



**Title:** Assessment Procedures

**Code:** GU-PR08AS

**Version:** 3.1

**Date of Issue:** 2023

**Effective Date:** November 2023

**Approval Authority:** University Council

**Document Owner:** Vice President for Academic Affairs

**Review:** The document is subject to a periodic review as per amendments of  
university policies and regulations

(Note: This document replaces the “Assessment Procedures”, GU-PR08AS, Version 2.2  
- July 2020)

## 1. Purpose

The purpose of this document is to describe the procedures to be followed during assessments of students' work in all programs at Gulf University. It also describes the guidelines to be charted while developing assessment mechanism to ensure that assessment types and methods/tools are appropriately mapped to the learning outcomes at both program and course levels, and to ensure the validity and reliability of assessment for measuring achievement of learning outcomes.

## 2. Scope

This document applies to all types of assessments of students' work in all programs.

## 3. Acronyms

<b>BQA</b>	Education and Training Quality Authority
<b>CILOS</b>	Course Intended Learning Outcomes
<b>C-TLAC</b>	College Teaching, Learning and Assessment Committee
<b>HEC</b>	Higher Education Council
<b>NQF</b>	National Qualifications Framework
<b>PILOS</b>	Program Intended Learning Outcomes

## 4. Definitions

**Assessment Criteria:** Assessment criteria describe what an assessor needs to see that students have achieved learning outcomes. Assessment criteria cannot, therefore, refer to hidden mental processes but rather must describe actual performance of a skill, provide evidence of an attribute or evidence of understanding of the concepts, theories and principles introduced in a program of study.

**Assessors:** Assessors are those responsible for designing the assessment tasks and for implementing and marking these tasks. In case of formative assessment, this is often the instructor responsible for the course. In the case of summative assessment, the assessor may be internal or external to Gulf University or a combination of both.

**Course Intended Learning Outcomes:** Course Intended Learning Outcomes (CILOs) describe the knowledge, skills and attributes envisioned to be achievable by students who have been enrolled in a course. CILOs, therefore, contribute to PILOs.

**Diagnostic Assessment:** A diagnostic assessment includes all forms of assessment that are used to diagnose a students' learning needs, to diagnose the need for further input by

the instructor or to diagnose the need to adjust the learning program. Formative assessment is often used for this process alongside its primary function of providing developmental feedback to the student.

**Formative Assessment:** A formative assessment includes all forms of assessment that has learning enhancement and the provision of feedback to students as its primary purpose. Formative assessment serves to motivate and deepen student learning, to consolidate work done thus far and to give students a sense of their achievements and areas requiring further attention. Formative assessment always includes developmental feedback and is often followed by summative assessment.

**Instructor:** An instructor is an individual appointed by Gulf University to teach on its courses.

**Learning:** Learning is understood to encompass the knowledge and skills that result from engagement with the teaching activities planned and designed for a program of study. Learning is cumulative and can manifest itself in many forms and assessment needs to take account of this. New learning builds on and expands existing learning.

**Learning Outcomes:** Learning outcomes state what a student should be able to do by the time they have completed the course or program for which the outcomes are set. Outcomes can include knowledge, skills, and attitudes. The attainment of an outcome is determined through the assessment process.

**Plagiarism:** Plagiarism is the copying of ideas and content from another source without appropriate referencing. This can include the copying of work from another student. Where plagiarism has been detected in any assessment, the Plagiarism Policy and Procedures must be implemented.

**Program Intended Learning Outcomes:** Program Intended Learning Outcomes (PILOs) describe the knowledge, skills and attributes envisioned to be achievable by students who have followed a program of study. Demonstration of achievement of PILOs is a necessary requirement for the award of a qualification associated with a program.

**Student:** A student is any individual who is formally registered in a program offered by Gulf University.

**Summative Assessment:** A summative assessment includes all forms of assessment that lead to the measurement of student learning, usually in the form of a mark or score, for the purposes of determining student success in demonstrating achievement of set outcomes. Summative assessment is thus the means by which student progress is determined.

