in consultation with the respective academic units approves the transfer.
 - iii. If the transfer is between academic units of the different colleges, the University Registrar and Alumni, in consultation with the deans of the respective academic units, approves the transfer.
- b. Students shall be responsible for all the consequences that such transfers may entail.
- c. The program shall publicize transfer possibilities, if any, within the first week following the day classes are scheduled to begin.
- d. In case of decline by respective office to approve the transfer request, students may appeal to the next higher office in the structure.

Inter-University transfer

1. Applications for transfer shall be considered exceptionally and based on availability of space facilities and if the student has obtained the grade that would normally be required of students for enrolment in the department concerned.
2. A student can only be transferred to a department/program that is similar to his enrolment in his previous institution.
3. The applicant shall have attended at least one semester in his previous institution at the time of request for transfer and must be in good academic standing (CGPA > 2.00) with 'pass' academic status and with no 'F', 'I', and 'NG' grades.
4. The program shall not allow non-institutional exchange of students based on private dealings between students placed in Debre Berhan University and those in other public institution of higher education unless such private dealing is for one of the reasons indicated herein above.

Grounds for Transfer

A student eligible for transfer may be granted admission where:

- i.** He is placed in an institution situated in a place or environment that poses unfavorable health conditions while he is already suffering from a serious medical problem or his health condition necessitates that he should live in Debre Berhan or its environs in order to get better access to medical facilities or family care, or
- ii.** He is the only source of income for his family, or he is from a poor family or he is the only one looking after sick parents living in Debre Berhan or its environs; or
- iii.** He is the child or spouse of a staff member who has served the program for at least two years.
- iv.** Where a student invokes any of the above grounds for transfer, he shall have the obligation of providing authentic and relevant evidence which can prove his case to the satisfaction of the unit or authority of the program.

Procedure of Transfer from Other Universities

- i.** The office of the Registrar shall request departments for the availability of space in all years of study for accommodating students to be transferred, and compile intake capacity of every department;
- ii.** A student wishing to transfer will be required to fill a standard transfer application form which will be available at the office of the Registrar and Alumni.
- iii.** The form must be completed and returned to the Office of the Registrar and Alumni before the commencement of classes for the semester into which enrolment is required;
- iv.** Documents to be deposited along with the application for transfer include: original of the student's score in the Ethiopian Higher Education Entrance Certificate Examination, and his grade report from his previous institution, if any, authentic and relevant evidence for transfer;
- v.** The office of the Registrar and Alumni shall make its reasoned decision either permitting or denying transfer two weeks before the commencement of classes which shall have effect with the approval of the AVP;
- vi.** Such decision shall be reduced in writing and a copy thereof shall be delivered to the concerned department, the student requesting transfer, and his institution of origin;

- vii. A student who has succeeded in his application for transfer will be expected to report and register by the second week of the semester at the latest;
- viii. Transfer will be made only at the beginning of an academic calendar.
- ix. The criteria set forth in this paragraph shall not be applicable when the applicant for transfer is a continuing and distance program student who shall for granted be transferred so long as he has existing grade.

Internal transfers

For internal transfers within DBU, whether within the same department or across colleges, the procedure involves submitting a written request to the appropriate academic unit. Department heads and School/Department Councils approve intra-departmental transfers. Transfers between departments within the same college must be approved by both department heads and the College Dean. Inter-college transfers require the approval of the deans from both colleges and the University Registrar. These transfer options are usually announced during the first week of classes, and students may appeal rejected requests to higher academic bodies such as the College Academic Commission.

International transfer

International students or those sponsored by foreign governments and organizations can be admitted into programs of their choice if they fulfill the academic requirements and provide appropriate documentation confirming sponsorship and equivalency of prior education.

Transfer of Credits

All course work completed by transfer student in the program of origin will be recognized and fully credited for the purpose of granting Degree of the program provided that:

- i. The course in question has a comparable content and credit as another course provided by the program
- ii. The transferred student has achieved, in the particular course, a letter grade or its equivalent that would normally be regarded as a passing grade by the program;

- iii. The academic commission of the concerned College /Institute /School shall determine the acceptance of course/credits for transfer after scrutiny of the original transcript.
- iv. The AC shall base its decision on the recommendations of the receiving department with regard to credit transfer and other technical matters.

Student Counseling and Support Service

- Each student is assigned by official letter to one staff member in his academic unit department who serves as his Academic Advisor.
- Students should feel free to discuss with their Advisor all personal, social and other problems that directly or indirectly threaten their academic performance.
- The Academic Advisor shall keep close track of the students assigned to him and is available for consultation and advice on request.
- The Advisor shall maintain records of each student's performance and he/she advises the University's senior administrators if serious problems arise requiring their intervention.
- All documents relating to a student are maintained in strictest confidence.
- Students will also benefit from the guidance and counseling office if their problems are beyond the capacity of their advisors.
- Whenever there is change of advisors, there should be proper hand over of students' record.
- The Academic Advisory Monitoring Plan Form, which systematically tracks academic goals, course grades, and personalized recommendations, ensuring tailored academic support for every student.
- When challenges extend beyond academic scope, advisors refer students to the university's Guidance and Counseling Service Directorate, which operates under the Office of Student Affairs. This office addresses emotional, psychological, and social issues through a multi-tiered counseling model that includes preventive, developmental, remedial, crisis, referral, and follow-up interventions.
- The gender office in collaboration with program gender focal perform general guidance for students.

Student support services Accesses

The university's accommodation services provide dormitory housing to over 1,140 students in 184 dorm blocks. These dorms are regularly cleaned, disinfected, and managed by organized student bodies like Dorm Masters and Floor Masters, ensuring safety, cleanliness, and discipline. Special dormitory accommodations are available for students with health conditions or other specific needs, reflecting the campus's inclusive approach. Complementing the housing facilities are the student cafeteria services, which operate under strict Ministry of Education guidelines to provide nutritionally balanced meals. The university ensures food quality through systematic ingredient inspection, hygiene protocols, and committee oversight including student representatives. Meals are tailored for general consumption and special dietary needs, with food handlers adhering to sanitation standards through the use of gloves, aprons, and non-contact serving methods. The cafeteria also maintains a high level of cleanliness with multiple daily cleanings.

DBU, AWHSC prioritizes student wellness and recreation through a variety of on-campus amenities. The student lounge is fully operational and equipped with DSTV, offering students a place to relax and socialize. Recreational spaces include, table tennis, and outdoor sports fields such as football, volleyball, and basketball courts. These facilities are maintained to support both organized events and casual leisure, contributing to students' physical health and social engagement.

