



Syllabi – upskilling African Professionals  
powered by The African Biomanufacturing Institute

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# General Study and Examination Regulations at Syllabi

## Preamble

Syllabi stands for science-driven and practice-oriented education. With the aim of ensuring the transparency of studies at Syllabi for teachers and students Syllabi has adopted the following General Study and Examination Regulations for its study programs.

## I. General Provisions

### § 1 Scope of Adjustment

(1) The General Study and Examination Regulations for study programs at Syllabi contain the general procedural regulations that apply to all examinations held at Syllabi's study programs, as well as general information on study planning.

(2) Based on these general study and examination regulations, individual specific study and examination regulations shall be created for each study program to define content and program related issues and requirements more precisely. The individual module descriptions become part of the specific examination regulations. Admissions requirements are determined in the admission regulation of the study programs.

(3) If there are discrepancies, this general examination regulation takes precedence over the examination regulations for the specific study program.

### § 2 Aims of the Programs

Graduates from Syllabi's study programs possess knowledge on the latest science and research of the discipline and the technical and conceptual practical skills to be able to work in the field of industry they studied. They will be able to seamlessly integrate into international teams and perform on a high level in terms of team work, task complexity and problem-solving.

### § 3 Academic Degrees

(1) Based on the successful completion of all examinations part of their study program, the academic degree specified in the specific study and examination regulations of the study program will be awarded to the graduates.

## II. Structure of Study

### § 4 Student Advisory Service

Students are encouraged to consult the student advisory service for support on various matters, including:

- Admission, enrollment, and matriculation
- Subject-specific guidance
- Exam failures and academic difficulties
- Changing study programs or transferring from other universities to Syllabi
- Personal concerns and psychological support



## **§ 5 Study Begin, Standard Period of Study and Study Scope**

The specific examination and study regulations regulate study begin, standard period of study and study scope.

## **§ 6 Modularization**

(1) The study programs are modular and consist of thematically and chronologically coordinated, self-contained units that contribute to partial qualifications. Modules may consist of one or more teaching components, such as lectures, exercises, internships, project work, or other learning formats like self-study, distance learning, or written assignments. They are designed to be completed within one semester or academic year but may extend over multiple semesters for content-related reasons.

(2) Programs can include compulsory modules, elective modules, and optional modules. Compulsory modules must be taken and successfully completed by all students. Elective modules allow students to choose from a defined thematic range within the credit framework specified in the individual examination regulations. Optional modules enable students to select freely from an approved range of modules, which may be replaced if not passed within the standard period of study. The number and structure of module types are determined by the individual examination regulations.

(3) Modules are assigned integer credit points and typically range from 5 to 12 credits. In justified cases, a module may be less than 5 or up to 20 credits, provided it spans an academic year or includes special components such as integrated theses or significant project work. Bachelor's Theses are assigned 6–12 credits, while Master's Theses are assigned 30 credits.

(4) A module is generally concluded with a written or oral examination designed to assess the intended learning outcomes. Examinations may consist of a single assessment or multiple partial assessments. Mid-module assessments may be included in justified cases, their relation to the end-of-module assessment and the calculation of the module grade must be specified in advance.

(5) Modules and their content are organized by the offering module coordinator, while examination-specific details must align with the Examination Board. Study or examination components within a module may not serve as prerequisites for others in the same module.

## **§ 7 ECTS**

(1) In accordance with the European Credit Transfer System (ECTS), the credits of a module provide information about the student's total workload. One credit corresponds to 30 hours of work. The average workload for a student during full-time studies is 1,800 work hours per academic year. Therefore, 60 credits shall be awarded per academic year, and 30 credits per semester. In the case of study programs with a more intense allocation of credits per academic year, the ability to study must be guaranteed and special organizational measures must be described in the specific study and examination regulations of the study program.

(2) The acquisition of credits requires successful participation in modules. They cannot be awarded for mere participation in modules, but can only be awarded if proof of successful completion of a module examination is provided.

