National University
of Computer & Emerging Sciences

UNDERGRADUATE ACADEMIC RULES AND REGULATIONS 2026

Chiniot-Faisalabad, Islamabad, Karachi, Lahore, Multan & Peshawar

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Undergraduate Academic Rules and Regulations

National University

of Computer & Emerging Sciences

Islamabad

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VISION

To produce world-class professionals, who are responsible citizens and good human beings.

MISSION

To identify and attract the most promising students from diverse communities, to shape them into visionary leaders and world- class professionals.

To impart quality education to students, irrespective of their financial background ethnicity, gender or religion to create an inclusive society. To promote research and scholarly activities to generate knowledge.

Disclaimer

The University reserves the right to change any part or whole of this Handbook without notice or obligation.

In case of any ambiguity of non-existence of rules and regulations, the final authority for their interpretation and provision shall rest with the University whose decision shall be final and binding for all parties concerned.

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1. Medium of Instruction

1. Introduction

1.1 The medium of instruction and examinations for all courses is English (except language courses, other than English, and Islamic Studies).

Academic Year

1.2 Academic Year of the University starts in August/September and ends in May/June of the subsequent year.

1.3 There are two regular semesters, namely, Fall and Spring, in an academic year.

1.4 Fall semester starts in August/September and ends in December/January.

1.5 Spring Semester starts in January/February and ends in May/June.

1.6 A regular semester is spread over 16 weeks of teaching, one makeup week and 2 weeks of final examinations.

Credit Hour

1.7 1-credit hour implies teaching a theory course for one classroom-teaching hour each week throughout the semester.

1.8 A classroom-teaching hour or one period is of 50 to 60 minutes.

1.9 A theory course is normally assigned 2 to 4 credit hours, depending on its content.

1.10 A lab or workshop is normally assigned 1 or 2 credit hours.

1.11 1-credit hour of lab work is equivalent to 3 hours of laboratory or practical work per week throughout the semester.

1.12 A 4-credit hour course, for example, having 3 credit hours of theory and 1 credit hour of associated lab is designated as a (3+1) credit hour course.

Scheduling of Classes

1.13 All classes are held at scheduled hours duly communicated to students through notification of timetable by the concerned Academic Office.

1.14 In case of any unavoidable situation, a class may be postponed and rescheduled under the following procedure:

a) All classes are rescheduled only through the Academic Office with the approval of the concerned Head of Department (HoD).

b) Faculty members shall not reschedule any class at their own discretion.

c) The academic office will be informed before the cancellation of class so that students are notified well in time.

d) For pre-planned activities (conferences, etc.) during regular class hours, the concerned Head of Department must be informed and formal permission sought beforehand.

1.15 If the requirement of minimum lectures is not being met (due to unavoidable circumstances), and it is not possible to schedule them in free periods during the working weeks, classes may be rescheduled on weekends, local or national holidays.

1.16 A class can be scheduled for 1½ hour period, that is, for duration of 80 to 90 minutes with the approval of the Head of the Department.

1.17 Normal semester course load for undergraduate students, who are not on academic warning/probation, is as per the University study plan.

1.18 The Head of Department may change the course load keeping in view the availability of courses, student's academic performance, or academic warning status.

1.19 A student can register for a maximum of two courses in summer semester in accordance with the rules for summer semester. For more details, please see rule no 6: Rules for Summer Semester.

1.20 A student can only register for courses for which he/she has passed all the pre-requisite courses as specified in the approved curriculum.

Attendance Requirements

1.21 Students are required to maintain 100% attendance in lectures, labs, tutorials, seminars and discussions as prescribed by the course instructor. Absence of a maximum of 20% of the total attendance may be condoned by the HoD for genuine reasons, such as illness, etc.

1.22 Failure to meet attendance requirements in a course will render the student ineligible to appear in the final examination of the concerned course. Consequently, the student will be assigned F/A grade in the course.

Bachelor's Degree Requirements

1.23 The minimum duration of a Bachelor's degree is four academic years (8 regular semesters) and a maximum time limit of 6 years, further extendable for one year with the approval of Statutory Bodies.

1.24 When a student is readmitted with credit exemptions from a previous admission, the maximum duration allowed to complete the degree will be counted from the date of first admission.

1.25 Minimum Cumulative Grade Point Average (CGPA) of 2.00 is required for graduation.

2. Grading and GPA Calculations

Grade Point Average

2.1 The Grade Point Average (GPA) provides a continuous scale for grades earned. Two types of averages are computed for the grades obtained by a student, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA). *The* SGPA *indicates* the GPA of courses completed in a semester, whereas the CGPA provides the cumulative GPA of all courses completed so far by a student.

Interpretation of Letter Grades

2.2 Interpretation of Letter Grades is as follows:

Grade	Interpretation
A+	Outstanding
A, A-	Excellent
B+, B, B-	Good
C+, C	Adequate
C-, D+, D	Pass, the student may repeat the course
F	Fail
FA	Fail due to shortage of attendance
I	Incomplete
W	Withdrawn
S	Satisfactory
U	Unsatisfactory

Grade Points

2.3 The points for each letter grade are given as follows:

Grade	Points	Grade	Points
A+	4.00	C+	2.33
A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	F	0.00

GPA Calculation

2.4 SGPA is calculated as follows:

SGPA = (P1*C1 + P2*C2 + P3*C3 + P4*C4)/C

2.5 Where P1, P2, P3 and P4 are the grade points earned in courses, while C1, C2, C3, C4 are the credit hours of respective course studied in the semester and C is the number of total credits attempted in the semester, that is, C= C1+C2+C3+C4.