In terms of healthcare, the campus provides a student clinic that delivers basic medical services, preventive education, and emergency care. Students with more serious conditions are referred to Hakim Gizaw Hospital or Debre Berhan Comprehensive Specialized Hospital. Financial support is arranged through pre-agreed credit-based medical services. Drug access and emergency referrals are also facilitated through partnerships, ensuring continued healthcare support for all students.

Guidance and counseling services at the campus play a crucial role in supporting students' academic and emotional well-being. Professional counselors offer academic guidance, personal counseling, stress and time management training, and crisis intervention. These confidential services empower students to manage personal challenges and make informed academic and life decisions, enhancing their university experience.

The student life enhancement program fosters personal growth through extracurricular involvement, cultural events, and volunteerism. Students are encouraged to participate in various clubs and societies, campus-wide festivals, and skill-building activities. These engagements promote leadership, creativity, and cultural exchange while reinforcing a sense of community and belonging. Furthermore, the campus provides conflict resolution services, such as mediation platforms and grievance handling mechanisms, to maintain a fair and respectful environment. Students can resolve interpersonal or academic disputes through structured procedures designed to uphold their rights and well-being.

These platforms empower students to express concerns and provide input on the quality and relevance of key services, including dormitory conditions, cafeteria food, clinic accessibility, counseling availability, recreational opportunities, and essential amenities. This student-centered feedback ensures that services evolve to meet user expectations and are not evaluated solely through administrative perspectives.

Vulnerable groups including students with disabilities or from economically disadvantaged backgrounds receive particular attention to ensure their equal access to dormitories, food, counseling, and academic support. Inclusive practices such as diverse room allocations, special accommodations, and flexible service delivery help foster an equitable and welcoming campus environment for all. Notably, a recent student satisfaction survey indicated that students are largely satisfied with the availability and accessibility of the student support services provided affirming the system's effectiveness and reinforcing the value of the existing evaluation mechanisms. The Director of the School of SoP plays an integral role by delivering a detailed orientation tailored specifically for students admitted into the program student service and grievance.

Grievances

A well-structured and student-centered mechanism is in place for students to voice their grievances and seek fair resolution on both academic and non-academic matters. Academic grievances such as complaints related to grading, academic misconduct, course delivery, or unfair treatment are first reviewed by course instructor before proceed to department discipline committee.

For non-academic issues such as challenges in dormitory services, cafeteria complaints, counseling access, or safety concerns students can report their problems to the Student Services Dean's Office, the Guidance and Counseling Office, or designated student support staff. Students also have the right to use formal channels through their elected student representatives or union, who are actively involved in voicing collective concerns and participating in grievance redress structures in fact, a recent student satisfaction survey indicated that the majority of students expressed confidence and satisfaction in the regular and fair evaluation and handling of grievances related to academic and non-academic services.

A well-structured and student-centered mechanism is in place for students to voice their grievances and seek fair resolution on both academic and non-academic matters. Academic grievances such as complaints related to grading, academic misconduct, course delivery, or unfair treatment are handled through a stepwise, transparent process. Initially, students are encouraged to present their concerns directly to the course instructor for clarification or resolution. If the issue remains unresolved, it is escalated to the Department Disciplinary Committee for further review. Should the grievance persist, the matter is forwarded to the Department Council (DC), which consists of senior academic staff within the department. If the student is still dissatisfied with the outcome, the final academic appeal is reviewed by the Academic Grievance Handling Committee, an independent university-level body mandated to assess complex or unresolved cases and provide a binding decision.

For non-academic issues such as challenges in dormitory services, cafeteria complaints, counseling access, or safety concerns students can report their problems to the Student Services Dean's Office, the Guidance and Counseling Office, or designated student support staff. Students also have the right to use formal channels through their elected student representatives or union, who are actively involved in voicing collective concerns and participating in grievance redress structures.

The entire grievance system is designed to ensure fairness, confidentiality, and responsiveness, with multiple layers of oversight to guarantee accountability.

For academic grievances, such as disputes over grades, allegations of academic misconduct, unfair assessments, or inappropriate treatment during teaching or clinical sessions, the process begins

with the course instructor, who serves as the first point of contact. Students are encouraged to seek clarification and resolution directly. If the issue remains unresolved, the grievance is escalated to the Department Disciplinary Committee (DDC), which conducts a formal review based on university regulations and supporting evidence. If no satisfactory resolution is reached, the case is forwarded to the Department Council (DC), which holds broader authority and reviews the complaint in detail.

Should the student remain dissatisfied, the grievance is taken up by the Academic Grievance Handling Committee, a college- or university-level body designed to impartially handle unresolved or complex academic complaints. This committee carefully examines all previous decisions, documentation, and testimonies before issuing a final institutional decision. Importantly, students also retain the right to appeal any final decision through a formal channel to the University Appeal Board, which serves as the highest institutional platform for grievance redress. This board ensures a final and binding resolution while upholding justice and procedural fairness.

Schedule Of Class

- The class's timetable is based on the dates listed in the academic calendar.
- The department should work with the registrar office to monitor and evaluate. It includes of both formative and summative assessments.
- Assigning Rooms / Classes/ to specific years
- The registrar offices work with the departments to provide educational environments and assign students based on their lists and compliance sections.

Attendance and Report

Attendance: Students should attend 100% of both lecture classes and practical attachments. The case of students who fail such requirements will be entertained as per senate legislation of the university and preceptor manual of the respective department.

Completion Of Grades

Students must complete the work within one calendar year from the end of the year/semester. Ordinarily, at the discretion of the instructor and with the approval of the Department Head, a grade of withheld will be assigned only if the student cannot complete the course work because of unavoidable circumstances and the result automatically becomes an “incomplete”. For incomplete grades of students, the faculty concerned shall do the necessary entry for the completion of grades in his/her grade sheets within the specified period of time.

Grading System

The program uses criteria referenced method of evaluation to value the performance of students at the end of each semester and/or year. The instructor uses the scale fixed and grade based on the pre-settled criteria, which are driven from the learning objectives of the topic/course. Thus, we do not use norm-referenced method.

Accordingly, students will be graded on the letter grade as well as on percentage grading system. The grading subsystem has to be adjusted to calculate the GPA based on the fixed scale range shown in the following table. University-specific grading systems shall be observed. The grading of the comprehensive exit exam and the physical fitness courses will be on a —Pass|| or —Fail|| basis.

1. On a module/ course with practical and/or tutorial a student should score at least 50% on each to pass that course. Those who scored “F” grade should repeat that course.
2. For any course having lecture, laboratory/practice and tutorial, raw mark evaluation should be treated independently from 100 %.