## **III. Examinations**

### **§ 8 Type and Date of Examinations**

(1) Examinations may include written exams, oral exams, seminar presentations, equivalent coursework, written assignments, or other approved formats such as practical or creative tasks. For



group examinations, the individual contributions of each student must be clearly identifiable and assessable.

(2) The final form of the examination in case of alternative options, and any approved aids, will be announced by the lecturers at the beginning of the module.

(3) Examination schedules, including the allocation of students to examiners and examination venues, must be published at least 14 days before the examination date. In case of randomized allocation of students to examiners, or allocations that are kept confidential until the start of the exam, this process is made known to the students at least 14 days before the examination date. In exceptional cases requiring changes to the examiner, examination date, or venue, such adjustments are permissible but must be announced promptly and appropriately.

### **§ 9 Examinations Forms**

(1) Written examinations assess whether students can address subject-specific tasks within a limited time using approved aids. These may include multiple-choice formats. Examinations are evaluated by an examiner, and the supervision may be delegated. Individual programs can stipulate that examinations critical to a student's continuation in the program are reviewed by two examiners. The duration of written examinations corresponds to the scope of the module and is specified in the module description. Evaluations should be completed within three weeks.

(2) Oral examinations evaluate the student's knowledge, ability to recognize relationships, and integrate subject matter into broader contexts. These examinations may be conducted individually or in groups and require the presence of at least one examiner and an observer or a second examiner. The grading decision is made jointly, and the examination outcome is recorded in a protocol. The results are announced within 3 weeks after the examination. The duration of oral examinations is consistent for all participants and is determined by the module's scope. In specific cases, oral examinations may be conducted via video conferencing, provided appropriate supervision is ensured.

(3) Seminars involve student presentations or illustrated reports delivered individually or as part of a group to the seminar participants. The evaluation may include both the presentation and a supplementary written report. The specific requirements and scope are announced at the beginning of the course. Evaluations are documented and completed within three weeks.

(4) Coursework may include oral discussions, seminar papers, written tests, practical work documentation, or other suitable formats. Group work is allowed, provided individual contributions are clearly identifiable. The final grade is calculated based on the weighted scores of individual components, which are communicated at the start of the module. Evaluations should be completed within three weeks.

(5) Written reports or homework assignments must demonstrate a deeper understanding of the subject, extending beyond lecture content. Topics may be proposed by students or assigned by the lecturer, who also specifies submission deadlines. All sources must be properly cited. A declaration of independent work is required upon submission. Late submissions are considered a failed attempt. Evaluations must be completed within four weeks and documented thoroughly. Reports may be preceded by seminar presentations. The specific requirements are detailed at the start of the course.

(6) Group projects are permissible only if the individual contributions of each member can be distinctly identified and assessed.



## **§ 10 Registration and Admission to Modules and Module Examinations**

- (1) Students are eligible to participate in a module and its associated examinations if they fulfill the module's prerequisites as outlined in the module description. Additionally, students must not have permanently lost the right to take the examination in the same or a comparable program and must not have already passed the examination.
- (2) Registration for a module automatically includes registration for the associated examination.
- (3) Examination regulations may stipulate that examinations must be completed within a specified period after attending the course or the semester in which the course is assigned, as detailed in the module handbook.
- (4) The study and examination regulations of the study program may provide that the examination must be made within a specified period during or after visiting the course or during or after the semester to which the course is assigned by the module handbook.
- (5) The study and examination regulations of the study program may stipulate a minimum percentage of contact hours as a prerequisite to sit for a module examination. Additional requirements may also be outlined in the module description.
- (6) Students can only withdraw from a module examination for important and justified reasons. The reason for withdrawal has to be submitted to the Examination Board without delay.

## **§ 11 Evaluation of Examinations**

- (1) The evaluation of examinations shall adhere to established grading systems to ensure fairness and transparency. Grades shall reflect individual performance based on predefined criteria and standards. All assessments, module and program marks shall be presented as percentage scores, unless explicitly stated otherwise for pass/fail assessments.
- (2) For examinations graded numerically, a scale shall be used to categorize results as follows:  
  
90-100% "Excellent": Exceptional performance exceeding requirements significantly.  
  