2.6 CGPA is calculated as the weighted average for all semesters cumulatively using grade points of all the courses taken by a student.

2.7 In CGPA calculation for the courses that have been repeated,

only the most recent grade points are used, even if they are less than the earlier attempts.

2.8 "W" will be awarded for withdrawn courses. It will appear on the transcript. However, it will not affect the CGPA.

2.9 "I" is a temporary grade given for incomplete work. If it is not changed to an earned grade, it shall automatically convert to F grade after a fixed time set by the competent authority.

2.10 F/A grade in the transcript implies that the student fails to appear in the final examination.

2.11 For PhD. thesis 1-IV, a student will be assigned either "Satisfactory" (S) or Unsatisfactory (U) grade.

3. Admission Policy

New Admissions

3.1 Admission to a degree program is granted purely on merit.

3.2 The merit for admission is determined through admission test and past academic record.

3.3 New admissions in undergraduate programs are normally conducted once in an academic year, that is, before the commencement of Fall semester.

3.4 Concurrent admission in more than one degree programs at any institution including FAST-NUCES is not allowed.

Admission with Credit Transfer from another University

3.5 Any student with credits earned at other institution(s), under formally accredited programs, aspiring for admission into a degree program at FAST-NUCES, *must* qualify the merit so determined by the admission test for that year for the respective degree program.

3.6 The relevance / compatibility / validity of the curriculum/contents studied at previous institution is determined against the curriculum and contents of the relevant courses taught at FAST-NUCES.

3.7 Exemption of courses studied at another University cannot be given to more than 50% of the total credit hours of the degree program.

3.8 The HoD recommends courses compatible with FAST-NUCES courses for exemption to the Director.

3.9 Recommendations for credit exemption are sent by the Director of the campus to Dean of Faculty for validation who is the final authority to grant course exemption.

3.10 No credit can be given for a course in which the grade is below C, that is, a GPA of less than 2.00 on scale of 4.00.

3.11 If credit is given for a course, then credit will also be given for its pre-requisite course(s).

3.12 Only credits of relevant courses, which have been earned within the last five years with at-least C grade are transferable.

3.13 CGPA earned at the previous institution is not transferred while transferring courses.

3.14 FYP credits are not transferable.

Readmission of former FAST-NUCES students

3.15 A former student of the University seeking readmission in an undergraduate program can do so by taking the relevant admission test. After qualifying for the admission on merit, the student is admitted as a NEW student.

3.16 A former student who has been on disciplinary warning shall not be readmitted.

3.17 A former student whose admission was closed due to 3rd academic warning will be readmitted only once.

3.18 Only credits of relevant courses, which have been earned within the last five years with at-least C grade are transferable.

3.19 CGPA earned at the previous admission is not transferred while transferring courses.

3.20 FYP credits are not transferable.

Readmission in a different Degree Program

3.21 A student of the University who wishes to change the degree program can do so by taking the admission test. After qualifying for admission on merit, the student is admitted as a NEW student.

3.22 Only credits of relevant courses with at least C grade are transferable, and NOT the CGPA earned in the transferred courses.

3.23 The Director of the campus shall recommend each case with full details to the Controller of Examinations for approval.

Transfer to another FAST-NUCES campus

3.24 Request of a student for transfer from one campus of the University to another will be considered only on the following grounds:

a) Death of a parent.

b) Posting of a parent to the city where the transfer is desired.

c) Marriage of a female student.

3.25 The request shall be considered by the Competent Authority, provided the Directors of both the campuses have no objection to it and that there is a place available in the destination campus.

3.26 Transfer shall not be considered in the following cases:

a) The student is under disciplinary punishment.

b) Disciplinary action is pending against the student.

c) Dues are outstanding against the student.

d) During the course of a semester.

Closure of Admission

3.27 Closure of admission results in termination of a student's studies at the University.

3.28 If the CGPA of an undergraduate student fall below the acceptable threshold of 2.00 for third consecutive semester, then his/her admission is closed.

3.29 A student's admission will be cancelled automatically after completion of maximum duration allowed to earn a degree unless extension is approved by competent authority.

3.30 Admission may be closed for failure to restore suspended registration.

3.31 Admission will be closed if recommended by a Disciplinary Committee and approved by the Competent Authority.

3.32 A new admission is closed if an awaited result does not meet the eligibility criteria of a particular degree program.

3.33 A student can request closure of his/her admission to pursue studies elsewhere or for personal reasons.

4. Registration

4.1 The recommended course registration procedure is as follows:

a) Clear all previous fees and dues before registration.

b) Register online.

c) Pay semester fees by the due date.

4.2 In a regular (Fall and Spring) semester, students without academic warning are expected to take courses prescribed in the prospectus.

4.3 The normal course load is 5 courses. A final year student may register in one additional course (inclusive of Final Year Project-FYP).