3. The final number grade is obtained based on the sum of the percentage of independent raw mark with its weight given for each course element.
4. The final number grade of a module is obtained based on the sum of the number grades of independent courses with its weight given for each course in that module.
5. In cases where a student does not have full examination records, the instructor shall record “NG” for No Grade. All “NG”s shall be changed to one of the following:
 - i. To an “I” (incomplete) by the SC/DC in consultation with the instructor concerned for a student who, because of illness or extenuating or extraordinary circumstances, fails to complete the module/course. When there is no valid reason, the “I” Grade will be changed in to “F” within two weeks after the beginning of the semester.
 - ii. To a “W” (withdrawn) by the Registrar for a student who has formally withdrawn from the program within eight weeks (50% of the semester duration) after the beginning of the semester. OR
 - iii. To a “DO” (dropout) by the Registrar for a student who has not withdrawn from a program in accordance with the withdrawal procedures set forth by the University and the time limit specified in the provisions of sub-article 6a hereof or has not produced evidence justifying a failure to sit for the exam(s).
6. Neither “W” nor “DO” nor “I” shall play any part in the computation of the semester grade point average.
7. A student who obtains a “DO” for a course or courses shall be required to justify the reasons why he/she failed to comply with the withdrawal procedures set forth by the University to the appropriate SC/DC within six weeks after the commencement of the subsequent semester. Failure to do so shall result in an automatic “F” grade.
8. If a student repeats a course, the initial credit hour and grade shall appear on the transcript, but be ignored in calculating the semester grade point (SGPA/SANG) whether or not there is a change in the grade.
9. All required non-credit work shall be recorded with a grade of “P” (Pass) and “F” (Failure), but neither shall be included in the computation of the SGPA/SANG.
10. A double asterisk (**) shall be entered in place of a letter grade in those rare cases where a course is in progress and no work has been completed to give the instructor a basis for giving a grade.

11. Exit exam that were prepared by the national level must score 50%.

Grading Scale and Letter Grading System

Grading Scale and Letter Grade for SoP

Letter grades shall be given based on the points earned out of 100. The letter grading system has **a fixed scale** as described in the table below.

Letter of Grade	Point scored	Description	Corresponding fixed Number grades
A ⁺	[90,100]	Outstanding	4.0
A	[85, 90)	Excellent	4.0
A ⁻	[80, 85)	Excellent	3.75
B ⁺	[75, 80)	Very Good	3.50
B	[70, 75)	Good	3.00
C ⁺	[65, 70)	Satisfactory	2.50
C	[60, 65)	Fair	2.00
D	[50, 60)	Unsatisfactory	1.0
F	<50	Fail	0

Description of the Grading System for SoP Program

- A. A student who scored —F grade on a pre-requisite course shall not be allowed to take the next course.
- B. A student who scored —C— and/or —D in one or two major professional courses can be allowed to take remedial exam once. The student shall repeat the course/s if he/she could not score —C or above on the remedial exam.
- C. A student who scored —C or below in three or more major professional courses shall not be promoted to the next semester, irrespective of his/her cGPA. However, a student who scored —C in only three major professional courses can be allowed to take remedial exam for one of the courses and can be promoted if he/she scored a minimum grade of—C in the remedial exam.

- D. Irrespective of his/her cGPA, a student is expected to score a minimum of —C grade on all major professional courses to be eligible for the final year clerkship attachment.

Earning Credits on the Basis of Examination

In some circumstances students may earn credits on the basis of examination alone in certain modular subjects, if the students produce evidence that they have a prior knowledge of such subject matter. In such cases the following conditions should be taken into account:

1. If the department offers courses for which it accepts the earning of credit through examinations alone, it shall submit a list of such courses to the Registrar's office to be approved by the respective school council.
2. Of the total number of credit points required by academic unit for graduation, not more than 20% shall be taken through earning credits on the basis of examination.
3. Any student that can present sufficient and convincing evidence to the head of program showing the acquisition of knowledge, insight or skills taught in any of the courses listed as per sub-article 2 of this Article, shall register during the regular registration periods to obtain credits through examinations only.
4. Registration to earn credits on the basis of examinations should be approved by the concerned SC/DC.

Student Academic Achievements

1. At the end of each year, the department unit will examine the case of student who fails to achieve the required academic standard in line with the University legislation.
2. Grade report should be issued to applicants for semesters to which the status is determined by the SC/DC.
3. The academic status of part-time students is determined for a minimum of 25-30 ECTS points/15-18 credit hours, starting from the first admission date of the students.

Assessment and Evaluation

General principles

1. Assessment and feedback is designed to actively engage and support student learning.

- Methods to achieve this principle include, but are not limited to:
 - Assessment tasks and methods are aligned with expected course learning outcomes required for the Ethiopian Qualifications Framework (EQF) level (where applicable) and in the professional workplace/discipline area.
 - Design of assessment reflects a progressive increase in complexity, depth and autonomy of learning as Students move through to higher level courses or skills in their course of study.
 - Assessment is designed for both formative and summative purposes and a variety of methods are used. Normally, diagnostic, formative and/or low-stakes summative assessment should be implemented early to enhance opportunities for student success in high-stakes assessment, especially in first year undergraduate and foundational postgraduate courses.
 - Processes for providing feedback from formative assessments are built into the formal assessment cycle plan in ways that ensure Students can effectively apply it to subsequent assessment.
 - Feedback is available for all assessment tasks and is timely and appropriate, providing Students with the opportunity for reflection.

2. Assessment is based on pre-determined standards, intended learning outcomes and criteria that contribute to setting clear expectations for learning and teaching for the competencies and capabilities required.

- Methods to achieve this principle include, but are not limited to:
 - Assessment is criterion-referenced and standards-based rather than norm referenced. Accordingly, there is no requirement for final grades or results to reflect a prescribed distribution.
 - Grade distributions are monitored by the Dean (or Delegate) and the Board of Examiners as a means for identifying potential issues with the validity and reliability of the assessment scores and grading process.
 - Assessment practices provide valid and reliable measures of students' achievement of intended program and course learning outcomes.

- Assessment criteria clearly identify the characteristics of assessable work used as evidence to evaluate students' achievement of a course's intended learning outcomes.
- Assessment criteria and standards guide students in understanding the level of performance expected and allow for defensible judgements of the quality of student work.
- Students are given the opportunity for Evaluative Judgement, and peer feedback and assessment, through observation, use of exemplars and through receiving effective feedback.

