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CHM 1499 Graduation Project

Guidelines[1]

This guideline document outlines the Course Learning Outcomes (CLOs), Teaching Strategies, and Assessment Methods for the Bachelor's Final Graduation Project in Chemistry, structured according to NQF and (EQF Level 6) requirements. It provides a framework to ensure students demonstrate a comprehensive understanding of fundamental research principles, develop applied mathematical skills, and adhere to ethical standards in their research practices.

1. Course Description

The Graduation Project is an independent task to be carried out by each student individually and accomplished according to a specific timetable duration. Students should achieve the project within one semester. The graduation project is a solo act based on one major department topic and is supervised by one of the staff members. The department assigns a scientific committee with the project supervisor to evaluate and discuss the project on a pre-stated date before the final exam. The student is given the freedom to a great extent in choosing the graduation project title; the selected topic will focus on and follow with the aid of the supervising professor.

2. Course Profile

Course Title: Graduation Project
Course Code: CHM1499
Credit Hours: 4 NQF (5.6 ECTS)
Level: Final Year.
Total Workload: 160 hours (72 contact hours + 94 student workload)
Duration: 12 weeks (1 trimester)
Program: Bachelor of Science in Chemistry**.**
Pre-requisites: The Graduation Project course starts in the last semester of the program study, with 126 Credit Hours associated with the department approval.

3. Workload Allocation

Component	Contact Hours (CH)	Student Workload (SW)	Total Hours (H)
Research Design and Proposal	6	6	12
Data Collection / Problem-Solving Literature Survey	4	8	12
Analysis and Results Practical Experiments (lab work)	36	40	76
Analysis and Results	6	12	18
Drafting the Report	8	16	26
Presentation and Defense	6	12	18
Supervisory Meetings	6	0	6
Total	72	94	168

[1] Prepared jointly by the Central Unit for Development and Quality and the Department of Chemistry.

4. Course Learning Outcomes (CLOs)

The CLOs for the Bachelor's Final Graduation Project are classified into three main learning domains: **Knowledge and Understanding**, **Skills**, and **Values, Autonomy, and Responsibility**.

Each CLO is aligned with specific program outcomes, teaching strategies, and assessment methods to ensure that students achieve the desired competencies by the end of their project.

4.1. Knowledge and Understanding

Code	CLO	Aligned Program Outcomes	Teaching Strategies	Assessment Methods
1.1	To recall basic concepts and knowledge to initiate the graduation project	K1, K2, K3	• Four hours weekly containing a literature survey with the supervisor's guidance. • Students are encouraged to make regular visits during office hours where they can ask any question about the course.	• Continuous evaluation of the research supervisor • Written the collected literature survey • Oral Discussion
1.2	To list the scientific approach for interpreting the obtained data, to describe the obtained results in an appropriate form, and to outline in-depth knowledge of currently active research areas in Chemistry.	K1, K3	• Four hours weekly containing laboratory activities under supervisor guidance. • Think and talk to interpret the obtained results.	• Continuous evaluation of the research supervisor • Self-interpreting check with the supervisor • Oral Discussion
1.3	To state the scientific report supported with obtained results and conclusion	K3	Practice the scientific writing of the project with the aid of the supervisor.	• Self- Written report • Oral Discussion

4.2. Skills

Code	CLO	Aligned Program Outcomes	Teaching Strategies	Assessment Methods
2.1	To develop experience in searching and assessing current literature.	S1, S3	Independent development is under the guidance of the research supervisor through weekly discussions.	• Continuous evaluation of the research supervisor • Written report • Oral discussion
2.2	To analyze the obtained data independently with supervisor guidance and to explain obtained results through scientifically logical thinking, with an evaluation of the gained information.	S1, S3, S4	Independent data analysis will be conducted under the guidance of the research supervisor, including further discussion.	• Continuous evaluation of the research supervisor • Written report • Oral discussion
2.3	To interpret the different results taken from various techniques used.	S1, S3, S4	Laboratory experiments and self-study	• Laboratory reports • Oral discussion