Registration of Students under Academic Warning

4.4 A student under academic warning or probation:

a) Must register for all such courses, in which the grade was F, provided these courses are being offered.

b) Should register for all such courses, in which the grade was D, D+ or C-, provided these courses are being offered.

c) Should not register for more than five courses.

d) Parents/guardian will be called to the campus for a meeting with the HoD for sharing the unsatisfactory

academic performance of the student.

e) Students on 2nd academic warning must NOT register for a new course, unless recommended by the HoD and approved by Controller of Examinations.

Registration of courses with Theory and associated Lab:

4.5 A student must register for both the Theory and Lab part of a course.

4.6 A student cannot withdraw from either Theory or Lab part of the course. Must withdraw from both.

4.7 If a student fails in Theory but passes the Lab, both theory and lab must be repeated.

4.8 If a student passes Theory but fails in Lab, only Lab needs to be repeated. In this case if a student also registers for Theory, s/he may withdraw from Theory later and continue with the lab.

4.9 If a student, who has passed both Theory and Lab, wishes to improve grade in the course, s/he must register for both Theory and Lab. Rule 4.6 will apply.

Registration of Final Year Project (FYP)

4.10 Final Year Project (FYP) is offered in the second last regular semester. It spans over two semesters (FYP-I and FYP-II).

4.11 A student must have passed all courses shown in the study plan of the degree program (up to the second last semester)

and his warning count must be zero to register for FYP- I.

4.12 A student shall register for FYP-I in his/her second last semester. The Head of Department will approve registration in FYP-I based on the student's ability to graduate in the subsequent semester.

4.13 The Head of department can allow registration in FYP-I where there is a deficiency of one course.

4.14 The Director of the campus can allow registration in FYP-I where there is deficiency of two courses.

4.15 Registration in FYP-II is allowed only after successful completion of FYP-I.

Suspension of Registration

4.16 Registration of a student is suspended in any of the following situations:

a) Failure to complete registration formalities in time.

b) Failure to apply for deferment of registration.

c) On recommendation of a Disciplinary Committee.

d) Unsettled matters with the University.

Restoration of Suspended Registration

4.17 A student whose registration is suspended may request for restoration of registration provided s/he has settled all issues that resulted in suspension and has paid all dues.

Freezing of Semester

4.18 A student may request freezing of his/her admission for up to 2 semesters along with prescribed 'Semester Freeze' charges. Freezing of first* two semester of BS degree are not allowed.

*Freezing of first semester is allowed for extreme hardship cases by Competent Authority. Such as Iddat, Maternity/Delivery, Death in the immediate family member, and any other subject to acceptance on justified rationale

Adding or Dropping a Course

4.19 The request should be made within the first two weeks of a regular semester. Approval of the Head of Department is essential.

4.20 Students are not allowed to drop any course in the first semester.

4.21 Students cannot drop a course in the summer semester.

Withdrawal from a Course

4.22 Fee is not refunded for a withdrawn course.

4.23 Application for withdrawal from a course must be countersigned by the parent or the guardian of the student. Request for withdrawal must be approved by the HoD.

4.24 Students are not allowed to withdraw from any course in the first semester unless necessitated by unavoidable circumstances. Such a request must be approved by the Director of the campus.

4.25 The deadline to withdraw from a course is the last day of the makeup week of every semester.

4.26 Students on any form of financial support are not allowed to withdraw from any course.

Course Replacement Policy

4.27 Following conditions must be fulfilled before submitting a course replacement request to the Dean for approval:

a) The student has either completed degree requirements or will complete at the end of the current semester.

b) The Grade in the course to be replaced is 'F'

c) The course to be replaced was not offered in the following semesters.

d) The replacing course was passed at least one semester after the course to be replaced was taken.

4.28 A core course cannot be replaced by any other course.

5. Academic Assessment

5.1 The performance of students is assessed during the semester through midterm exams, assignments, quizzes, case studies or any other method considered appropriate by the course instructor and the University and communicated to the students at the start of a course.

5.2 The semester work will normally contribute 50% towards the final grade, while the final examination will contribute the remaining 50% of the total marks. A letter grade will be awarded to each student based on his/her overall academic performance in a course.

5.3 Any deviation from Rule 5.2 above if necessitated by the nature of course will be made with the approval of Dean of the Faculty.

Academic Warning/Probation

5.4 Minimum CGPA required to avoid academic warning is 2.00 for all undergraduate programs.

5.5 If at the end of a semester (including summer semester) CGPA drops below 2.00, warning is issued, and warning count is incremented by one.

5.6 If CGPA remains below 2.00 for 3 consecutive semesters, warning count becomes three and the admission of student at the University is automatically closed.

5.7 If the CGPA equals or exceeds 2.00 after the 1st or 2nd academic warning, the warning count is reset to zero.

Repeating a Course

5.8 Any failed or missed course from a previous semester should become mandatory in the subsequent semester (if Offered), and students should not be allowed to skip its registration.

5.9 A student may repeat any course to improve CGPA.

5.10 When a student repeats a course whose post-requisite course(s) s/he has passed, s/he must give a written undertaking that if s/he fails the course, grades in all post-requisite courses will be changed to F grade.

5.11 If a student repeats a failed course, the new grade will be used for CGPA calculation, but if a student takes a new course in lieu of the course in which s/he failed, both the grades will be used for CGPA calculation.

Late conduct of Examination/ Missed Examination

5.12 A student is expected to take mid and final examination as per the announced schedule by the department. For more details, please see Policy on Retake Examinations (Section 9).

