

MNB COLLEGE

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EXAMS AND ACADEMIC IMPORTANT NOTICES

Assessment, Examination, Attendance and Academic Quality Handbook

Institution	MNB College
Location	Plot 6, Corleiner Farm, Chegutu - along the Chegutu-Chinhoyi Road
Revision	September 2026

*Institutional draft prepared for MNB College. It should be read together with applicable Zimbabwean law,
Ministry requirements, and examination-body regulations.*

Document Guide

This guide is organised so that learners, parents, teachers and administrators can quickly identify responsibilities and procedures.

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1. Academic Purpose and Non-Negotiable Standards

MNB College's academic system is designed to ensure that learning happens continuously, that marks are supported by genuine evidence, and that parents and teachers can identify improvement or decline early enough to intervene.

Core academic rule

A mark must come from real assessed work. Attendance must come from real presence. A report must be supported by records. No teacher, learner or administrator should manufacture evidence simply to make a dashboard or report look complete.

- Every learner is expected to attend lessons, keep notes, complete assessed work and sit scheduled examinations.
- Every teacher is expected to teach according to the timetable, maintain current records, mark promptly and provide meaningful feedback.
- Academic administrators should use QC systems to identify missing work, unusual marks, incomplete attendance and declining performance.
- Parents should monitor report cards, attendance and official notices through the school's approved communication channels.

2. Assessment Workload and Minimum Production

MNB College has established minimum termly assessment expectations to ensure sustained practice and evidence of learning. These are minimums, not maximums.

Area	Requirement / Standard
Assignments	At least 8 per subject per term.
Tests	At least 8 per subject per term.
Exercises	At least 8 per subject per term.
Daily subjects	Subjects taught daily, including core daily subjects, should ordinarily provide regular/daily exercises appropriate to the lesson.
Notes	Lesson notes must be prepared and issued/taught consistently. Teachers should not

Area	Requirement / Standard
	arrive at the end of term with major syllabus gaps.
Term preparation	Teachers should prepare sufficient notes, exercises, tests and assignments in advance so that the term starts with a clear production plan.

Practical interpretation

The minimum “8 + 8 + 8” requirement is an accountability baseline. Assessment quality, syllabus coverage and feedback matter as much as the number of tasks. Repetitive or meaningless tasks should not be used merely to meet a count.

3. Continuous Assessment and Record Keeping

- Each assessment should have a clear date, title/task, maximum mark and learner mark.
- Teachers should enter marks accurately and avoid duplicate dates or duplicate assessment records unless the tasks are genuinely distinct and clearly labelled.
- Unmarked work must not be silently treated as zero or as complete. The system/status should distinguish missing, not submitted, absent, pending marking and formally exempted work where possible.
- Corrections to marks should be traceable. A previously published mark should not be changed casually or without explanation when the change is material.
- Teachers should retain source evidence - scripts, mark sheets, digital submissions or other records - long enough for moderation, parent queries and academic audit.
- Continuous assessment should feed into term results according to the approved subject/form weighting rules.

4. Attendance and Academic Quality Control

Because attendance strongly affects achievement, MNB College should analyse performance together with attendance rather than treating them as separate datasets.

- Subject teachers mark actual attendance for their lessons when required; class-teacher registers do not replace subject accountability where both systems are in use.
- QC reports should compare lesson delivery, teacher attendance, learner attendance and academic production.

- A learner enrolled but not yet attending must not be marked present.
- If a learner's marks decline, staff should check attendance, missing work, behaviour, subject difficulty and other documented factors before deciding on an intervention.
- Where absence is prolonged, the school should contact the parent/guardian and establish an academic catch-up plan.

5. Homework, Assignments, Tests and Deadlines

- Teachers should communicate task instructions, due dates and marking criteria clearly.
- Learners should plan ahead and submit by the deadline. Technical problems should be reported before the deadline where reasonably possible.
- Late work may attract academic/disciplinary consequences under subject or school rules, but legitimate illness or emergencies should be considered fairly.
- Parents should not complete work on behalf of learners. Assistance should support understanding rather than replace the learner's own work.
- Teachers should return marked work within a reasonable period and provide corrections or feedback that helps the learner improve.

6. Examination Entry and Preparation

1. Confirm the candidate's registered names, subjects and examination-board details before final submission.
2. Check examination timetables carefully. Learners and parents are responsible for knowing dates and arrival times once officially communicated.
3. Candidates should attend revision, complete outstanding work and raise subject-entry errors immediately.
4. The school should communicate required stationery, calculators, identification and permitted materials in advance.
5. Special arrangements or access needs must be raised early enough for the school to follow the relevant examination-body procedure.
6. Outstanding administrative or fee matters should be resolved through school channels without encouraging unofficial payments or shortcuts.

7. Examination-Room Rules for Candidates

Area	Requirement / Standard
Arrival	Report at the stated time, allowing sufficient time for seating, identity checks and instructions.
Permitted items	Bring only materials authorised for that

Area	Requirement / Standard
	examination. Transparent containers/bags may be required where applicable.
Phones/devices	Mobile phones, smart watches, earbuds and unauthorised electronic devices must be switched off and surrendered/stored as instructed; possession may itself breach examination rules.
Communication	No talking, signalling, exchanging materials or attempting to view another candidate's work after examination conditions begin.
Question paper	Read instructions carefully; confirm subject/paper details; raise printing or missing-page problems immediately.
Answer scripts	Write candidate information exactly as instructed. Do not include unauthorised identifying marks.
Leaving the room	Leave only with invigilator permission and follow examination-body restrictions on early departure.
End of paper	Stop writing immediately when instructed and remain seated until scripts are collected/checked.