4.3. Values, Autonomy, and Responsibility

Code	CLO	Aligned Program Outcomes	Teaching Strategies	Assessment Methods

3.1	To illustrate active participation by oral discussion, to demonstrate creative and innovative approaches to his (her) graduation project subject.	V1, V2	• Motivate students to discuss the graduation project topic. • Oral discussions	• Oral Discussion. • Continuous evaluation of the research supervisor • Oral presentation marks
3.2	To show the ability to communicate effectively with the supervisor, to revise and improve written and visual content and use appropriate technology to achieve desired outcomes, and to comprehend information accessed through reading and discussion.	V1, V2	• Independent study under the guidance of the research supervisor with further discussion with the supervisor weekly. • Simulation of presentation monitored by the supervisor.	• Oral Discussion. • Continuous evaluation of the research supervisor • Written report.

5. Support and Resources for Graduation Project Development

- **Individual Supervision**: Each student is assigned a supervisor for personalized guidance and feedback throughout the project.
- **Workshops and Seminars**: Sessions on research methods, report writing, data analysis, and presentation skills.
- **Progress Milestones**: Regular checkpoints to monitor progress and address challenges.
- **Peer Review**: Opportunities for students to review and provide feedback on each other's work, fostering collaborative learning.
- **Technology Integration**: Use of software tools like word, excel, power point, ACD labs, Chem Office, Mendeley, Origin.
- **One-to-One Meetings**: Regular sessions with supervisors to support comprehension of methodology, research design, and theoretical application.
- **Literature Review Meetings**: Structured discussions focused on identifying relevant research and understanding the progression of applied mathematics concepts.
- **Guided Inquiry and Brainstorming**: Activities that encourage independent thinking and creativity in formulating research questions.
- **Feedback and Writing Support**: Continuous guidance on data analysis and report writing, ensuring clarity and proper structure.
- **Mock Presentations**: Practice sessions to develop communication skills and refine audience engagement.
- **Case Studies and Reflective Journals**: Opportunities for ethical reflection and documenting decision-making, enhancing professional responsibility awareness.

6. Trimester Timeline and Milestones

For the 12-week trimester, the following timeline outlines critical milestones for each project level to help students manage their workload effectively:

Bachelor's Final Graduation Project (12 Weeks):

Project Phases
Week 1-2: Proposal and Topic Approval
Week 3-4: Literature Review Completion
Week 5-6: Methodology Development
Week 7-8: Data Collection and Analysis
Week 9-10: Report Writing

Week 11: Final Review and Editing
Week 12: Project Submission and Presentation/Defense

7. Reference Rubric for Evaluation of bachelor's Final Graduation project (EQF Level 6)

Criteria	Aligned CLO(s)	Excellent (90-100%)	Good (80%-89%)	Satisfactory (70%-79%)	Needs Improvement (60%-69%)	Unacceptable (<60%)
Research Question	1.1, 2.1	Clear, innovative, well-defined, and highly relevant to Applied Mathematics.	Clear and relevant to the field but lacks some originality.	The research question is clear but lacks focus or relevance.	Vague or poorly defined, with limited relevance to Applied Mathematics.	No clear research question or highly irrelevant.
Research Methodology	1.3, 2.2, 2.3	Sophisticated, well-justified methodology appropriate for the problem.	Appropriate methodology, with some justification.	Methodology is acceptable but lacks detailed justification or clarity.	Methodology is vague or poorly aligned with the problem.	Inappropriate methodology or not described.
Analysis and Results	1.2, 2.2, 2.3	Comprehensive, accurate analysis with clear, insightful results.	Accurate analysis with clear results but lacking depth or interpretation.	Acceptable analysis, but results are only partially interpreted or insufficient.	Incomplete or inaccurate analysis, with weak or unclear results.	No analysis or results presented.
Theoretical Understanding	1.1, 1.3, 2.2, 2.3	Demonstrates a deep understanding of relevant theories, and models, and applies them effectively.	Good understanding of theories, models, and application, with minor gaps.	Adequate understanding of relevant theories but not fully applied.	Limited understanding of relevant theories or improper application.	No understanding of relevant theories or models.
Writing Quality	1.3, 2.3	Well-organized, clear, and coherent writing with no grammatical errors.	Clear and well-organized with minor grammatical errors.	Some unclear or disorganized sections with some grammatical errors.	Poorly written, with many unclear sections and frequent grammatical errors.	Extremely poor writing, lacking clarity and coherence.
Structure and Organization	2.3	Logical and well-structured report with seamless flow between sections.	Well-structured, but minor issues in the flow between sections.	Adequately structured, but transitions and organization could be improved.	Disorganized with unclear transitions and poor structure.	No clear structure or organization.
Presentation	3.1	Highly professional, confident, and clear in presenting research findings.	Clear and professional, but with some minor issues in presentation style.	Adequate presentation but lacks confidence or clarity.	Disorganized presentation with unclear communication.	Incoherent or unprofessional presentation.
Ethical Considerations	3.1, 3.2	Comprehensive understanding and application of ethical principles in research.	Good understanding of ethical considerations with minor lapses.	Basic understanding of ethics but lacks deep reflection.	Limited ethical reflection or improper application.	No ethical reflection or significant ethical issues.