**Verifiers/Moderators:** Verifiers/Moderators are those who scrutinize the validity and consistency of the assessment tasks through verification (pre and post-moderation). They

are internal and external to Gulf University. The verifier/ moderator has responsibility for assuring the validity of the assessment by checking the alignment between:

- The assessment type and content with the relevant outcomes.
- The assessment criteria and the relevant outcomes.

The verifier/moderator also has responsibility for assuring the reliability of the assessment by sampling the assessed tasks and checking that the assessment criteria and marking have been accurately, fairly and consistently applied.

## **5. Assessment Design**

### **A. Preamble**

A.1 The Program Design and Development team is responsible for designing effective and efficient assessment tools or methods which fit for the purpose at program and course levels.

A.2 Assessment design deals with developing a clear assessment mechanism with variety of assessment tools/methods which shall be aligned with Course intended learning outcomes, program intended learning outcomes and graduate attributes. Accordingly, assessment tasks and marking criteria shall be designed to directly assess the course learning outcomes.

A.3 Assessments within a course will be appraised on the basis of performance criteria defined and shall be communicated to students in advance for making them prepared for the expected assessment.

A.4 Assessment methods shall depict assessment components with parts/learning outcomes parts shall be designed and communicated to students.

### **B. General Guidelines for Assessment Design**

#### **B.1 Guideline 1: Assessment shall be Aligned with Intended Learning Outcomes**

Assessors shall ensure alignment of assessment with intended learning outcomes by choosing appropriate assessment methods/tools (Quiz, Major exams, Assignment, Case analysis etc.) with supportive assessment criteria and rubrics.

#### **B.2 Guideline 2: Assessment shall be Valid and Reliable**

The validity of assessment shall be ensured by internal and external post verification of mid-term and final assessments. The reliability of assessment including the fixed criteria and rubrics in terms of accuracy and fairness shall be ensured by internal and external moderation.

#### **B.3 Guideline 3: Amount of Assessed Work shall be Manageable within the Overall Student Workload**

As per the assessment structure and weight, the marks set for formative assessment shall be low compared to major summative assessments. The time frame within

which these assessments to be conducted also shall be manageable within the overall workload of students.

#### **B.4 Guideline 4: Assessment Practices shall have a Substantial Impact on Student Learning**

Assessors shall ensure the substantial impact on student learning by having authentic assessment, which shall be practiced by bringing real-world problems in the classroom so that the learners shall get an exposure to different arenas of the business world within the curriculum.

#### **B.5 Guideline 5: Assessment shall be Inclusive and Equitable**

The variety of assessment methods mapped to program courses shall be acceptable to different instructors and the learners as well based on the course type and level. For special need students, if any changes are needed, modification can be done in the assessment methods without losing consistency, accuracy and fairness.

### **C. Assessment Mapping to Learning Outcomes**

#### **C.1 Alignment of Assessment to Program Intended Learning Outcomes**

C.1.1 Program Design and Development Team, once developed PILOs, shall develop the form of aligning teaching and learning philosophy, assessment philosophy, staffing specialization, infrastructure and resources to PILOs, (Form GU-PR08ASW-F06), shall take particular attention for describing the assessment philosophy, which shall be implemented in assessing the achievement of PILOs.

C.1.2 Program Design and Development Team, once developed the curriculum (courses, progression of courses etc.), shall develop mapping of courses to PILO (Form GU-PR08ASW-F07).

C.1.3 Program Design and Development Team shall map C-ILOS of all courses to PILOs (Form GU-PR08ASW-F08).

C.1.4 Program Design and Development Team shall map each course to appropriate assessment methods/tools based on the type and level of the course (Form GU-PR08ASW-F09). The mapped form shall provide a comprehensive overview on the assessment methods throughout the student's progression/study plan for a particular program.

C.1.5 Program Design and Development Team, during the annual review or after the successful completion of a semester, shall update overall mapping of courses to assessment methods, based on: assessment verification and moderation feedback reports received from C-TLAC and U-TLAC, course reports and HOD's Semester Report, shall send it to HOD for scrutinizing, followed by sending it to C-TLAC for approval.