3. Assessment practices are inclusive and fair.

- Methods to achieve this principle include, but are not limited to:
 - Assessment practices recognise student diversity and are designed to benefit all Students.
 - A range of assessment methods are employed to engage and cater for the learning needs of all Students, as well as to minimise the limitations of a particular type of assessment task (for example, essays or examinations), mode (for example written, spoken or visual) and medium (for example print or technological) of presentation.
 - Assessment is conducted in accordance with the principles of assessment (fairness, flexibility, validity, and reliability).
 - Information about assessment is provided to Students in Course Outlines at the commencement of a teaching period. Substantive assessment details would normally not change following the date of publication of the Course Outline. In exceptional circumstances the permission to make changes must be sought and may be granted by the Dean (or Delegate).
 - The design of group tasks takes into account safeguards for ensuring Academic Integrity, equality of student workload and provisions for under-performing group members.

4. Assessment is conducted by staff and students in an ethical and honest manner.

- Methods to achieve this principle include, but are not limited to:
 - Staff take into account safeguards for ensuring Academic Integrity, security and data protection.
 - Academic rigor and impartiality is applied when awarding grades and during marking processes.
 - Assessment results are not discussed or disclosed to anyone who does not have a legitimate right to access the information.
 - Academic dishonesty is managed fairly and accurately.

5. Assessment practices and standards are subject to ongoing monitoring and review.

- Methods to achieve this principle include, but are not limited to:
 - Systematic monitoring and periodic review of assessment and grading practices reflect developments in the discipline and are based on clearly established standards.
 - Assessment tasks are aligned with learning outcomes through moderation and, where relevant, blueprinting or test specification processes that ensure the marks and grades awarded accurately reflect the marking or assessment criteria and the level of student attainment.
 - Student grades or results are reviewed and approved at the end of every teaching period and are based on fair and valid judgements of students' achievements of the intended learning outcomes.
 - Outcomes of assessment review processes are formally documented as part of course monitoring and reporting.
- 6. The rule and regulations on assessment and evaluation set by university legislation quoted under the article 90 to 100 was also applied as a principle in this assessment policy perse.

Types of assessment

- Assessment is any activity which evaluates student learning and performance against learning outcomes and criteria for that activity.
- Assessments can be formative or summative form.

Formative assessment

- Is designed to inform students and instructors about a student's understanding of a particular topic, or about achieving particular learning outcomes of the course.
- Is not for grading or evaluating students but for identifying their strengths and weaknesses and the areas where they need more support or challenge.
- In-class activities (worksheets, or oral questions), quizzes, student self-assessments, peer assessments, draft works, pre-tests, unit and chapter tests.

Summative assessments:

- Evaluates the overall achievement of students at the end of a learning process, such as: a course, a grade level, a degree program.
- It measures how effective the learning was, how the students reacted to it, and how they benefited long-term.
- Standardized tests, mid-term and final exams, final papers and projects, Senior theses and oral examinations

- Assessments can be practical (such as laboratory tests or performances) or written (such as coursework or examinations) that in line with the existing curriculum

General guidelines

1. The assessment must meet the principles (objectivity, comprehensiveness, continuity, and validity, use of criteria, usability, practicality, systematic, and accountability) of the assessment itself.
2. Assessment of students will measure relevant knowledge, skills, values, and attitudes in sufficient detail to give an adequate picture of the student's strengths and weaknesses concerning the stated educational objectives of that program of instruction.
3. There will be formative (ongoing with feedback) as well as suitable summative (final) assessment of student progress. The results of assessments will be transmitted to the student at appropriate intervals and in sufficient detail, to enable corrective measures to be taken.
4. All course outcomes must be assessed. This can be achieved by using assignments, written examinations, skills assessments, or a combination of different assessments
5. All assessment items must be linked to an instructional objective. There should be balance of assessment across outcomes/objectives
6. All skills assessments must have a rubric that defines the levels of performance.
7. Assessments should be:
 - Authentic, fit for purpose and reflect the learning program and objectives.
 - Aligned to curriculum achievement standards.
 - Integrated into a learning sequence.
8. Teachers will be able to clearly explain the connections between learning goals, learning activities and assessment tasks so that students can use learning goals to monitor and progress their learning
9. Assessment should follow learning competencies as it promotes meaningful learning and improvement of pedagogical practice.
10. The variety of learners should be taken into account during assessment. There should be questions for low, middle, and high performers in the question items.
11. Assessment structures must utilize formative and summative assessment to enhance students' learning experiences.
12. Final grade reports of medical students will be reported to the Office of the Registrar

13. The assessment should be implemented in accordance with the objectives that have been set previously.

Assessment types/ methods

1. Students' performance would be assessed continuously throughout the semester through examinations, quizzes, group and individual assignments, projects and participation in class discussions.

2. A comprehensive final examination for each course shall be administered by the end of a semester during which the course has been offered

3. The assessment method for a course will involve two techniques that can be described as:

A. Continuous Assessment (tests, mid exam, quizzes, individual and group assignments, case report, presentations and others) takes 50 to 60 percent.

B. Final Exam takes the remaining 40 to 50 percent and must cover all unit of competency not partial

4. Each subject shall contain at least three assessments appropriate to the subject and student cohort.

5. Formative assessment tasks will have a maximum value of 20%.

6. Except for research papers and final examinations, no single assessment for a subject shall have a value of more than 40%.

7. All course outcomes must be assessed using assignments, written examinations, skills assessments, or a combination thereof, and every assessment item is explicitly linked to an instructional objective, ensuring a balanced distribution across outcomes. Skills assessments are supported by standard checklist (OSPE) that clearly define performance levels, promoting transparency and fairness in marking programs

Summative assessments must:

- Be consistent, transparent, reliable, and valid.
- Provide students an allocated mark and timely and actionable feedback, which provides students with an indication of their academic progress
- Enable students to develop the skills, knowledge and attributes required for employment in their discipline or professional area and for lifelong learning
- Be authentic and relevant to the discipline or professional area

- Be written using inclusive language and plain English unless discipline-specific vocabulary is required
- Include a range of assessment methods and types within a unit and across a course relevant to the discipline and topic
- Be designed to support academic integrity and research integrity
- Have a summative assessment rubric if academic judgement of the assessment is required and be moderated.

Late for an examination or timed assessment

- Students arriving later than half minutes after the start of the examination may be denied entrance.
- Students arriving late to the exam will NOT be provided extra time at the end of the exam unless the student demonstrates that there was good cause for the late arrival.
- If a student arrives for an examination after another student has completed the examination, he/she will not be allowed to take the examination and therefore receives a score of zero.