5.13 Late conduct of examination can be held on the recommendation of the HoD and approval of the Director, only in cases of unavoidable emergencies/situations. Examples of such situations are hospitalization, serious road accident or death of a very close blood relative. Documentary evidence must be submitted to request permission to appear

in the late examination.

5.14 The standing of a student in the pre-final semester work evaluation cannot be altered.

5.15 Late holding of examination must take place as soon as possible, but not later than one week before the start of the next regular semester. The grade in the course should be finalized before the start of next semester. Complete Transparency in Evaluation

5.16 To ensure transparency, all instruments of evaluation must be shared with the students after grading/marking.

5.17 Answer books of the final exams must be shared with students after marking, in a formally scheduled open 'paper viewing' session, and any issue arising there off will be resolved.

5.18 Objections to grading/evaluation must be submitted in writing to the concerned course instructor or staff supervising the paper viewing session.

Rechecking of Final Exams

5.19 The Rechecking Committee shall have the following composition:

a) Head of the Department

b) A Subject Specialist from the Department

5.20 Application to recheck a final exam must be submitted on prescribed form together with rechecking fee.

5.21 Student application should reach the Examination Office within seven days of the announcement of the result.

5.22 Committee should adhere to the following guidelines to handle rechecking cases:

a) Committee should recount marks awarded by the concerned instructor.

b) Unmarked question or part should be sent to the instructor for checking/marking.

c) Committee should not discuss the outcome of the rechecking with the students.

d) Committee recommendation should be submitted to the Director's office using the Change of Grade Form for final approval.

5.23 Examination Office will inform the student about the outcome of the rechecking application.

5.24 A student who has not viewed his final exam paper in the scheduled paper viewing session may also request rechecking of the final examination by paying the prescribed fee.

5.25 Rechecking fee will be refunded if there is an increase in marks.

6. Rules for Summer Semester

6.1 Summer semester is an 8-week semester and is meant to facilitate students who are in one of the following four categories.

A. Academic Warning I/II

B. Graduating

C. Eligible for registering FYP-I in Fall by earning minimum required credits in the summer

D. Eligible for registering a course/lab in Fall by passing its pre-requisite in summer

6.2 Any course(s) offered can only be a repeat course. No new courses are allowed for any of the above four categories

6.3 Students can repeat only such courses, in which they has registered in a previous semester and was awarded a letter grade.

6.4 The contact hours per week during the Summer Semester will be doubled to ensure that the course is completely taught in summer (with half the duration as compared to a regular semester).

6.5 Research courses or projects will not be offered.

6.6 A student will be allowed to repeat a maximum of 2 courses (with associated labs if any).

6.7 80% attendance rule shall apply to summer courses/labs.

6.8 A student can withdraw from a summer course on or before the last day of classes.

6.9 Summer courses cannot be dropped; hence, fee is neither refunded nor carried forward to next semester(s).

6.10 Financial assistance, scholarship or fee concession is not available in summer semester.

6.11 A minimum of TEN (10) students should register in a summer course. Otherwise, the course shall be dropped.

6.12 Warning Count is incremented/decremented in summer semester.

6.13 A student can study summer semester in another campus, provided that the parent campus is not offering that course. Student must obtain, in writing, prior permission from Director of the parent campus.

7. Graduation Awards

7. Awards and the Honor System

7.1 Following awards have been approved to honor outstanding students of the University.

These medals will be awarded to position holders of each degree program upon graduation at each campus. To qualify for the medal, minimum CGPA required is 3.00 for undergraduate programs:

a) Agha Hasan Abedi Gold Medal awarded for First position

b) Mahboob ul Haq Silver Medal awarded for Second position

c) Akhlaque Hussain Bronze Medal awarded for Third position

7.2 Students earning high CGPA as below would have the following distinguishing remarks on their degrees:

a) CGPA of 3.90 or more Suma cum laude

b) CGPA from 3.75 to 3.89 Magna cum laude

c) CGPA from 3.60 to 3.74 Cum laude

Rector's List of Honors

7.3 Students earning an SGPA of 4.00 with at least 30 credit hours shall be included in a prestigious list called Rector's List of

Honors.

7.4 The Rector's list will be issued and displayed after each semester and a recognition certificate will be issued. Student's name is also placed on the University's website.

7.5 Only those students are included in this list who have completed the semester with regular course load prescribed in the study plan.

Dean's List of Honors

7.6 Students with an SGPA of 3.50 to 3.99 would be included in The Dean's List of Honors which shall be maintained in each campus at a prominent place to give recognition to their distinguished performance.

7.7 The Dean's list will be issued and displayed after each semester and a recognition certificate will be issued. Student's name is also placed on the University's website.

7.8 Only those students are included in this list who have completed the semester with regular course load prescribed in the study plan.

Top three position holders in bachelor's degree programs

7.9 The University awards medal and a certificate to those students of BBA & BS programs who are among the top three in their department at the end of each regular semester.

7.10 Eligibility for the medals and certificate is as follows:

a) Student must have passed the standard courses (core and elective), labs and final year projects of the degree offered by the department in a semester to a batch with a specified number of total credit hours

b) Student must not have failed, repeated or withdrawn from a course in that semester.

Only those students are included in this list who have completed the semester with regular course load prescribed in the study plan

c) Position is determined by the GPA earned in that semester.

d) Student must have earned GPA of 3.00 or higher in that semester.