Literature Review	1.3, 2.2, 2.3	Thorough and well-organized review of relevant literature, highly informative.	Good literature review but may miss some relevant sources or critical analysis.	Adequate review but limited in scope or depth.	Incomplete or poorly conducted review of literature.	No meaningful literature review.

8. Bachelor's Final Graduation Project Assessment

Assessment Component	Who Will Assess	What Will Be Assessed	How It Will Be Assessed	CLOs Assessed	Weight
Research Proposal	Supervisor	Clarity of the research question, approach, and methodology.	Submission of a research proposal for review and feedback.	1.1, 1.2, 1.3, 2.1, 2.2	17%
Midterm Project Progress Review	Supervisor	Progress on project objectives, data collection, and methodology implementation.	One-on-one meetings to present progress and issues encountered.	1.3, 2.2, 2.3, 3.1	22%
Draft Report Submission	Supervisor	Quality and depth of the literature review and methodology.	Submission of a draft report for feedback.	1.1, 1.2, 2.1, 2.2, 3.1	18%
Final Report	Examiner	Overall research, analysis, data interpretation, and report structure.	Full research report submission for grading.	1.1, 1.2, 2.1, 2.2, 3.1	19%
Final Presentation	Examiners	Clarity and effectiveness in presenting research, engagement with the audience, ability to defend findings.	Oral presentation with Q&A session.	1.2, 2.2, 3.1	24%
Ethical Considerations & Reflection	Supervisor	Understanding and application of research ethics and societal impact.	Reflective journal or case study presentation on ethical considerations.	3.1, 3.2	Included in Report & Presentation

9. Alignment Matrix

CLO	Research Proposal	Midterm Progress Report	Draft/Final Report	Oral Presentation
1.1	✓		✓	
1.2	✓		✓	
1.3	✓			
2.1	✓		✓	
2.2	✓	✓	✓	
2.3		✓		
3.1		✓	✓	✓

3.2			✓	✓
			✓	

10. Assessment Component and this Its weight

Evaluators	Weight (%)	Assessment Component
Research Proposal		
Supervisor	15%	- Research Question
Supervisor	25%	- Approach and Methodology
Supervisor	20%	- Feasibility and Resources
Midterm Project Progress Review		
Supervisor	30%	- Progress on Research Goals (lab. Work)
Supervisor	25%	- Data Collection & Analysis
Supervisor	15%	- Project Challenges & Solutions
Report Submission		
Supervisor	10%	- Literature Review Quality
Supervisor	15%	- Methodology Description
Supervisor	15%	- Writing Quality
Final Report		
Examiners	15%	- Literature Review Quality
Examiners	15%	- Methodology Description
Examiners	15%	- Writing Quality
Final Presentation		
Examiners	20%	- Clarity and Structure
Examiners	20%	- Engagement with Audience
Examiners	30%	- Defense of Findings
	300%	**Total Weight**