Missed examination

- If the student is unable to take the exam due to illness, a family emergency, or other mitigating circumstances, she or he must notify the course teacher before the exam begins.
- Alternate exam times may be rescheduled for verified illness, family emergencies (such as the loss or serious illness of an immediate family member), and other trusted reasons officially.
- It is the student's obligation to make arrangements with the instructor regarding exam schedules.
- If the re-exam is not taken on the scheduled day, the student will receive incomplete.
- The re-exam will be equivalent to the original in content, level of difficulty, and time limits, and the standards for scoring and grading will be equivalent to those used for the original Exam.
- A student may miss no more than one exam per course.
- If a student has an excused absence (according to Attendance Policy) and misses a quiz or in-class assignment, it may or may not be retaken. This is at the teacher's discretion. Course syllabi provide specified course requirements.

- If a student has an unexcused absence (according to Attendance Policy) and misses a quiz or in-class assignment, he or she will be unable to retake the quiz or in-class assignment and will earn a grade of zero.

Student Re-assessment

- Re-exams are granted only where the student has not entered the examination room for the regular exam.
- Students are expected to meet the originally scheduled course requirements for writing tests and examinations as scheduled and submitting assignments by the due date.
- Reassessment, due to exceptional circumstances, will be reviewed on a case-by-case basis and is at the discretion of the instructor.

Assessment blueprint

- Any instructor generate content-valid exams by linking the required subject content and competencies to the items appearing on the test.
- Any instructor expresses the values of knowledge, skill, and attitude required for effective practice and basic proficiency.
- Instructors should have learning objectives that are **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound) for their students.

The item formats (e.g., MCQ, essay question, OSCE, research proposal etc.).

- A blueprint must demonstrate that a candidate has gained the competencies required to proceed to the next level.
 - All topics in blueprint may not be listed and a curriculum detail on content should always be sought by students.
 - Topics not listed in blueprints are still part of content, which can be tested through assignments, student centered learning (SCL) and continuous (formative) assessment.
 - Students must take the responsibility of acquiring a broad-based knowledge of all those topics not listed in blueprint.

Exam Development

- Stick to the the assessment policy and blueprint for constructing quality question items
- Check for technically flawed items and tricky questions

- Make sure that an item has fulfilled all the technical and structural requirements before submission

Item Analysis and Post Exam Analysis

1. Any instructor perform Item Difficulty Index and distracter analysis shall be employed to improve the items.
2. Following an exam, engaging in comprehensive post-exam analysis is crucial step to enhance exam performance and academic progress.
3. The analysis exam allows students to identify strengths, weaknesses, and areas for improvement, guiding them towards more effective preparation strategies and exam readiness.
4. Go through the questions and identify those that were correctly answered, partially answered, or missed. Note any specific errors or misunderstandings.
5. Evaluate the quality of your responses. Consider the following: Were the answers concise, well-structured, and supported by evidence? Did you demonstrate a strong understanding of the key concepts? Could your answers have been more thorough or detailed?
6. Focus on areas where there were gaps in knowledge or where mistakes were made. Determine the root causes, such as lack of clarity on a concept, inadequate practice, or time management issues.
7. Create a personalized plan for addressing the identified areas of improvement. Identify specific topics, questions, or exercises to target during revision sessions.

Item analysis

After each major examination, the respective instructor conducts a thorough item analysis, evaluating each objective test item such as multiple-choice and true/false questions using statistical measures like difficulty and discrimination indices, as well as assessing the effectiveness of distractors in collaboration to Exam committee coordinator. This analysis identifies items that are too easy, too difficult, ambiguous, or misaligned with course learning outcomes.

The results of the item analysis are formally documented and feedback will be taken. which then expected to revise or improve problematic questions, ensuring that future assessments are more valid, reliable, and closely aligned with intended learning outcomes. Moreover, well-performing and exemplary questions identified through this process are recommended for inclusion in the

question bank, supporting the development of high-quality, reusable assessment resources for future exams

Procedure on post exam analysis

1. Each test question is statistically evaluated in-depth as part of this analysis to determine its degree of difficulty and discrimination index, which gauges how well the item separates high and low performers.
2. Through this rigorous evaluation, questions that are excessively easy, overly difficult, ambiguous, or fail to effectively assess the intended learning outcomes are identified. These problematic items are subsequently flagged for revision or removal from the question bank, thereby preserving a repository of high-quality, valid, and reliable test items for future use.
3. A pivotal aspect of the post-exam process is the formal documentation and reporting of the analysis outcomes. The results of the item analysis, along with a review of grade distributions, are carefully recorded. This documentation highlights any detected issues and outlines recommended corrective measures as part of the continuous course monitoring and reporting framework. Such record-keeping fosters transparency and accountability, while also providing critical feedback to guide the design and delivery of future assessments.
4. Moreover, the policy underscores the importance of delivering timely and actionable feedback to students based on the post-exam findings. This feedback empowers students to recognize their strengths and identify areas needing improvement, thereby supporting targeted learning strategies and corrective actions in subsequent coursework.
5. Finally, the entire post-exam analysis process is supervised by the Exam Committee. This committee ensures strict adherence to the established assessment policies and oversees the implementation of any necessary remedial actions or adjustments. Their oversight is fundamental to maintaining the integrity of the assessment system and promoting its continuous improvement

Assessment appeal process

When a student has concerns about an assessment, the process begins with the student communicating directly with the course instructor or examiner within three calendar days of receiving the grade, seeking an informal resolution. If the issue remains unresolved after this initial discussion, the student may escalate the appeal by submitting a formal written request to the

department council within five calendar days. The department council then reviews the appeal, holds a meeting with the student and relevant parties, and provides a written decision within a reasonable timeframe (Three days). If the student is dissatisfied with the department council's decision, they may further appeal to the academic council by submitting a written appeal within three calendar days. The academic council conducts a thorough review, including a hearing where the student can present their case, and issues a final written decision. This structured, multi-level appeal process ensures that students have multiple avenues for review, promoting fairness, transparency, and accountability in assessment matters while safeguarding the integrity of the university's academic standards.

The student, if in disagreement with the academic chief director, may appeal the decision with the academic vice president of the university. The student may request to meet personally with the chief academic director and academic vice president. The academic vice president or his/her designee may choose to uphold, reverse, or modify the original decision. Alternatively, the vice president may establish a three member ad hoc appeals committee consisting of unit/department not involved in teaching the course/module. This said committee will make a recommendation to the academic vice president within ten working days of receipt of the formal appeal. If the student disagrees with the decision of the academic vice president, the student may appeal to the president of the university within two (2) working days of receipt of written notification from the academic vice president. The president will review the two previous decisions. The president may uphold the decision of the academic vice president or has the discretion to request further review of the appeal. Throughout each stage, the university emphasizes transparency, impartiality, and protection from retaliation, with all procedures and criteria clearly documented and accessible to students. These mechanisms are governed by the Senate Legislation of DBU and are designed to ensure consistency, fairness, and equal opportunity for all students

Assessment dispute resolution

The program employs a structured and principled process for resolving assessment disputes, ensuring that responses correspond to the seriousness of each issue. Initially, concerns are addressed informally through instructor clarification of grading criteria, explanation of decisions, or correction of administrative errors—often resolving minor problems such as miscalculations or miscommunications without escalation.