7.11 A student registering for less or more credit hours than the total specified number of credit hours shall not be eligible for the position medal

7.12 If there are more than one student on same position, the next position will automatically be vanished or moved down depending on number of students on one position.

8. Academic Honesty

Students are expected to adhere to honest practices throughout their stay at the University. Some (not all) of the acts of academic dishonesty are described here:

Cheating: Any act that is intended to gain unfair academic advantage. Examples of cheating include, but are not limited to the following:

8.1 Any attempt to give or obtain assistance in a formal academic exercise, like an examination.

8.2 Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the teacher, as part of any academic exercise.

8.3 Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise, in which the student is not expressly permitted to work jointly with others.

8.4 Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.

8.5 Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise, without the teacher's permission.

8.6 Deception or providing false information to a teacher concerning a formal academic exercise, e.g., giving false excuse for missing a deadline or falsely claiming to have submitted work.

Plagiarism: Deliberately presenting work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student's own efforts. Examples of plagiarism include, but are not limited to the following:

8.7 Failing to use proper citations as acknowledgment of the true source of information presented in a paper, assignment, or any other academic exercise.

8.8 Presenting any work completed in whole or in part by any individual, group or organization other than the student, as though the work is the student's own, in any academic exercise.

8.9 Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

Other Academic Violations: Falsifying or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise or tampering with such information as collected or distributed by a teacher. Examples of academic misconduct include, but are not limited to the following:

8.10 Falsifying, or attempting to falsify attendance records, graded exercises of any kind, or any information or document that is relevant to smooth operation of the academic system.

8.11 Inventing, fabricating, or falsifying data as part of completion of any academic exercise.

8.12 Bribery or paid services. Giving assignment answers or test answers for money.

8.13 Sabotaging or acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

Penalties for Academic Dishonesty

8.14 The teacher (under intimation to the HoD) can award a "zero" in a specific instrument of academic evaluation, such as assignments, quizzes, project deliverables, etc. if evidence of academic dishonesty or cheating is found.

8.15 If the teacher refers a case of cheating (through the HoD) to the Department Disciplinary Committee (DDC), then the maximum punishment of 'F' can be awarded grade in that course.

8.16 If the HoD refers the matter to the Campus Disciplinary Committee (CDC), then the maximum punishment of 'F' grade can be awarded in all the courses taken in that semester and suspension from the University rolls in the next semester.

8.17 An extreme act of dishonesty, e.g., paying someone to get access to a question paper before the examination or cheating again after being punished for it, will result in expulsion from the University.

8.18 A student who is found guilty of an academic or other violation by a Disciplinary Committee is disqualified from any academic honor, e.g., a medal or scholarship.

9. Policy on Retake Examination

Retake examination application may be considered in the following cases:

Issue	Description	Documents Required
Marriage	Self or Sibling	Wedding Card and Marriage Certificate
Severe Illness	Hospitalization (Self/Immediate Family Member)	Hospitalization Certificate and Hospital Bill
Death	Immediate Family Member	Certificate
High Fever / Diarrhea Asthma	Self	Medical Certificate
Severe Injury	Injury leading to disruption in capability to appear for the exam	Supporting Documents and Medical Reports
ISSB Examination / Iqama Renewal	Actual dates must collide with the examination date.	Documentary Proof
Any religious festival/ event with fixed dates	Hajj	Travel documents or other related information

Retake examination applications will not be considered in the following cases:

1. Habitual Applicants. An applicant with more than 5 requests of retake in his or her academic career;	5. Students suffering from minor Injuries;
2. Applications with incomplete documents;	6. Marriage of cousins; and
3. Students suffering from Coughs and Colds;	7. Other cases not covered in the table above
4. Religious events with flexible dates (such as Umrah, Aitekaf leave);	

Notes:

1. All applications along with supporting documents must be submitted within the specified timeframe on Flex;	3. Immediate Family Member includes Sibling, Parent, and Grand Parents;
2. A student travelling during exams due to a valid reason may be facilitated by conducting the same exam at the remote campus on the same day and time of the exam at the base campus.	4. If in doubt the student must contact the office before the academic exam. Extra time may be allowed to facilitate a

(Exam paper shall be sent through email to the concerned HoD at the remote campus);	student who has a medical condition; and
	5. Above are just the guidelines. Final decision rests with the Campus Committee and the Campus Director.

10. Policy on Generative AI Based Tools

1. Introduction

In today's rapidly evolving landscape of higher education, the integration of advanced technology, particularly Generative Artificial Intelligence (AI), holds significant transformative potential. This document examines the application, implications, and management of Generative AI at National University of Computing and Emerging Sciences (FAST-NUCES), emphasizing its role in enhancing both academic and administrative functions while upholding academic integrity and fostering innovation. Educational institutions have recently witnessed a paradigm shift through the integration of digital technology to enhance teaching and learning experiences. AI systems, particularly Generative AI, have played a central role in this transformation, offering personalized support through intelligent tutoring and recommendation systems. Despite its benefits, the rapid adoption of Generative AI raises concerns regarding academic integrity, necessitating educators to explore effective integration strategies. This policy focuses on incorporating Generative AI into teaching and learning at FAST-NUCES, aiming to provide guidelines for its responsible and effective use to enrich the educational experience while maintaining integrity.