## **C.2 Assessment Mapping to Course Intended Learning Outcomes**

- C.2.1 Course Instructor shall ensure reflection of Mapping of CILOs to PILOs, (Form GU-PR08ASW-F08) in Course Specifications.
- C.2.2 Course Instructor, before the start of new semester, shall apply the overall mapping of assessment methods to CILOs (Form GU-PR08ASW-F01).
- C.2.3 Course Instructor, shall ensure that, as per the assessment structure and weight, the majority of highest weightage of the assessment shall measure the high impact mapped CILOs to PILOs.
- C.2.4 Course Instructor shall ensure that assessment methods (quiz, exam, project etc.) /tasks /criteria are manageable, inclusive, and equitable within the student workload.
- C.2.5 Course Instructor shall have all mapping scrutinized by relevant HOD, shall send them to C-TLAC for approval before the start of the semester.
- C.2.6 Course Instructor, during the annual review or after the successful completion of a semester and based on the feedback report of C-TLAC and U-TLAC, course report, semester report, shall redevelop the overall mapping of assessment methods to CILOs of each course, shall have it scrutinized by relevant HOD and approved by the C-TLAC.

## **C.3 Mapping of Specific Assessment Method to CILOs**

- C.3.1 Course Instructor, while selecting appropriate assessment methods (such as major exam, quiz, assignment, project etc.) in adherence to overall mapping of assessment to CILO of a course during the semester, shall apply the relevant form (Assessment Procedure Forms) and shall map assessment component (question, tasks etc.) within the assessment method (quiz, assignment, project etc.) to specific learning outcomes.
- C.3.2 Course Instructor, while designing each assessment method during the semester, shall breakdown the particular assessment method to specific components/criteria and subcomponents, shall reflect that in relevant form of assessment (exam, quiz etc.) where each assessment component/subcomponent mapped to specific CILOs shall be applied in the assigned course.
- C.3.3 Course Instructor shall ensure that assessment component /tasks /criteria are matched with assessment structure and weight, and manageable within the student workload.

C.3.4 Course instructor, while designing assessment methods with component of tasks/questions, shall consider the criteria to be assessed in the assessment, shall reflect that in the assessment questions, tasks/parts of the tasks which in return shall be mapped to CILOs, shall be assessed as per the relevant rubric.

#### **C.4 Design and Development of Rubrics**

C.4.1 Course Instructor, once designed the assessment method including the assessment component/subcomponent/ criteria, shall develop the rubric to assess the achievement of CILOs, which shall be reflected in the assessment component.

#### **C.5 Major Assessment shall be Subjected to Internal and External Verification.**

#### **C.6 Major Assessment shall be Subjected to Internal Marking Moderation.**

**C.7 All the written assessments shall be conducted electronically via Learning Management System (LMS). Quiz and other written coursework shall be conducted by the instructor during the class with set time notified before to the students. Midterm and Final written assessments shall be managed centrally by the Exam Committee. Students shall take these written assessments in the allocated Computer Labs with proctoring software .**

**C.7 Per semester, 25% of Total Courses shall be Subjected to External Overall Course Moderation.**

### **D. Special Types of Assessment**

#### **D.1 Specific Assessment Scheme:**

Instructors shall assess student's knowledge and skills relevant to CILOs by adopting Peer Assessment, Self-Assessment, or Group Work Assessment. Instructors shall ensure:

- i. Clear expectation,
- ii. Clear tasks,
- iii. Manageable within the specific time frame,
- iv. Validity and Reliability.

#### **D.2 Peer Assessment**

D.2.1 Each team member shall generate an anonymous peer mark for each individual member of their team.

D.2.2 The mark shall be based on their assessment of the overall group participation, interaction, co-operation, and contribution to the assigned work.

D.2.3 In this way, each student shall get a mark based on the quality of the group report or assignment but also a mark based on their individual efforts.

- D.2.4 To avoid subjectivity problem in this assessment, Instructor shall set a clear marking criteria and associated rubrics for the assessment so that there shall not be any ambiguity about how they are being assessed.
- D.2.5 It shall be based on observation and may further be adjusted by the instructor to ensure the marking is accurate and fair.
- D.2.6 Giving an assessment in the form of a task to all the students to each one same will be marking unanimously across each other.