If unresolved, the student can formally appeal to the department council, which reviews all relevant evidence, including exam scripts and grading rubrics, and may authorize actions like re-evaluation, grade adjustments, retaking assessments, or reassessment by different examiners to maintain

fairness. For more serious disputes involving bias, procedural violations, or systemic problems, the academic council intervenes with a thorough review that can include independent reassessments, annulment of results, or procedural reforms. In cases of academic misconduct, disciplinary measures such as result nullification, formal warnings, or mandatory training can be imposed. Throughout the process, decisions and their reasons are clearly communicated to students, with support to address any learning gaps. Additionally, systemic issues uncovered through disputes prompt ongoing improvements in assessment policies, assessor training, and examination procedures. By balancing due process with fairness, the program upholds high academic standards while protecting student rights.

Item of the exam preparation

The program employs a wide variety of assessment tools. Written examinations and case-based assignments are utilized to assess students' cognitive abilities, such as understanding scientific concepts, critical thinking, and problem-solving. Practical laboratory skills are evaluated through Objective Structured Practical Examinations (OSPE) and hands-on laboratory tasks, ensuring that students are able to competently perform essential techniques and procedures.

- 1.** Any instructor must prepare at least three item.
 - 2.** Put a clear directions for each test items and should be bolded.
 - 3.** Use line spacing of 1.5 inch, font size 12 with normal weight for questions and bold for direction and use Times New Roman or Arial font style
 - 4.** Exam should be submitted before three days of exam date
 - 5.** The answer keys should be provided to the exam evaluator to check pattern answer
 - 6.** Every information on the cover page should be written in block letters
 - 7.** Ensure that the important or stressed objectives are adequately reflected in the test item
- However, the instructor need to run in online he/she follows the CBT guide line.

True or false item

- Express the item statement as simply and as clearly as possible.
- Avoid extremely long or complicated statement (preferably not more than 2 lines)

- ✧ Clearly indicate how the examinees write their answer as T/F or full word
- ✧ Make true and false items of approximately equal length throughout the test
- ✧ Randomize the sequence of true and false statements (avoid pattern)
- ✧ Avoid the use of absolute words and extreme modifiers or qualifiers
- ✧ Avoid lifting statements as it is from the text, lecture or other materials
- ✧ Avoid the use of unfamiliar vocabulary/ jargon/
- ✧ Avoid using double negatively stated item statements/"Not"...with "un/im /in"... /
- ✧ Avoid to use too many questions (not more than 10 question items)

Multiple choice test items

- ✧ When possible, state the stem as a direct question rather than as an incomplete Statement.
- ✧ Present a definite, explicit and singular question or problem in the stem
- ✧ Eliminate excessive verbiage or irrelevant information from the stem.
- ✧ Include in the stem any word(s) that might otherwise be repeated in each alternative.
- ✧ Use negatively stated stems sparingly. When used, underline and/or capitalize the negative word
- ✧ Make all alternatives plausible and attractive to the less knowledgeable or skillful Student.
- ✧ Make the alternatives mutually exclusive
- ✧ Make alternatives approximately equal in length
- ✧ Use the alternatives none of the above and all of the above sparingly (use them rarely as a right answer)
- ✧ Avoid irrelevant clues such as grammatical structure, well known verbal associations or simplistic connections between stem and answer.
- ✧ Randomly distribute the correct response among the alternative positions throughout the test, having approximately the same proportion of alternatives
- ✧ A, B, C, and D as the correct response(avoid pattern answers)
- ✧ Use capital letters (A, B, C, D) as response signs rather than lower case letters
- ✧ Avoid using too few or many distractors (from 3-5 distractors possible; preferably 4)
- ✧ Avoid using distractors that contain such as "A" and "B" but not "C" etc.

Matching Test Items

- ✓ Include directions which clearly state the basis for matching the stimuli with the responses
- ✓ Use only items that share the same foundation of information.
- ✓ Avoid grammatical or other clues to the correct response
- ✓ The premises should be appeared in the left column to the responses
- ✓ Avoid using too many test items (Not more than 10)
- ✓ Use more responses than premises (Imperfect matching)

Short answers and fill the blank spaces

- ✍ Omit only significant words from the statement or supply the term, not the definition
- ✍ For a better judge of student knowledge
- ✍ Do not omit so many words from the statement that the intended meaning is lost
- ✍ Avoid obvious clues to the correct response
- ✍ The questions should have only one correct response
- ✍ If possible, put the blank at the end of a statement rather than at the beginning
- ✍ Avoid using a long quote with multiple blanks to complete

Essay Test Items

- ❖ Formulate the question so that the task is clearly defined for the student
- ❖ Pay attention to the total number of essay test items (too many essay items not preferred)
- ❖ Avoid the use of optional questions on an essay test (explicitness of the questions)
- ❖ Choose appropriate words to construct the essay test item
- ❖ Write essay items with appropriate levels of learning (relevant to objectives)

Practical exam

- ✍ OSCE/OSPE
- ✍ Direct Observation
- ✍ Oral are delivered based on the alignment weight in the curriculum .

Remedial mechanisms of students.

The program employs a proactive, multi-step remedial system designed to support low-performing students and ensure academic success, as detailed in the curriculum and assessment policy. The process begins with the course instructor, who continuously monitors student performance through both formative and summative assessments including quizzes, assignments, midterm exams, and practical evaluations. If a student scores below half (50%) in any key assessment or demonstrates persistent low performance in formative evaluations, the instructor immediately initiates remedial action.

The first step involves the course instructor providing targeted feedback and direct academic support to address the student's specific areas of weakness. This may include additional explanations, supplementary assignments, or practical exercises tailored to reinforce understanding and competency. If the student's difficulties persist despite these initial interventions, the process escalates to involve the assigned academic advisor. Each student in the program is paired with an advisor, who then conducts comprehensive academic counseling sessions. Together, the advisor and student review academic grade reports, identify persistent challenges, and collaboratively develop an individualized improvement plan. This plan typically mandates participation in tutorial classes or small-group sessions, focusing on clarifying difficult concepts, reinforcing essential skills, and providing hands-on laboratory practice.