11. Total Weight for Bachelor's Final Graduation Project

Assessment Component	Weight (approximatively)
Research Proposal	17%
Midterm Project Progress	22%
Draft Report Submission	18%
Final Report	19%
Final Presentation	24%
Ethical Considerations & Reflection	Included in Report & Presentation

12. Summary of Weight per Component:

- **Research Proposal (Supervisor)**: 50%
- **Midterm Project Progress Review (Supervisor)**: 70%
- **Report Submission (Supervisor)**: 55%

- **Final Report (Examiners)**: 55%
- **Final Presentation (Examiners)**: 70%
- **Total by Supervisor**: 175%
- **Total by Examiners**: 125%

13. Bachelor's Final Graduation Project:
Total Evaluation Summary and Final Score

Stage	Criteria	Weight (%)	Score	Evaluator(s)	Details
Research Proposal	Research Question	15	/15	Supervisor	Clarity, focus, and relevance of the research question
	Approach and Methodology	20	/20	Supervisor	Justification and appropriateness of the methodology
	Feasibility and Resources	15	/15	Supervisor	Feasibility of plan and resource allocation
Midterm Project Progress Review	Progress on Research Goals	30	/30	Supervisor	Achievement of milestones and objectives
	Data Collection & Analysis	25	/25	Supervisor	Data organization and analysis
	Project Challenges & Solutions	15	/15	Supervisor	Problem-solving and handling challenges
Report Submission	Literature Review Quality	15	/15	Supervisor	Depth, relevance, and currency of literature
	Methodology Description	20	/20	Supervisor	Clarity, justification, and appropriateness of methodology
	Writing Quality	20	/20	Supervisor	Coherence, clarity, and organization of writing
Final Report	Literature Review Quality	20	/20	Examiners	Depth, relevance, and currency of literature
	Methodology Description	15	/15	Examiners	Clarity, justification, and appropriateness of methodology
	Writing Quality	20	/20	Examiners	Coherence, clarity, and organization of writing
Final Presentation	Clarity and Structure	20	/20	Examiners	Organization and logical flow of the presentation
	Engagement with Audience	20	/20	Examiners	Audience engagement and response to questions
	Defense of Findings	30	/30	Examiners	Depth of defense and justification of findings
Total		300%	/300		

14. Total Score Calculation for Bachelor's Final Graduation project (Normalized to 100):

Component	Total Score (out of)	Final Total Score (out of 100)
Research Proposal	50	(score /300) * 100
Midterm Project Progress Review	70	
Draft Report Submission	55	
Final Report	55	
Final Presentation	70	
Total	**/300**	**Final Score (out of 100)**

Final Score for Bachelor's Final Graduation project (Total score out of 300) × 100 / 300

15. Examples of Work and Tasks:

15.1. Research Design and Proposal:
- Develop a clear research question.
- Submit a project proposal outlining objectives, methodology, and expected outcomes.

15.2. Practical lab. / Problem-Solving
- Collect relevant data, perform simulations, or apply mathematical models.
- Carry out the designed experiments and perform laboratory skills effectively
- Collect the obtained results for the initial analysis.
- **Rubric Example**:
  - Accuracy of Data: 25%
  - Operations and efficient utilization of laboratory instruments and chemicals: 50%
  - Problem-solving Approach: 25%

15.3. Analysis and Results:
- Analyze data collected, identify trends, and generate results.
- Prepare charts or tables to present findings.
- **Rubric Example**:
  - Depth of Analysis: 40%
  - Interpretation of Results: 40%
  - Quality of Tables/Graphs: 20%

15.4. Drafting the Report:
- Organize findings into a formal research paper.
- Discuss results in the context of existing literature.
- **Rubric Example**:
  - Structure and Organization: 30%
  - Writing Quality (Clarity and Grammar): 30%
  - Literature Review and References: 40%

15.5. Presentation and Defense:
- Present findings to the department or a panel.
- Defend your research methodology, findings, and conclusions.
- **Rubric Example**:
  - Clarity of Presentation: 40%
  - Quality of Defense: 40%
  - Visual Aids (e.g., slides, figures): 20%

16. Graduation Project Requirements

To successfully complete the MAT1499 Research Project, students must adhere to the following guidelines:

16.1. Scope of the Project: The project should address a significant problem in Chemistry, showing creativity, critical thinking, and a strong foundation in chemical principles.