External examinations

For ZIMSEC or any other approved examination body, the examination body's current regulations override any school wording where the two differ.

8. Invigilation and Examination Security

- Question papers and confidential examination materials must be stored, accessed and distributed only by authorised personnel.
- Invigilators must actively supervise rather than read, sleep, use phones excessively or cluster in conversation.
- Candidate identity and seating should be verified before/during the examination as required.
- Irregular behaviour should be documented factually, preserving relevant evidence and avoiding unnecessary confrontation during the paper.
- Script counts should be checked against attendance before candidates are released where procedure permits.
- Any use of CCTV or automated monitoring must comply with school policy, privacy/safeguarding requirements and the relevant examination body; technology does not replace human invigilation.

9. Cheating, Plagiarism and Academic Misconduct

Area	Requirement / Standard
Copying	Looking at, reproducing or obtaining another candidate's answers.
Unauthorised material	Possessing notes, stored digital content, hidden aids or prohibited reference material.
Communication	Whispering, signalling, electronic messaging or receiving outside assistance.
Impersonation	Another person sitting or submitting work for a learner/candidate.
Plagiarism	Submitting another person's words, work, internet content or generated material as one's own without permitted acknowledgement.
Collusion	Working together on an individual task when collaboration is not allowed.
Tampering	Altering scripts, marks, attendance or assessment records without authority.

A suspected case should be recorded, investigated and handled under school/examination-body procedure. For external examinations, the school must follow the examination body's reporting and evidence requirements rather than improvising a sanction.

10. Marking, Moderation and Result Approval

- Teachers should use clear marking schemes or defensible marking criteria.
- Common assessments should be moderated where practicable to improve consistency across classes or teachers.
- Marks should be entered carefully and checked against scripts/mark sheets before final approval.
- Missing marks, unusually high/low distributions, duplicate records and sudden unexplained changes should be flagged for review.
- Teacher comments should be specific and professional, identifying achievement, concern and next steps rather than insulting or vague language.
- Administrative approval should verify completeness and obvious anomalies without changing professional marks arbitrarily.

11. Report Cards, Historical Performance and Intervention

MNB College's academic records should allow learners, teachers, administrators and parents to see progress over time, not only a single term snapshot.

- Historical results should remain available for comparison across terms and years.
- The system should flag learners whose performance is consistently declining or who fail to improve after support.
- Performance flags should be reviewed alongside attendance data and missing-assessment information.
- Parents should be able to compare current results with prior terms through the parent portal where the feature is available.
- Interventions may include parent meetings, academic counselling, extra support, catch-up work, study plans, attendance action and subject-specific remediation.
- A flag is an early-warning indicator, not a final judgment about a learner's ability.

12. Responsibilities of Learners, Teachers, Parents and Administration

Area	Requirement / Standard
Learners	Attend, prepare, complete genuine work, meet deadlines, keep assessment evidence, follow exam rules and seek help early.
Teachers	Plan, teach, assess, mark, record, give

Area	Requirement / Standard
	feedback, maintain accurate attendance, meet minimum production and cooperate with QC/moderation.
Parents/Guardians	Monitor attendance/results, provide study support and materials, respond to school concerns, and avoid completing assessed work for the learner.
HODs/Academic leaders	Monitor syllabus coverage, quality and quantity of assessment, moderation, teacher records, learner trends and intervention plans.
Administration	Maintain reliable systems, approval workflows, records, timetables, reporting tools and access controls; resolve data anomalies promptly.
Examination office	Protect confidential materials, maintain candidate records, communicate official rules/timetables and follow examination-body procedures.

13. Missed Assessments, Illness and Special Circumstances

- A learner who misses an internal assessment should notify the school promptly and provide the required explanation/evidence.
- The teacher/academic office determines whether a make-up assessment, alternative evidence, exemption or other approved treatment applies.
- A zero should not be automatically entered where the status is genuinely unresolved; the system should distinguish absence/non-submission from an academically earned zero where possible.
- For public/external examinations, illness, bereavement or emergency cases must be handled strictly under the examination body's current rules and deadlines.
- Special consideration does not mean giving unearned marks; it means applying the authorised procedure fairly.

14. Important Academic Notices and Communication Protocol

- Official academic notices should state the audience, date, action required, deadline and responsible office.
- Teachers must check staff communication channels regularly for timetable, examination, moderation and submission notices.
- Parents should rely on verified school channels and the ERP/portal for results and notices rather than screenshots or forwarded rumours.
- Results should be treated as provisional until the school completes required checks/approval. Corrected reports should replace erroneous versions through an auditable process.
- End-of-term result publication should include clear guidance on how parents access the report card and whom to contact for genuine errors.
- Major examination notices should be acknowledged by candidates and, where necessary, parents/guardians.

Current operational reminder

MNB College's academic culture depends on preparation before the term, continuous assessment during the term, accurate attendance, timely marking, QC verification and transparent reporting. These controls should operate together rather than as separate administrative tasks.

Adoption and Acknowledgement

This document becomes an operational MNB College instrument when approved by authorised school management. The school may issue supplementary circulars where circumstances, law, safety requirements, technology, or examination-body rules change.

Approved by	_____
Position	_____
Signature	_____
Effective date	_____