The role and responsibilities of students

Rights of examinees

- ✓ Any student of the college/campus has the right to attempt the questions issued to complete the qualifying unit.
- ✓ Any student of the campus has the right to call the teacher and have them corrected if there are any wrong questions.
- ✓ Every student of the campus has the right to get complete question and answer sheet.
- ✓ Any exam student of the campus has the right to use the full exam time allowed for the exam.

- ✓ Any student of the campus has the right to use the calculator if the questions of the exam require math calculations and as long as they are allowed to use the calculator in the instructions of the question.
- ✓ Any candidate of the campus has the right to ask for an additional written test paper if the test has been written and the authorized test paper has run out.
- ✓ Any candidate of the campus has the right to leave the exam at the permission of the examiner if he/she encounters a problem beyond his/her control while taking the exam.
- ✓ Any student of the campus has the right to return the exam and the questions to the examiner if he/she finishes the exam 30 minutes after the start of the exam.
- ✓ Any candidate of the campus has the right to see/ask the result of the exam after correcting the exam.
- ✓ Any student of the campus has the right to ask the teacher to correct the correction/mark if he/she sees/encounters a correction/mark in the exam.
- ✓ If any student of the campus wants to change the answer, he/she has made in the beginning, he/she has the right to delete the first answer completely and write/edit the new answer.

Violations of Examination Regulations

1. Any one of the following shall be interpreted as an act of cheating in an examination or any other graded exercise and shall have direct consequences on the marking or grading of all kinds of examination papers, term papers, projects or senior essays and for the determination of academic status of students.
 - (a) Found in possession and copying from pieces of paper or any other source of information brought into an exam hall where such material is not specifically permitted.
 - (b) Working on or being found in possession of exam papers other than one's own.
 - (c) Exchanging information in the exam hall through oral, symbolic, written, and electronic or (holding electronic devices) any other means where these are not specifically permitted.
 - (d) Making use of someone else's work, or parts thereof, without acknowledging the same and with deliberate intent to represent such material as one's own.
 - (e) Sitting on an examination in a course for which one has not been registered.

- (f) Taking an examination by proxy, i.e. Through a secondary party.
- (g) Submitting a work or works for which it can clearly be established that the work or part of it is not produced by the student claiming authorship or production.
- (h) Disorderly conduct in an exam hall, including refusal to accept and abide by instructions given by the invigilator.
- (i) Copying or trying to copy from any other student or deliberately letting any student copy from one's exam paper.
- (j) Engaging in any other act that is deemed inappropriate to the smooth and fair conduct of the examination.

2. Any one of the following shall be interpreted as intention to cheat in an exam or in any other graded exercise, and shall have direct consequences on the marking and grading of all kinds of examination papers, term papers, projects or senior essay and for the determination of the academic status of students.

(a) Being found with any kind of written material not officially permitted into the exam hall in any form (on paper, on clothing, on body parts, etc.) or with equipment and devices of all kinds such as cell phone that are not specifically permitted.

(b) Evading signature of attendance sheets in an examination or trying to leave examination halls without submitting answer sheets in ways that could lead to claiming absence from the hall.

3. An invigilator who apprehends a student in the act of cheating in an exam or exercise shall forthwith inform the student that his behavior will be reported. The invigilator shall also make as detailed and complete note of the incident(s) as possible in preparation for this reporting. The invigilator shall collect all evidence of cheating (copies of plagiarized material, scraps of smuggled papers, notebooks, exchanged exam papers, prohibited devices, testimonies by other supervisors, etc.).

4. Where the act or intent of cheating has been committed in an exam hall, the instructor or the invigilator shall sign on the exam paper and allow the student to continue to work on the exam and report the case to the concerned academic unit.

5. Where the invigilator discovers evidence demonstrating that there was intent on the part of the student to cheat but no clear evidence that the student has actually cheated, the student shall be permitted to continue to work on the exam but shall be told that the behavior will be reported. The

invigilator shall collect all pieces of evidence on intent to cheat in preparation for reporting.

6. All pieces of evidence on cheating or attempted cheating and reports in justification of decisions made by the invigilators on the spot shall forthwith be submitted to the course instructor who in turn shall present to the academic unit head in which the student is enrolled.

7. The Head of the academic unit shall present the case to the SC/DC which shall determine if there had indeed been a clear case of cheating or of intended cheating. The SC/DC has the authority to seek additional evidence to reach a decision, including one of requiring the candidate involved in the act of violation to testify.

8. In the event that the SC/DC finds a clear case of cheating, it shall decide and inform the instructor of the course that the student obtains an “F” grade for the course/module. For other disciplinary measures including warning or suspension for at least one semester the case shall be forwarded to students’ discipline committee.

9. Where the incident of cheating has occurred for the first time in the course of a student’s stay in a particular program, the academic unit head shall warn the student in writing and publicize the case within the campus.

10. A student who has been reported for cheating for the second time shall be suspended for at least one academic year by the SC/DC. Any student who commits such an offence for the third time while enrolled in a program shall be dismissed from the program. Dismissal shall be recommended by the SC/DC and approval by the AVP.

11. Where a cheating incident or intent to cheat involves more than one student the following procedure shall be followed:

Computer Based Testing

With the integration of features like multiple-choice questions, descriptive answers, analytics-based questionnaires, etc., the CBT online test simplifies the evaluation task of teachers. The faculty can be assured of the knowledge-level of students based on the tests mapping & final results. The availability of additional features such as auto-grading and section-wise feedback makes it favorable to educational institutes. Computer-based testing (CBT) has become widespread in recent years. Some states now use an online platform as the primary delivery mode for one or more computer-based tests used for accountability purposes.

CBT mainly important to perform item analysis by doing static analysis like item difficulty, difficulty index and e.t.c and used as along term storage of Question bank.

There currently is strong interest in CBT and advocates have identified many positive merits of this approach to assessment including: efficient administration, student preference, self-selection options for students, improved writing performance, built-in accommodations, immediate results, efficient item development, increased authenticity, and the potential to shift focus from assessment to instruction. CBT also allows new ways of assessing students that move beyond the traditional multiple choice and constructed response items. For example, innovative assessments are now being developed that enable students to manipulate data and role play. Yet, it is important to consider not only the positive benefits, but also potential negative unintended consequences. These include, for example, the possibility that additional training will be needed for students with disabilities to interact successfully with computers and the challenges of determining the best way to present some accommodations such as screen readers.