Generative AI, a subset of artificial intelligence (AI), empowers machines to autonomously create new content ranging from text to images. It offers tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion, which have sparked significant interest and experimentation among students and instructors alike within

academic settings. While these tools offer tremendous potential for enhancing creativity, productivity, and personalized experiences, they also present inherent risks, including concerns related to data privacy, ethical implications, and the potential bypassing of key learning objectives.

To optimize the advantages of Generative AI while minimizing associated risks, it is imperative to establish precise objectives. These objectives should clearly state what the University aims to achieve by using Generative AI in teaching and learning along with what the University expects to achieve by implementing it. By setting these objectives, FAST-NUCES can make sure that its use of Generative AI aligns with its educational mission and promotes responsible and effective use across the campuses.

2. Objectives

1) The University will support students and faculty in becoming AI-literate, leading to improved understanding and proficiency in using Generative AI tools, thereby enhancing academic and professional skills.

2) Faculty should be equipped to support students in effectively and appropriately using Generative AI tools in their learning experience, resulting in increased student competence and confidence, which leads to better learning outcomes.

3) The University will adapt teaching and assessment to incorporate the ethical use of Generative AI and support equal access, ensuring more inclusive and equitable educational experiences while maintaining academic integrity.

4) The University will ensure academic rigor and integrity are upheld, preserving high academic standards and credibility, even with the integration of AI tools, by implementing comprehensive guidelines.

5) The University will work collaboratively to share best practices as technology and its application in education evolve, ensuring continuous improvement and innovation in teaching and learning practices through shared knowledge and experiences.

6) Promoting innovation and creativity in curriculum development and assessment design by incorporating Generative AI technologies will lead to the creation of dynamic and adaptive educational resources tailored to individual student needs.

3. Guidelines for Use

The guidelines for the use of Generative AI at University are designed to ensure responsible and effective utilization by both students and faculty. Authorized users, including students and faculty members, are granted access to Generative AI tools upon meeting specified criteria and undergoing appropriate training. Access procedures entail obtaining permissions and credentials through designated channels, with access levels tailored to the specific roles and responsibilities of users. Acceptable use policies outline the intended educational purposes for which Generative AI tools may be utilized, emphasizing the importance of ethical and lawful conduct in all interactions. Prohibited activities encompass behaviors such as plagiarism, unauthorized data manipulation, or any other misuse of Generative AI

capabilities. Violations of these policies may result in disciplinary actions, including account suspension or academic penalties. Time limits may be implemented to regulate usage and ensure equitable access for all users, with guidelines provided to facilitate responsible utilization within designated timeframes.

4. Acceptable Uses of Generative AI Tools

In general, using Generative AI tools for preparatory research work, assignment and project is considered acceptable practice, however such tools should never be the only source of information used. Generative AI tools are not academic sources; they do not produce fact- checked content, and they can, and often do, reproduce inherent biases in provision of information, and they often do not accurately state the sources from which the content provided has been gathered. It is therefore vital that students use academic and trusted disciplinary- specific sources when developing their work. None of the content generated by AI should be used in submitted work unless it is quoted and referenced as such.

AI is at its best when it is used to help synthesize ideas, so that users are in a better position to write an assignment. It may be helpful for students to consider Generative AI tools in a similar light to Wikipedia: as a source of information, but not always a reliable one.

See some potentially acceptable uses of Generative AI here. Please note, this list is not exhaustive and is indicative only.

1) Initial research into a topic, idea, or concept to gain an overview for example: “what are the main ethical concerns for students when using generative artificial intelligence tools?”

2) Identifying/summarizing core concepts or viewpoints in a particular disciplinary area for example "what were the prevalent influences on 19th century writers?" or "What ethical considerations arise from the use of data mining techniques in cybersecurity, particularly within the realm of computer science?"

3) Summarizing texts- Sections of text can be pasted into a Generative AI tool and it asked it to summarize the content. This is especially useful if you are unsure that you understand what the key message or concept in a piece of text is.

4) It is important to note that summaries cannot be pasted into work for assessment purposes unless they are being used as short quotations for a specific purpose. These quotations must be appropriately cited and the correct referencing conventions in the subject area used.

- Taking notes during group work discussions
- Getting ideas on how to present work
- Organizing work
- Formatting a reference list

It is also possible to use Generative AI tools for proof reading and self-assessment (i.e. to get feedback on your work prior to submission), as deemed acceptable, however, it is not clear what happens to the data submitted to Generative AI tools, and so caution must be exercised. If work uploaded to Generative AI platforms is used to train the dataset from which it creates new responses for others, your work might be

used in another's work, thereby risking plagiarism. Therefore, students should not upload their work to sites that do not have clear privacy policies and opt outs. Equally, it is not permissible to upload any personal or sensitive data, or University materials (e.g. lecture slides, teaching content, etc.) onto these systems without permission.

5. Unacceptable Uses of Generative AI Tools

The unacceptable use of Generative AI software broadly falls in line with other examples of academic misconduct that exist outside of Generative AI space. Students using the technology to simply circumvent the requirements of an assessment or using it to create entire assessments that they then disguise as their own original work is not acceptable. The requirement to declare, cite, reference and reflect on the use of Generative AI is designed to prevent students from simply using the technology to create assessments that they then claim as their own, and a student that refuses to declare how they have used the technology, does not cite it, reference it or reflect on its outputs may be attempting to hide the fact that the work is not their own. If staff suspect that students have used Generative AI in unacceptable ways, they may use the Turnitin detector score to help them identify how much of a document may have been written using AI.