### **D.3 Self-Assessment**

- D.3.1 Students shall work as a group, but each student shall prepare an individual portfolio based on their achievement towards the assigned group task.
- D.3.2 The self-assessment done by the student shall subject to change by the instructor based on the observation and the individual portfolio file prepared by each individual member in the group to exhibit their achievement towards the assigned group work.

### **D.4 Group Work Assessment**

- D.4.1 Group work assessment shall result into major gains in transferable skills in the areas of oral communication, integration, cooperation, negotiation and interpersonal skills.
- D.4.2 Working in a group shall promote the sharing of ideas and problem-solving skills and shall enhance more willingness to discuss and work with their peers. From the lecturer's point of view, it can promote a variety of transferable skills and, depending on how the work is assessed, it is possible to enhance the learning process too.
- D.4.3 Before the students begin their activity, Instructors shall make the assessment methods and criteria clear to students.
- D.4.4 Instructors shall ensure validity of group work assessment through mapping the assessment to ILOs, and verification.
- D.4.5 Instructors shall ensure reliability through proper assessment criteria and associated rubrics, and internal and external moderation.
- D.4.6 Marking Scheme:
  - Students shall anonymously peer assess each other's contribution to the activity and the instructor shall award a mark based on their assessment.
  - Group work assessment shall go through four stages.
    - Stage 1:* Students shall do self- assessment based on their achievement report by exhibiting an Individual portfolio. This assessment shall



be observed and confirmed with their course instructor (25% of total Mark is from self-assessment).

*Stage 2:* Instructor shall assess the individual work through an observation and interview with each member in the team (25% of total Mark is from Instructor).

*Stage 3:* Peers in the group shall award mark to each team member anonymously based on their individual contribution to the assigned work (25% of total Mark is from peers).

*Stage 4:* Instructor shall award mark based on the final Group report/ Output/Project and individual presentations (25% of total Mark is for the output).

- In summary: the following Marking Scheme shall be applied for Group work assessment:

Self-Assessment	Instructor	Peer Assessment	Output	Total
25 %	25 %	25 %	25 %	100%

## 6. Procedure Details

### 6.1 During the Preceding Semester:

- 6.1.1 Instructors shall prepare Course Assessment Alignment, (Form GU-PR08ASW-F01), and shall send the form to their relevant College Teaching, Learning and Assessment Committee (C-TLAC) for approval, preferably (2) weeks before end of the semester.
- 6.1.2 C-TLAC shall review and approve the Assessment Alignment Forms, within one week after receiving them.

### 6.2 During the Semester

- 6.2.1 Instructors shall implement the following assessment methods:
- a. **Participation:** shall comprise of student-instructor discussions during lectures and group discussions amongst students, where Instructor shall assess class presentations, communication skills, team building and other soft skills in the form of brainstorming, seminar, role-plays, practical exercises etc.
  - b. **Course Work:** Instructors shall assess assignments, homework, problem solving activities, case studies, practical, laboratory or group projects with report on particular topics, (Form GU-PR08ASW-F02).
  - c. **Quizzes:** Instructors shall assess mainly students' knowledge and subject specific skills through short answer questions in a structured format, (Form GU-PR08ASW-F03).

**d. Major Examinations (Midterm and Final Exams / Jury / Panel Assessments):** Instructors/Jury/Panel shall assess students' knowledge and various skills relevant to the course intended learning outcomes (CILOs), (Forms GU-PR08ASW-F04 and GU-PR08ASW-F05).

- 6.2.2 Instructors shall follow Assessment Verification and Moderation Procedures (GU-PR09AVM).
- 6.2.3 Instructors shall ask their students to have their work checked for plagiarism by providing the Turn-it-in report via the e-Learning System (Moodle) to verify that all student work is free from plagiarism. If not, Instructor shall refer to Plagiarism Procedures (GU-PR13PLG).
- 6.2.4 For deferred/late assessments, Instructors shall refer to Deferred and Late Assessment Procedures (GU-PR11DLA).
- 6.2.5 Instructors shall provide their students regularly with feedback on their assessed work, within one week after the assessment activity, highlighting their progress in the course and what is expected from them. Students shall get an opportunity to see their answers in the assessed work and discuss their instructors' remarks.
- 6.2.6 For students' Assessment Appeal, Instructors shall refer to Assessment Appeal Procedures (GU-PR10AAP).