Graduation Requirement of Undergraduate Program

General Requirements for Graduation:

Graduation requirement will be according to the rules and regulations of each university. Moreover, the following requirements must be fulfilled for a student enrolled in the B.Pharm program to be eligible for graduation:

- a. Has taken all the required modules for the program
- b. Obtained a minimum cGPA of 2.00
- c. Has not scored ' F grade in any course,
- d. Has not scored less than C__ grade in any of the major professional courses (course code starting with Phar...__)
- e. Has not scored D__ or lesser on any of the supportive courses/modules
- f. Has successfully completed and passed clerkship/professional practice program
- g. Has carried out a student research project on a selected and agreed topic of research problem and scored a minimum of ' C' grade
- h. Has passed a written comprehensive exit examination to be set for the program.

After completion of all deductive courses, research and clerkships in good academic standing, students must take the comprehensive exit exam and score 50% or higher to be eligible for graduation. The exit exam shall be graded as Pass/Fail and a pass mark is considered as a prerequisite to sit for the national licensure exam. i. A student who fails to score a passing mark (50%) in the first comprehensive exit exam will be allowed to re-sit for the next exam after 3 months preparation with an appropriate academic support. The detailed conditions for remediation shall be in line with the National Remediation Guidelines to be introduced by the Ministry of Science and Higher Education and the Ministry of Health

Graduation with Distinction and Great Distinction

A student who, upon completion of the requirements for the Degree, has a CANG >3.70 or CGPA >3.75 shall graduate with Great Distinction. If the student has CANG between 3.00 and 3.69 or CGPA between 3.25 and 3.74 the student shall graduate with Distinction.

The University Medal

The University Gold Medal is a prize awarded every year at the commencement exercise to one outstanding regular student from each college/faculty. The award is made on the basis of academic excellence, character, gender and participation in extra-curricular activities. The SC/DC of each academic unit shall, each year, recommend to the Senate its outstanding student for the latter's approval. In case of a tie;

1. A female candidate will be given priority;
2. A regular student will be awarded rather than an advance standing student; and

A student who completed his program in regular time shall get the award rather than the one who has taken Transcripts, Degrees and Diplomas

Directorate for the University Registrar and Alumni is responsible to issue transcripts, Degrees, diplomas and certificates. The directorate is also responsible to prepare the list of candidates approved by the AAC and the Senate eligible for the award of Degrees, diplomas, and certificates.

Clearance system

Up on completion of each academic year and upon graduation, students must undergo proper clearance procedure. If such procedures are not strictly followed a students may later be denied to use all university services.

The clearance system at Debre Berhan University is a process that students must go through in order to officially graduate or complete their studies at the university. The clearance system typically involves ensuring that students have met all academic requirements, financial obligations, and administrative tasks before they can receive their degree or certificate. Here are some key points about the clearance system at Debre Berhan University:

1. **Academic Clearance:** Students must ensure that they have completed all required courses, passed all necessary exams, and met the minimum GPA requirements for their program of study. Academic advisors or department heads may need to verify that students have fulfilled all academic requirements.
2. **Financial Clearance:** Students must settle any outstanding fees, tuition payments, library fines, or other financial obligations to the university. The finance office or bursar's office will typically issue a clearance once all financial matters are resolved.
3. **Library Clearance:** Students may need to return any borrowed library books, pay fines for overdue materials, or clear any outstanding library obligations before receiving clearance.
4. **Housing Clearance:** If students have lived in university housing, they may need to clear any outstanding housing fees, return keys, and ensure that their room is in good condition before receiving housing clearance.
5. **Administrative Clearance:** Students may need to complete administrative tasks such as returning university-issued identification cards, completing exit surveys, or submitting necessary paperwork before receiving final clearance.
6. **Graduation Application:** Students may need to submit a formal application for graduation to the registrar's office or academic affairs office in order to initiate the clearance process.

7. Clearance Process: Once students have fulfilled all requirements for academic, financial, and administrative clearance, they can usually request a final clearance form from the registrar's office. This form is typically signed by relevant departments and offices to indicate that all requirements have been met.

8. Issuance of Degree/Certificate: Once students have obtained final clearance, they are typically eligible to receive their degree or certificate from the university during graduation ceremonies or through official channels.

It is important for students to familiarize themselves with the specific requirements and deadlines associated with the clearance system at Debre Berhan University to ensure a smooth and successful completion of their studies. Students should communicate with relevant university offices and advisors to address any questions or concerns related to the clearance process.

Tuition and other fees

All Ethiopian students in the Regular Undergraduate University program are not charged for admission application and regular registration; but they are charged for tuition and boarding as well as food services under the cost sharing system, either in advance or after their graduation depending on the interest of the student. However, students in some disciplines like Education and Health-related fields conduct their studies free of any charge, instead up on graduation they are committed to serve where the government places them in governmental institutions.

International students joining the regular programs and all students joining the evening program are subject to tuition fees. Tuition and other fees shall be decided by the University, and the details will be made available at the Office of the Registrar or the Office of the Director for Continuing and Distance Education

Major types of payments for regular program students are listed below

NO	Types of payment for regular	fees	remark
1	Late Registration Penalty (regular)	30.00	
2	Replacement for lost ID card	50.00	
3	Replacement for old (ripped off) ID card	30.00	
4	Transcript student Copy (1st time order)	Free	
5	Transcript student Copy (2nd or more time order)	50.00	
6	Transcript official copy (aboard mail)	50.00	
7	Remarking of exams application fee	30.00	
8	Replacement for original degree or diploma	100.00	
9	Meal card for the first time	Free	
10	Replacement for lost meal card	200.00	
11	Replacement for off meal card	50.00	
12	Language Proficiency	20.00	
13	To whom it may concern letter	Free	
14	Authentication of documents per page	5.00	

National Exit Exam

Ethiopia's Ministry of Education has announced the implementation of an exit test for all undergraduate program students, commencing with the 2022/2023 academic year, in order to improve the quality of graduates produced by higher education institutions. The exit exam was designed to determine whether students had acquired the necessary information, abilities, and attitudes or not. To execute this, competency areas for a previously completed program must be identified. The building of tests must be planned based on the prepared competency categories.

Reference

- ↗ DBU Legislation ,3rded., October 2021
- ↗ Ethiopian Higher Education Discipline Manual
- ↗ Implementation Guideline for Organogram of College of Health Sciences, Debre Berhan University
- ↗ Revised Competency Based Curriculum for Generic Bachelor of Sciences
- ↗ Test Blue Print for Exit Examination Band 3
- ↗ <https://www.dbu.edu.et/>
- ↗ <https://acrobat.adobe.com/id/urn:aaid:sc:EU:134e19f8-ea5b-41fa-ab07-3810be1931d6>