80-89% "Very Good": Strong performance that fully meets and surpasses average expectations.  
  
64-79% "Good": Performance that meets all standard requirements effectively.  
  
51-63% "Satisfactory": Performance that meets basic expectations, despite some flaws.  
  
0-50% "Fail": Performance that does not meet minimum requirements.
- (3) For assessments or modules graded on a pass/fail basis, the following criteria shall apply:  
  
"Pass": The student meets the minimum required criteria to successfully complete the assessment or module.  
  
"Fail": The student fails to meet the minimum required criteria for successful completion of the assessment or module.
- (4) If an examination involves multiple examiners, the final grade shall be the arithmetic average of their evaluations. Should there be significant discrepancies between examiners' assessments, a third examiner shall be appointed by the Examination Board to resolve the differences. In such cases, the final grade is calculated as the average of all evaluations.



(5) For composite modules comprising several subcomponents, the module grade shall be calculated as the weighted average of the grades obtained in individual subcomponents. The weighting factor shall correspond to the credit allocation of each subcomponent.

(6) Grades shall be rounded to one decimal place. If applicable, further decimal places shall be truncated without rounding.

(7) Academic performance at the semester or program level shall be expressed through a Grade Point Average (GPA), calculated as the weighted average of all module grades achieved during the relevant period. Weighting shall be determined by the credit points associated with each module.

(8) The Examination Board is responsible for ensuring compliance with these standards and addressing any anomalies or disputes arising from the evaluation process

### **§ 12 Repetition of Examinations**

(1) An examination is considered passed if the grade achieved is at least "satisfactory" or equivalent to the minimum passing grade. Passed examinations cannot be retaken to improve grades.

(2) If a module examination or subcomponent is failed, the student shall be required to retake it at the next available opportunity. Registration for the retake will be automatically managed through the online system.

(3) Students are allowed one retake per failed examination.

(4) In cases where a student's final attempt involves a written or oral retake, the examination must be evaluated by at least two independent examiners to ensure impartiality.

(5) Failure to pass an examination after exhausting all allowed attempts shall result in the student being deemed to have failed the module permanently. The Examination Board shall issue a written notification of the final failure, including information on the right to appeal the decision.

(6) The Examination Board may grant exceptions in cases of force majeure, such as natural disasters or medical emergencies, allowing additional examination attempts or adjustments to schedules.

(7) Withdrawals or non-attendance without valid justification shall be treated as a failed attempt. Valid reasons, including medical conditions, must be substantiated with appropriate documentation submitted promptly to the Examination Board.

(8) The Examination Board holds the authority to approve or reject requests for additional attempts based on the documentation provided. Accepted reasons will result in the annulment of the failed attempt and permission to retake the examination at the next available opportunity.

### **§ 12a Alternative Examination Scheduling Due to Exceptional Circumstances**

(1) If a student is unable to attend a scheduled examination due to exceptional reasons, such as sickness during the examination period, they may request an alternative examination date. The request must be submitted to the Examination Board without undue delay, ideally prior to the scheduled examination, and must be supported by appropriate documentation (e.g., medical certificate) specifying the period of incapacity.

(2) The Examination Board will determine a new examination date. If the incapacitation was prolonged the Examination board will take this into account so as to ensure the student has adequate time for preparation.



(3) If a student missed significant portions of a module due to exceptional circumstances that are outside of the student's control, such as serious health issues, the student may submit a request to the Examination Board to retake the module during the next academic year. The student's request must be substantiated by appropriate documentation.

(4) If a student has been unable to attend significant portions of one or several modules to an extent that hinders continued academic progress in subsequent modules, due to exceptional circumstances that are outside of the student's control, such as serious health issues, the student may submit a request to the Examination Board to interrupt their studies and resume in the following academic year. If their request is granted they will carry over any modules that they already successfully completed.