Some examples of misuse of Generative AI may include, but are not necessarily limited to:

1) Students generating an entire assignment submission and passing it off as their own work.

2) Submitting content generated by Generative AI tools without appropriate and correctly presented acknowledgement and

citation of the source(s).

3) Using tools which paraphrase text to pass off the work of another person (including another student), organization, or content generated by artificial intelligence as the student's own.

4) Using manual or machine translation to translate the work of another person (including another student) or organization originally developed in a language other than English without appropriate and correctly presented acknowledgement and citation of the original source.

5) Submitting assessed work where the use of Generative AI has been cited, but the prompt given is in contravention of good academic practice e.g. "write a literature review on climate change for my research paper." All work submitted must be the student's own.

6) Using tools in any other way that conflicts with the standards articulated (1) in degree level guidance or (2) in semester level guidance or (3) in the instructions you were given for the specific piece of assessed work.

7) Uploading any data generated from empirical research projects in contravention of ethical approval conditions - for example, information on participants of research studies.

8) Using generative AI to write literature reviews is unacceptable because it lacks critical analysis. For example, an AI-generated review might summarize studies without comparing methodologies or highlighting gaps, leading to a superficial

understanding of the research.

9) Good Academic Practice as stated in the Academic Integrity Policy: Guidelines for Students is demonstrated through:

- Honesty and integrity
- Trustworthiness
- Respect for the wider academic community and your fellow students
- Fairness, knowing that you have truly earned the marks awarded for your work and that you have not used unfair means to gain an advantage

If students base their work purely on the output generated by Generated AI/AI tools, and do not consult any other sources of information, it is unlikely that their work will be (1) completely accurate and/or (2) have the sufficient depth of understanding and critique expected for the level of study. Students are encouraged to go directly to academic and discipline-specific sources for several reasons. It is possible that AI tools and/or secondary sources might have misinterpreted or misrepresented information which will result in students importing errors into their work. Additionally, engaging with academic and discipline-specific sources allows students to develop their own thoughts and ideas in the context of established scholarship. Students who do not do this are unlikely to pass their assessments. Assessment is an important part of learning and students who do not complete assessments appropriately risk not only wasting their own time at University, but also not having the necessary skills required by employers when they leave.

6. Generative AI and Assessments

By focusing on the responsible and appropriate use of Generative AI, we should consider why we are assessing students, what we want students to learn, and how students can demonstrate their learning.

1) Consider your semester learning outcomes. What do you want your students to achieve with this assessment? What core skills do you intend for them to develop? Will the use of Generative AI help or hinder students from achieving their learning goals? Make sure you consider the diverse learning needs of your student cohort when you are thinking about how your students might achieve their learning goals.

2) Consider how exactly students may or may not use Generative AI for your assessment in order to meet learning outcomes. Most students do not want to shortcut their learning. They want you to be clear and explicit on how they can and cannot use Generative AI.

3) FAST-NUCES has developed three categories to provide guidance for when and how students can use Generative AI in their assessments. These categories are to help you clarify expectations with your students. Each category describes a general approach with examples. You may adapt these categories, offer additional clarification, and include different examples. The three categories are:

    - Students are not allowed to use Generative AI for their assessment.

    - Students are permitted to use Generative AI tools for

specific purposes to assist with their assessment

- Generative AI is an integral part of the assessment and students are encouraged to use it extensively.

Departments, Instructors, and/or Lab Instructors, must decide which category to employ for their assessments in advance.

Ensure that your decision is communicated and explained to students. Assessment could include a statement for students clearly.

6.1 Use in Non-Lab Courses:

1) Students are allowed, and sometimes encouraged, to use generative AI tools like ChatGPT for completing course assignments.

2) All the course assignments must include associated quizzes or demonstrations.

3) A small percentage (typically 10-15%) of the total marks will be allotted to the assignment submissions. The majority of the marks will be based on the assignment quizzes or demonstrations. This grading distribution should be clearly stated in the course outline. These quizzes or demonstrations should take place in the week following the submission deadline.

4) Faculty members are encouraged to integrate questions related to these assignments into both sessional and final exams.

5) Students should be encouraged to submit the prompts they used in generative AI tools to understand the assignments. Instructors can use these prompts to identify students' weaknesses by analyzing the approach they took to comprehend the material.

6.2 Use in Lab Courses:

1) In general, the use of generative AI tools like ChatGPT in labs is prohibited unless explicitly allowed by the lab instructor, particularly in courses such as Programming Fundamentals (PF), Object-Oriented Programming (OOP), and Data Structures (DS) etc.

2) 10% of the labs will allow the use of generative AI tools.

3) When the use of generative AI is permitted, lab sessions will be extended to 2.5 hours. In the final half-hour, students will be given a small quiz task to complete independently, without using generative AI tools. At the end of these sessions, students must submit the prompts they used during the first 2.5 hours. The LI will review these logs to assess the students' understanding.

4) Marks for these labs will be based on performance in the quiz task and the quality of the submitted prompts. The Lab Instructor must ensure that the quiz task's complexity is reasonable and appropriate, considering the original lab task and the allotted time.