### **6.3 Assessment of Master Thesis:**

- 6.3.1 After completion of the thesis, the student shall submit the followings as part of the requirements for thesis assessment:
  - a. The "Plagiarism Examination Form" of the thesis (with similarity of not exceeding 10%) to the chair of the college's research committee, who shall review, approve the form, and send it to the HoD.
  - b. The proofreading report issued by an external certified party to the HoD.
- 6.3.2 After completion of the thesis, the supervisor shall submit a detailed report to the HoD (to be submitted to the department council for further action) stating that the student has completed all courses as per the study plan and that the thesis is suitable for final assessment by the panel. A hard and soft copies of the thesis shall be attached with the report.
- 6.3.3 The HoD shall submit all the relevant forms and documents to the department council, who shall review the case and shall send the recommendations on the thesis examination panel to the college council.
- 6.3.4 The college council shall approve the department recommendations and shall compose the "Thesis Examination Panel". The panel members must be PhD holders as follows:
  - The Internal Examiner from the university,
  - The External Examiner,
  - The Supervisor.
- 6.3.5 The college council shall assign 2 more examiners as reserve members; one from the university and the other from outside the university.

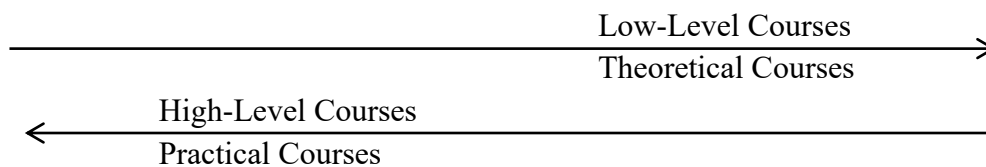
- 6.3.6 The Thesis supervisor shall chair the examination panel.
- 6.3.7 The relevant HoD shall send a hard (unbind) or an electronic copy of the thesis to panel members.
- 6.3.8 In case that any examiner rejects/declined to examine the thesis, the HoD shall send the thesis to the relevant reserve member of the panel.
- 6.3.9 In case that the thesis is rejected by the substituted examiner, the thesis shall be rejected due to not fulfilling the requirements, and the student shall be assigned “Fail” and shall be given one semester to resubmit the thesis for examination as a second attempt.
- 6.3.10 If the thesis is rejected after resubmission for the second attempt, the students shall be dismissed from the university, in accordance with “Enrolment Procedures GU-PR03SE, article 5.26”.
- 6.3.11 The panel shall determine the date and time of the thesis examination. This shall be endorsed by the HoD.
- 6.3.12 The chair of the panel shall announce the commencement of the examination and shall give a brief bio of the student. This is followed by the student presents a summary of the thesis within 15-20 minutes.
- 6.3.13 The chair of the panel shall manage the examination session, and shall give permission for attendance to faculty members, postgraduate students, and others who have an interest in the subject.
- 6.3.14 At the end of the examination session, the panel shall conduct a closed meeting to discuss the outcomes and conclude by majority of its members one of the following decisions:
  - a. The thesis is accepted without any adjustments with grade (---).
  - b. The thesis is accepted with minor adjustments that both the supervisor and the internal examiner shall approve it, fill in and sign the relevant form.
  - c. The thesis shall be re-submitted for examination by the same panel after major adjustments within a period of no more than 3 months from the date of decision. If the thesis is rejected for the second time the student shall be dismissed from the university.
  - d. The thesis is rejected.
- 6.3.15 In case of the thesis being rejected, the student can choose another subject for the thesis with the same supervisor or with another supervisor assigned by the department if this does not lead to exceeding the maximum study period of the student.
- 6.3.16 If the thesis is rejected again, the student shall be dismissed from the university.
- 6.3.17 The student shall submit to the department 3 printed, bind copies of the thesis signed by the panel chair and members, and one soft copy. The thesis should comply with the thesis regulations issued by the relevant college.
- 6.3.18 The department council shall send the recommendation for student’s graduation (based on the panel decision) to the college council, who shall approve the recommendations followed by forwarding the case to the university council for final approval of the graduation.