### **§ 13 Compensation for Disadvantages**

(1) The examination process must take into account the nature and severity of a student's disability or chronic illness. If a student can demonstrate that they are unable to complete the examination in its intended form due to a long-term or permanent physical disability or chronic illness, adjustments may be made. Such adjustments could include extending the examination time or modifying the examination format. Students must provide a medical certificate upon request.

(2) Decisions on adjustments under paragraph (1) are made by the responsible Examination Board in consultation with the examiner.

### **§ 14 Fraud in Exams and Breach of Regulations**

(1) Cheating is defined as actual, intended, or attempted deception or dishonest actions concerning any academic work of the university. Instances of cheating will be recorded in the student's academic performance history. If a student is found guilty of cheating, the examination will be graded as "failed."

(2) In cases of severe fraud, such as repeated incidents or instances involving a student's written attestation of independent work while unauthorized aids were used, the Examination Board may exclude the student from further examinations or coursework. Such an exclusion results in the forfeiture of examination rights within the degree program. The severity of fraud is assessed based on the level of premeditation, including organized cooperation or the use of unauthorized technical aids.

(3) Examinations and examination elements may be reviewed using appropriate software for detecting unacknowledged text passages or other sources. By submitting an examination, students agree to such software checks. If requested, an anonymized digital version of the examination must be provided.

(4) A student who disrupts an examination may be excluded from continuing the examination by the examiner or supervisor. In such cases, the examination will be graded as "failed."

(5) If a student takes part in an examination under circumstances deemed inappropriate or blameworthy, the Examination Board may decide to grade the examination as "failed."

(6) If fraud or unauthorized actions are discovered after the certificate has been issued, the Examination Board may declare the examination invalid and revise the academic record accordingly. The decision must align with relevant national administrative legal principles.

(7) Students may request in writing, within four weeks, a review of decisions related to the above cases by the Examination Board.



(8) Any decisions by the Examination Board that adversely affect the student must be communicated in writing without delay, providing justification and information on available legal remedies

### **§ 15 Recognition of Examination Achievements and Periods of Study**

(1) Specific Study and Examination Regulations of individual programs can stipulate that examination results from the same or comparable programs at other state or state-recognized higher education institutions are recognized upon request, provided no significant differences exist. Other skills and qualifications may also be credited based on submitted documentation.

(2) Significant differences are identified when acquired skills do not meet the requirements of the program. Basic guidelines for recognition are determined by the Examination Board, avoiding schematic comparisons.

(3) The Examination Board is responsible for recognition decisions under paragraphs (1) and (2). Consultation with a subject matter expert may be required. Students must provide the necessary documentation, and decisions must be issued in writing within four (4) weeks, including legal remedies.

(4) Recognized grades will be transferred and included in the overall grade calculation, provided grading systems are comparable. If grading systems differ, achievements will be marked as "passed" and recorded on the certificate and Diploma Supplement. Students meeting the criteria of paragraphs (1) and (2) have a legal right to recognition.

(5) The maximum allowable recognition of prior achievements and periods of study is 30% of the total attainable program credits.

### **§ 16 Inspection into Assessed Examinations**

(1) Students have the right to inspect their written examination papers and examiners' reports. Examiners must set a date for inspection within two weeks of announcing the results.

(2) Students with objections to the assessment of an examination will be able to discuss their concerns with the examiner. If the issue remains unresolved, students may lodge an appeal with the Examination Board within four weeks of the results being announced.

(3) A justified decision regarding the objection must be communicated to the student within one month. If the Examination Board orders a second correction, the grade may be adjusted upward or downward based on the reassessment.

### **§ 17 Procedural Errors during the Examination Process**

If a significant procedural error is identified during the examination process, students may report this in writing to the Examination Board or the examiner. Such complaints must be made without delay to ensure timely resolution.

## **IV. Examination Board**

### **§ 18 Composition and Appointment**

(1) The Examination Board is responsible for overseeing the conduct of examinations at Syllabi. The Board is composed of three members. Members are selected by the Senior Management Committee based on a proposal from the Vice-Chancellor, drawing from the eligible university leadership and academic staff members. The members are appointed for a term of typically five years, which may be extended. The Chair and Deputy Chair of the Examination Board are chosen from among





the appointed members, and a Secretary is also designated to support the board's administrative duties.