6.3 Use in Research:

1) Generative AI tools like ChatGPT are to be used as assistive tools for research purposes only. They should enhance productivity, explore ideas, and provide insights while preserving the integrity of the research process.

2) Researchers and students intending to use generative AI in their research must undergo appropriate training to understand its capabilities and limitations. They should also be familiar with the University's policies on academic integrity and the responsible use of AI tools.

3) The use of generative AI in research projects must be reviewed and approved by relevant faculty members, advisors, or supervisors to ensure compliance with University policy and alignment with research objectives.

4) Generative AI should not be used for the automated submission of research work, assignments, or any other academic assessments. All submissions must be the original work of the researchers.

7. Detecting Generative AI Use in Assessments

1) Use software like Originality.ai, Turnitin, Copyscape, and Grammarly etc. for detecting the use of generative AI in the assessment.

2) Integrate plagiarism detection tools like Turnitin and Copyscape capable of spotting AI- generated content.

3) Students should add screenshots of the prompts given to the Generative AI to check how students has use it will help the TA as well.

4) Encourage instructors to remain vigilant for sudden performance improvements.

5) Inform the students about the ethical implications of AI use in a course. Communicate clear policies on AI use in assessments, including consequences.

6) Create an active learning environment to encourage student engagement and understanding.

8. Referencing Generative AI Tools

Using Generative AI/AI tools for research and in the preparation of work does not require citation, similar to how an initial Google search for information does not require citation. Before the introduction of Generative AI, students were not required to reference web searches, sources that had not directly informed their submitted work, or the use of spell checkers. Therefore, the use of Generative AI for similar purposes need not be referenced unless an assignment brief specifically states otherwise. It is unlikely that students will need to directly quote content from AI-generated sources very often due to the limitations of Generative AI tools. However, students must critically evaluate any content generated using AI. In certain circumstances, or for specific content types, referencing may be required. For example, part of the assessment may involve using AI to generate text that the student then critiques. In these instances, if students' work includes a verbatim quotation, embedded image, or figure, this should be referenced within the text or content of the assignment and in the

reference list. Additionally, students must include images of the prompts they used with the Generative AI tool to ensure transparency and proper attribution.

9. Privacy & Data Security

The University must uphold its legal responsibilities regarding the protection of information, which extends to all University affiliates. Breaches of these protections can lead to severe consequences, including harm to affected individuals, damage to the University's reputation, and legal liability. Faculty, staff, and students are prohibited from submitting any data directly identifying individuals or classified as Sensitive or Confidential into AI tools not supported by the University. Additionally, datasets containing information indirectly identifying individuals must not be submitted to unsupported AI tools. Furthermore, ensuring accuracy and integrity of information is paramount, requiring meticulous maintenance and retention of official records in accordance with established protocols. Attention must also be given to metadata considerations, as there's a distinction between directly inputting data into a Generative AI system and uploading a file, which may contain unseen metadata. Documents created using AI may be subject to open records laws and record retention requirements, emphasizing the need for compliance with data retention policies and procedures of the University.

10. Training & Support

To ensure faculty and students at FAST-NUCES are equipped with the necessary knowledge and support for effective utilization of Generative AI tools, comprehensive training and technical assistance are provided. Workshops, training modules, and online resources are

available to cater to varying proficiency levels and specific needs, offering guidance on Generative AI application. Additionally, dedicated technical support services ensure prompt resolution of any issues encountered during usage. Peer learning communities further facilitate collaboration and knowledge sharing among users.

1) Workshops: FAST-NUCES will organize workshops specifically designed to educate faculty and students on the usage and application of Generative AI tools.

2) Training Modules: Tailored training modules will be developed to cater to varying levels of proficiency and specific needs, providing comprehensive guidance on Generative AI utilization.

3) Online Resources: Accessible online resources, including tutorials, guides, and instructional videos, will be provided to supplement in-person training and offer continuous support.

4) Technical Assistance: Dedicated technical support services will be available to address any technical queries or issues encountered during Generative AI usage, ensuring uninterrupted access and optimal functionality.

5) Peer Learning Communities: Opportunities for faculty and students to engage in peer learning communities will be facilitated, fostering collaboration, knowledge sharing, and best practices in Generative AI utilization.

11. Monitoring & Compliance

To uphold ethical standards and ensure adherence to policies

regarding the use of Generative AI tools at FAST-NUCES, robust monitoring and compliance measures are implemented. Monitoring procedures are systematically carried out to oversee the usage of Generative AI tools among faculty and students, ensuring alignment with established guidelines and regulations. Any instances of non-compliance are identified, and appropriate consequences are enforced to address violations effectively. These consequences may include disciplinary actions, such as warnings, suspension of privileges, or academic penalties, aimed at reinforcing the importance of responsible Generative AI utilization and upholding institutional integrity.

12. Review & Revision

To maintain the relevance and effectiveness of policies governing the use of Generative AI tools at FAST-NUCES, a structured approach to review and revision is adopted. Regular reviews of existing policies are conducted to assess their adequacy and alignment with evolving technological advancements and institutional needs. Stakeholder feedback, including input from faculty, students, and administrative personnel, is solicited and considered during these reviews to ensure inclusivity and responsiveness to diverse perspectives. Through this iterative process of review and revision, FAST-NUCES aims to continuously enhance its Generative AI policies, fostering a supportive and adaptive framework for responsible Generative AI utilization across the University community.

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