16.2. Originality: The project must reflect the student's original work, be supported by relevant academic literature, and be consistent with the principles of academic integrity.

16.3. Supervision: Students must maintain regular communication with their assigned supervisor and submit progress updates and drafts as scheduled. Failure to meet deadlines or provide substantive updates may affect the project's evaluation.

16.4. Submission Deadlines: Students must adhere to all deadlines, including those for the research proposal, midterm progress report, final written report, and oral presentation. Late submissions may result in penalties unless justified and pre-approved by the supervisor.

17. Minimum Requirements for the Final Written Report

By fulfilling the following students will guarantee that their research is well-documented, professional, and meets academic standards. The final written report is the cornerstone of the CHM 1499 Graduation Project, which must comply with these academic standards.

17.1. Structure:

- **Title Page**: Includes the project title, student's name, student ID, supervisor's name, and submission date.
- **Abstract**: A 200–300-word project summary highlighting the research problem, methodology, results, and conclusions.
- **Table of Contents**: Clear and properly formatted, with page numbers for all sections.
- **Introduction**: Provides background, defines the research problem, and outlines objectives and significance.
- **Literature Review**: A review of relevant academic work to contextualize the research problem.
- **Methodology**: Detailed explanation of the methods, including chemicals, instruments used, and software. Spectroscopic and physical data.
- **Results and Discussion**: Presentation of findings with appropriate analysis, supported by figures, tables, or graphs.
- **Conclusion and Recommendations**: Summary of findings and their implications, including suggestions for future research.
- **References**: A complete and properly formatted reference list using the department-approved citation style.

17.2. Formatting:

- Font: Times New Roman, 12 pt.
- Spacing: 1.5-line spacing.
- Margins: 1 inch (2.54 cm) on all sides.
- Length: 20-30 pages (excluding appendices and references).

17.3. Technical Requirements:

- Figures, tables, and equations must be properly labeled and numbered.
- Mathematical symbols and notations should conform to standard conventions.
- Appendices may include supplementary data, code, or additional figures if needed.

17.4. Language and Style: The report should be written in clear, formal, and precise academic English, avoiding colloquial expressions or unnecessary jargon.

18. Modes of References and Citations

Proper referencing and citation are essential in the MAT1499 Graduation project to ensure academic integrity. All students are required to adhere to one of the following referencing styles as specified by their supervisor

- **IEEE**
- **Harvard**
- **Chicago**

Students should ensure that they follow the referencing guidelines consistently throughout their work. Failure to do so may result in penalties.

- **IEEE (Institute of Electrical and Electronics Engineers)**

Book
[1] Author, *Title of Book*, xth ed. City of Publisher, (only U.S. State), Country: Publisher, Year.
Example:
[1] J. Smith, *Introduction to Applied Mathematics*, 2nd ed. Oxford, UK: Oxford University Press, 2020.

Journal Article
[2] Author, "Title of Article," *Title of Journal*, vol. x, no. y, pp. xx-xx, Month, Year.
Example:
[2] M. Johnson, "Advances in computational modeling," *Journal of Mathematical Applications*, vol. 45, no. 2, pp. 123-135, Mar. 2018.

Website
[3] Author, "Title of Webpage," *Website name*. [Online]. Available: URL. [Accessed: Month Day, Year].
Example:
[3] P. Wilson, "Mathematics in real-world applications," *Mathematics Today*. [Online]. Available: https://www.mathematicstoday.com/article. [Accessed: June 10, 2022].

- **Harvard**

Book
Author(s), Year. *Title of Book*. Edition. Place of publication: Publisher.
Example:
Smith, J., 2020. *Introduction to Applied Mathematics*. 2nd ed. Oxford: Oxford University Press.