(2) The Examination Board is tasked with the appointment of examiners for various assessments. Examiners are generally selected from the teaching staff of the module or course, although in cases of unavailability, the Examination Board may appoint alternative examiners. Examiners must possess qualifications at least equivalent to those required for the respective examination or field of study. In accordance with this requirement, only those individuals who meet these qualifications can serve as examiners, ensuring fairness and expertise in the evaluation process.

### **§ 19 Meetings and Decision-Making**

The Examination Board meets as required, with decisions being made by majority vote. Decisions regarding examination matters are reached in the presence of the majority of the Board members. If necessary, urgent decisions may be made by the Chairperson of the Board outside of formal meetings, but these must be reported to the full board without delay.

### **§ 20 Duties and Responsibilities**

The Examination Board is responsible for ensuring that all provisions of the examination regulations are adhered to. It monitors the quality and progress of examinations and studies, providing regular reports to the appropriate program director and suggesting improvements to the examination and study regulations. The Board also oversees the appointment of examiners and ensures that exam procedures are followed consistently.

### **§ 21 Examiners**

For any type of module examination, the Examination Board may designate additional examiners - in addition to the module coordinator and other instructors - who hold qualifications that are at least equal to exceeding those required for the examination itself. The Chair of the Examination Board is responsible for appointing examiners, though this task may be delegated to the module coordinators themselves.

### **§ 22 Authority and Delegation**

The Examination Board has the authority to delegate certain tasks to other bodies, such as an Examination Office or other administrative units, to ensure the smooth execution of examination procedures. The Board may also transfer the appointment of examiners and assessors in specific cases to maintain flexibility and efficiency in examination operations.

## **V. Completion of Studies**

### **§ 23 Completion of Examination**

(1) A university certificate is issued upon successful completion of all program requirements. It includes the final grade, and the date on which all examination and coursework requirements were met. In case of a thesis the grade and topic of the thesis are also mentioned.

(2) Students who leave the university without completing their degree may request a transcript detailing all examination achievements. This document will specify that it does not represent a completed degree.

(3) If students fail an examination or program, they may request a confirmation of completed examination components.





## **§ 24 University Certificate, Transcript of Records, Diploma Supplement**

1) Successful graduates will receive:

- a. A degree certificate documenting program completion, signed by the Chancellor and bearing the university's seal.
- b. A Final Transcript of Records, listing all completed modules, their associated credits, grades, and the overall program result.
- c. A Diploma Supplement containing an explanation about the qualification gained, achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed.

(2) The date on the degree certificate will correspond to the date the last examination requirement was fulfilled. If the final requirement was a thesis, the date of submission is recorded.

(3) In case of errors in issued certificates, reissuance is permitted. Requests for duplicates or amendments must be formally submitted, along with supporting evidence.

(4) Degrees and certificates can be withdrawn under the following circumstances:

- a. Proven misconduct in admissions, examinations, or thesis completion.
- b. Erroneous issuance of degrees or certificates to ineligible individuals.
- c. Fraudulent or unauthorized alterations to certificates.

## **§ 25 Documentation and Inspection of Examination Records**

(1) Degree awarding, amendments, and withdrawals are documented in the university's degree register, which is part of its management system. Copies of certificates and degrees are retained for 50 years by the Executive Organ of Syllabi. Other documents, such as admission certificates or recognition records, are stored for five years.

(2) Upon completing the study program, students may request to inspect their examination records, including written examinations, examiner reports, and examination protocols.

(3) Such a request must be submitted to the Examination Board's chairperson within one (1) year after graduation. The Department of Academic and Student Affairs organizes the inspection and determines its time and place.

## **VI. Final Clauses**

### **§ 26 Transitional Provisions**

(1) These General Study and Examination Regulations apply to all students who commence their studies under the jurisdiction of this regulation and to all examination regulations adopted or amended after its implementation.