



University of Guyana
Office of the Deputy Vice-Chancellor
Academic Engagement

**POLICY FOR MULTIPLE ENTRY AND EXIT IN
ACADEMIC PROGRAMMES**

April

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Policy for Multiple Entry and Exit in Academic Programmes

Introduction:

An undergraduate degree should have a duration of either three or four years, with multiple entry and exit options within this period, accompanied by appropriate certifications. For instance, an Associate Degree can be obtained after completing two years of study in a discipline or field; a Bachelor's Degree is awarded after three or four years; or an Advanced Undergraduate Diploma is attainable after a three-year period. This Multiple Entry and Exit in Academic Programmes is the preferred approach as it allows students the opportunity to experience a comprehensive and multidisciplinary education, while also focusing on major and minor courses or double majors based on their preferences. In the case of double majors, which can be pursued intra-departmentally across the university, students must meet the entry criteria for both programmes. All university programmes must incorporate an exit strategy. This comprehensive approach targets not only academic progression but also provides flexibility and support mechanisms for students.

Purpose:

Flexible learning empowers students to choose an academic pathway leading to the award of an Associate Degree, Advanced Graduate Diploma, or a Bachelor's Degree. There are instances where students may need to discontinue their education midway due to various reasons. This policy aims to offer students flexibility in terms of programme choice and an alternative academic pathway. The implementation of multiple entry and exit points in academic programmes would eliminate rigid boundaries and create new opportunities for students to enroll in programmes of their choice. Moreover, it will facilitate seamless student mobility between or within degree-granting departments through a formal system of credit recognition, accumulation, transfers, and redemption. Flexible learning also promotes lifelong learning.

Aims:

- Provide opportunities for multiple entry and exit, along with the flexibility of learning from anywhere, anytime.
- Reduce dropout rates and provide flexibility in programme completion.

- Facilitate different discipline combinations such as double majors.
- Establish a support system for credit recognition and accumulation to promote lifelong learning.
- Enable students to matriculate into more than one programme simultaneously.
- Offer a comprehensive approach targeting academic progression, flexibility, and support mechanisms for students.
- Remove rigid boundaries and foster new possibilities for learners.
- Offer creative combinations of study disciplines enabling multiple entry and exit points.
- Provide flexibility in curriculum and novel course options to students, in addition to discipline-specific specializations.
- Facilitate the enhancement of credits earned when the learner resumes their programme of study.
- Enable credit transfers acquired from institutions registered and accredited with relevant accrediting bodies.

Table Qualification Type and Credit and GPA Requirements

Qualification type GPA and Minimum and Credit Requirements			
Years of Study	Qualification	Minimum GPA	Credits
2	Associate Degree	2.0	60-65
2	Certificate	1.6- 1.9	30-35
3	Advance undergraduate Diploma	2.0	75- 80
4	Advanced undergraduate Diploma	1.6-1.9	75-80
4	Bachelor Degree	2.0	110-120

*There may be variances in the minimum credits for a **BACHELOR'S DEGREE** arising out of minimum requirements established by regional/international bodies acting as regulatory/professional entities (e.g. Bachelor of Law- LLB).*

Qualification Type and Credit Requirements:

The qualification levels and credit requirements are clearly defined, delineating the progression from the undergraduate Associate Degree to the bachelor's degree over four years. Each level

specifies the necessary credits and entry/exit points, providing a structured framework for academic advancement.

Entry and Exit Requirements for Each Year:

The policy delineates entry and exit requirements for each year of the undergraduate programme, ensuring clarity for students and academic administrators. It highlights the progression from associate degree to bachelor's degree, with specific credit requirements at each stage.

Exit after 2 years: At the end of the 2nd year, if a student exits, an associate degree shall be awarded (year 1-2). The University's General Regulation outlines the credits needed from years 1 to 2, with the amount of credits at year 2.

3rd Year Entry 3: The entry requirement for year 3 is an associate degree obtained after completing two years (four semesters) of the undergraduate programme. A programme of study leading to the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme.

Exit after 3 years: On successful completion of three years, an advanced undergraduate diploma could be awarded to these students. This degree requires a GPA of at least 2.0 at the exit point.

Exit after 4 years: Upon successful completion of the fourth year, a student shall be conferred with a bachelor's degree, a minimum GPA of 2.0 is required. However, should a student not achieve the minimum GPA of 2.0 within the specified period (maximum 8 years) the student will be provided with the opportunity to enhance their GPA within an additional two (2) years as an exit option. Students will be given the option of doing upgrades in a minimum of 3 courses after consultation with the Head of Department in order to achieve the minimum GPA of 2.0. However, if after exhausting the maximum period of eight (8) years and the GPA remains in the range of 1.6 to 1.9, the student has the option of exiting a 4 year degree programme with and Advanced Undergraduate Diploma in the specific discipline.

Overall, the policy demonstrates a strategic approach to enhancing student progression and flexibility within the academic system. Clear articulation of objectives, structured frameworks, and defined entry/exit requirements contribute to a comprehensive and student-centric approach to education.

Prepared by:

Responsible Executive: Vice-Chancellor / DVC-AE

Responsible Office: Office of the Deputy Vice-Chancellor

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