Journal Article
Author(s), Year. Title of article. *Title of Journal*, Volume number (Issue number), page numbers.
Example:
Johnson, M., 2018. Advances in computational modeling. *Journal of Mathematical Applications*, 45(2), pp. 123-135.

Website
Author(s), Year. Title of webpage. *Website name*. Available at: URL [Accessed Day Month Year].
Example:
Wilson, P., 2022. Mathematics in real-world applications. *Mathematics Today*. Available at: https://www.mathematicstoday.com/article [Accessed 10 June 2022].

- **Chicago (Author-Date)**

Book
Author(s). Year. *Title of Book*. Edition. Place of publication: Publisher.
Example:
Smith, John. 2020. *Introduction to Applied Mathematics*. 2nd ed. Oxford: Oxford University Press.

Journal Article
Author(s). Year. "Title of Article." *Title of Journal* volume number, no. issue number: page numbers.
Example:
Johnson, Michael. 2018. "Advances in Computational Modeling." *Journal of Mathematical Applications* 45, no. 2: 123-135.

Website
Author(s). Year. "Title of Webpage." *Website Name*. URL.
Example:
Wilson, Paul. 2022. "Mathematics in Real-World Applications." *Mathematics Today*. https://www.mathematicstoday.com/article.

19. Key Responsibilities of the Supervisor:

Supervisors play a leading role in helping students navigate the complexities of research, offering critical insights, and ensuring that students develop the skills and knowledge necessary to complete their final projects successfully.

Responsibility	description
Guidance	- Provide academic research methodology and ethical guidance.
Supervision	- Monitor progress, provide feedback, and ensure research integrity.
Development	- Encourage skill development in research, writing, and presentation.
Support	- Offer resources and tools, facilitate independence, and ensure academic compliance.
Mentorship	- Provide career advice and networking opportunities and guide future research direction.
Final Evaluation	- Provide a fair and comprehensive evaluation for the final research project.

20. Key Roles of Examiners/Evaluators

Examiners and evaluators are crucial in upholding academic rigor, integrity, and research quality. Their role is vital in preserving academic standards and ensuring that students are thoroughly prepared for their future academic pursuits or professional careers.

Responsibility	Description
Assessment of Overall Academic Quality of the Research	Assess the overall academic quality of the research, including clarity, methodology, and findings.
Assessment of Research Skills	Evaluate the student's research ability, use of tools, and problem-solving capabilities.

Objectivity and Fairness	Ensure evaluations are unbiased, transparent, and based on clear criteria.
Review of Written Report	Evaluate the structure, writing quality, technical accuracy, and reference usage.
Evaluation of Presentation	Assess the quality of the student's oral defense/presentation skills
Evaluation of Ethical Considerations	Assess the student's adherence to ethical research practices and ethical reflection.
Feedback and Recommendations	Provide constructive feedback and suggestions for further development and research.
Decision on Awarding the Grade	Make a final decision regarding whether the student meets the Graduation project requirements.
Assessment of Ethical Reflection	Assess the student's awareness of the ethical implications of their research and reflection.
Mentoring Role	(Optional) Provide mentoring and guidance to improve the student's research skills.

21. Key Roles of Program Manager

The Program Manager is essential in ensuring the effective implementation and high quality of academic programs. In both Bachelor's and master's level Mathematics programs, the Program Manager is responsible for overseeing the curriculum, ensuring it aligns with academic standards, offering guidance to both students and faculty and ensuring the smooth administration of the program.