#### **6.4 Marking Scheme – Bachelor Programs**

Instructors/Jury/Panel shall implement the following Marking Scheme for various assessment methods, where for low-level and theoretical courses, assessors shall

emphasize more on written assessment methods (Rightward arrow), while for high-level and practical courses, assessors shall emphasize more on student involvement and course work assessment methods (Leftward arrow):

Participation	Course Work	Quizzes	Midterm Assessment	Final Assessment	Total
Discussion / Involvement	Assignment / Homework/Project / Case study	Written / Online	Written Exam/Jury / Panel	Written Exam/Jury / Panel	
5-10 %	10-50 %	0-20 %	15-20 %	30-40 %	100%



## 6.5 Marking Scheme – Master Programs:

### 6.5.1 Courses:

Instructors, jury, and panels shall implement the following marking scheme for various assessment methods for courses:

Course Work	40%	Final jury / panel	60%
-------------	-----	--------------------	-----

### 6.5.2 Thesis:

Thesis assessment components are as follows:

Seminar Panel	10%	Progression Reports	15%	Final Panel	75%
---------------	-----	---------------------	-----	-------------	-----

6.5.3 For hosted master programs, the assessment scheme from the partner university shall apply.

## 6.5 Grading and Ranking Scheme – Bachelor Programs:

6.5.1 During marking students' work, assessors shall consider the following grading and ranking scheme, which is based on a 4-point scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Mark	≥90	87- <90	84- <87	80- <84	77- <80	74- <77	70- <74	67- <70	64- <67	60- <64	<60
Point	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0
Rank	Excellent		Very Good		Good			Pass		Fail	

### 6.5.2 Grade description is as follows:

#### **Grade A: Outstanding**

A student who receives this grade has answered all questions fully and accurately. The student shows high-level awareness not only of the knowledge content but also of the disciplinary norms. The student has drawn on the relevant scientific reasoning and, where appropriate, has connected theory to practice, such as using pertinent examples. The student demonstrates a high level of critical thinking and analytical skills and uses creativity and originality to respond to the assessment task.

#### **Grade B: Good**

A student who receives this grade has answered most of the questions accurately and in detail. The student demonstrates knowledge of the required content and shows awareness of disciplinary norms. The student has drawn on scientific reasoning and, where appropriate, has shown some connections between the course theory and practice, such as using pertinent examples. The student demonstrates some critical thinking and the application of analytical skills. The student might also demonstrate creativity and originality to respond to the assessment task.

#### **Grade C: Sufficient**

A student who receives this grade answers many of the questions correctly with relevant information. The student demonstrates knowledge of the required content and shows some awareness of disciplinary norms. The student has drawn on scientific reasoning and, where appropriate, has been able to make some connections between the course theory and practice, such as using pertinent examples. The student demonstrates some critical thinking and the application of analytical skills, even if somewhat unevenly.

#### **Grade D: Poor**

A student who receives this grade answers few of the questions correctly and often includes irrelevant information. The student demonstrates little knowledge of the required content and shows little awareness of disciplinary norms. The student hardly draws on scientific reasoning and has been able to make only a few connections between the course theory and practice. Where examples are provided, they are often not pertinent. The student demonstrates critical thinking and the application of analytical skills to a limited extent, which is uneven on a few occasions.

#### **Grade F: Unacceptable**

A student who receives this grade is unable to answer questions correctly and includes little detail or irrelevant information. The student demonstrates a lack of knowledge of the required content and shows no awareness of

disciplinary norms. The student does not draw on scientific reasoning and fails to make connections between theory and practice. The student does not demonstrate critical thinking and the application of analytical skills is highly uneven, if present. The student fails to meet the assessment criteria and thereby does not demonstrate the required outcome/s being assessed.

Grade F may also be given to students due to incidents related to academic misdemeanors, such as failure to submit their work and due to plagiarism.