Responsibility	Description
Planning and Coordination	- Establish guidelines for project objectives, scope, and deadlines.
	- Allocate supervisors based on expertise and research topics.
	- Schedule project milestones (e.g., proposals, progress reports, final submission).
Supervision and Monitoring	- Monitor student and supervisor progress regularly.
	- Organize meetings to address challenges and provide guidance.
	- Resolve conflicts between students and supervisors.
Quality Assurance	- Ensure projects meet academic and professional standards.
	- Oversee review of proposals, interim reports, and final submissions.
	- Ensure compliance with ethical guidelines (e.g., plagiarism policies).
Evaluation and Feedback	- Form committees for fair and consistent project evaluations.
	- Coordinate feedback to help students improve their work.
	- Assess if projects align with program learning outcomes.
Administrative Duties	- Manage documentation of project progress and outcomes.
	- Report updates to department heads or academic boards.
	- Allocate resources (e.g., lab space, equipment, funding).
Support and Development	- Assist students in selecting relevant and feasible topics.
	- Host workshops on research methodology, data analysis, and academic writing.
	- Promote interdisciplinary research opportunities.
Final Presentation and Dissemination	- Organize oral defenses or poster presentation events.
	- Guide students on publishing research in journals or presenting at conferences.
Post-Completion Activities	- Archive completed research projects for reference.
	- Review the process for continuous improvement.
	- Gather feedback from students and supervisors.

22. Plagiarism Policy

The Plagiarism Policy forms a vital part of the ethical framework governing the CHM1499 graduation Project, ensuring the integrity of both individual research and the broader academic community. Adherence to these standards reflects a student's commitment to responsible and honest scholarly work. Plagiarism is prohibited and will result in serious academic consequences, as any instance of copying or presenting another person's work as one's own constitutes a violation of academic integrity.

22.1. Definition of Plagiarism:

Plagiarism is defined as the act of using another person's intellectual property—including text, data, images, ideas, code, or creative work—without proper acknowledgment or permission, thereby misrepresenting it as one's own original work.

Examples include:

- Copying text without quotation marks or citation.
- Paraphrasing without attribution.
- Using data, charts, or images without credit.
- Submitting work prepared by someone else (ghostwriting).
- Reusing one's own previously submitted work without disclosure (self-plagiarism).

22.2. Academic Integrity and Plagiarism

All students are expected to uphold the highest standards of academic honesty in all submitted work. Plagiarism—the act of presenting someone else's words, ideas, or research as your own without proper acknowledgment—is strictly prohibited and constitutes a serious violation of academic integrity. The University uses plagiarism detection software to identify overlapping content with existing sources; however, the similarity score generated is only an indicator of potential issues and does not, by itself, determine whether plagiarism has occurred. Each case is assessed based on academic judgment, context, and proper use of citations. Students are responsible for ensuring that their work is original and that all sources are correctly cited in accordance with academic standards. Violations may result in disciplinary action. This distinction ensures that students are evaluated fairly and that innocent overlaps due to legitimate academic writing are not mistaken for misconduct.

22.3. Application to Student Research Projects

Student research projects are considered key components of academic assessment and require special attention regarding academic integrity.

❖ Declaration of Original Work

All students submitting research-based coursework must complete and sign a Declaration of Authorship, confirming that:

- The submitted work is their own.
- All sources have been properly cited.
- No part of the work has been previously submitted without prior approval.

This declaration is uploaded along with the submission via the university's digital platform.

❖ Use of Plagiarism Detection Tools

To ensure academic integrity and uphold the standards of scholarly work, both the supervisor and the course instructor use the **Blackboard SafeAssign** tool available within the Learning Management System (LMS). This tool assists in detecting similarities between student submissions and existing sources, helping to prevent plagiarism. Students are encouraged to review their work carefully, cite all sources properly, and make use of the available resources to submit original work. Any detected violations of academic integrity will be addressed in accordance with the university's regulations and policies.

Possible Sanctions

Sanctions vary depending on severity and intent:

LEVEL	ACTION
Minor (unintentional)	Resubmission with penalty; mandatory workshop attendance
Moderate	Fail grade for the assignment/course
Severe (deliberate fraud)	Failing the course, suspension, or expulsion

Acknowledgment of Sources

All external sources, including literature, data, and software tools, must be properly cited using the referencing style specified by the department. Proper citation ensures that intellectual property rights are respected and allows others to verify the sources you have consulted. Failure to cite sources accurately and consistently will be considered an academic violation. Students are encouraged to use reference management tools to track their sources and ensure proper citation throughout the research process.