## 6.6 Grading and Ranking Scheme -Master Programs:

6.6.1 During marking students' work, assessors shall consider the following grading and ranking scheme, which is based on a 4-point scale:

Marks	95 -100	90 - < 95	85 - < 90	80 - < 85	75 - < 80	70 - < 75	< 70
Letter Grades	A+	A	B+	B	C+	C	F
Grade Points	4.00	3.75	3.5	3.00	2.5	2.00	0
Rank	Exceptional	Excellent	Superior	Very Good	Above Average	Good	Fail

6.6.2 Grade description is as follows:

### Grade A: Outstanding

A student who receives this grade has answered all questions fully and accurately. The student shows high-level awareness not only of the knowledge content but also of the disciplinary norms. The student has drawn on the relevant scientific reasoning and, where appropriate, has connected theory to practice, such as using pertinent examples. The student demonstrates a high level of critical thinking and analytical skills and uses creativity and originality to respond to the assessment task.

### Grade B: Good

A student who receives this grade has answered most of the questions accurately and in detail. The student demonstrates knowledge of the required content and shows awareness of disciplinary norms. The student has drawn on scientific reasoning and, where appropriate, has shown some connections between the course theory and practice, such as using pertinent examples. The student demonstrates some critical thinking and the application of analytical skills. The student might also demonstrate creativity and originality to respond to the assessment task.

### **Grade C: Sufficient**

A student who receives this grade answers many of the questions correctly with relevant information. The student demonstrates knowledge of the required content and shows some awareness of disciplinary norms. The student has drawn on scientific reasoning and, where appropriate, has been able to make some connections between the course theory and practice, such as using pertinent examples. The student demonstrates some critical thinking and the application of analytical skills, even if somewhat unevenly.

### **Grade F: Unacceptable**

A student who receives this grade is unable to answer questions correctly and includes little detail or irrelevant information. The student demonstrates a lack of knowledge of the required content and shows no awareness of disciplinary norms. The student does not draw on scientific reasoning and fails to make connections between theory and practice. The student does not demonstrate critical thinking and the application of analytical skills is highly uneven, if present. The student fails to meet the assessment criteria and thereby does not demonstrate the required outcome/s being assessed.

Grade F may also be given to students due to incidents related to academic misdemeanors, such as failure to submit their work and due to plagiarism.

## **6.7 Assessment of Students with Disability**

Instructors, Jury/Panel shall support students with disability during the assessment process on a case-by-case basis, depending on their requirements. Arrangements include the followings:

- Adjustment of the venue for the examinations.
- Assistance in reading assignments, quizzes, and exam scripts.
- Assistance in writing assignments, quizzes, and examinations.
- Offering flexible and additional time for assessments.

## **6.8 Security of Assessment Documents and Records**

6.8.1 Instructors shall take due precautions to ensure that students are unable to access examination scripts, model answers and Jury/Panel assessments prior to the assessment event.

6.8.2 Unit of Admission and Registration shall keep all results of assessments, student records and documents in a secure Archiving Room and access to the room shall be limited to authorized personnel only.

## **7. Responsibilities**

**Students are responsible for:**

- Following this document appropriately.

**Instructors are responsible for:**

- Implementing this document appropriately.

**Heads of Departments are responsible for:**

- Ensuring that all faculty members and students are fully informed of this document.
- Ensuring that this document is appropriately implemented.

**Deans are responsible for:**

- Ensuring that all faculty members and students follow this document.
- Ensuring that this document is appropriately implemented.

**C-TLAC is responsible for:**

- Appropriate implementation of this document.

**University Examination Committee is responsible for:**

- Appropriate implementation of this document.

**The Vice President for Academic Affairs is responsible for:**

- Appropriate implementation of this document.

**University Policy Development and Review Committee is responsible for:**

- Systematic review of the effectiveness of this document.

**8. Related Policies**

- Assessment Policy
- Plagiarism and Academic Misconduct Policy
- Program Design, Development and Approval Policy
- Program Review and Development Policy
- Disability Policy
- Teaching and Learning Policy

**9. Related Procedures**

- Assessment Appeal Procedures
- Assessment Verification and Moderation Procedures
- Conduct of Examinations Procedures
- Deferred and Late Assessment Procedures
- Plagiarism and Academic Misconduct Procedures
- Teaching and Learning Procedures

**10. Related References and Standards**

<b>BQA</b>	Institutional Review Handbook.
<b>BQA</b>	National Qualifications Framework Handbook.
<b>BQA</b>	Programs-within-College Reviews Handbook.