

**AGA KHAN UNIVERSITY**  
**Guidelines, Policies and Procedures**

<b>Policy Name</b>	Policy on Assessment of Student Learning Outcomes
<b>Policy Number</b>	002
<b>Approved by</b>	Academic Council
<b>Date of Original Approval</b>	February 19, 2004
<b>Date of Revision</b>	July 24, 2019
<b>Contact Office</b>	Provost's Office

- 1.0 The University requires that all assessment be based on sound educational principles.
- 2.0 The University recognises that assessment systems will vary from discipline to discipline.
- 3.0 The University will ensure its commitment to the highest standards of academic achievement through procedures for student assessment that are fair, transparent, standardised, and linked to evidence.
- 4.0 The University considers student assessment as an educational tool for improvement of student learning and performance. Therefore, it will ensure that procedures for student assessment,
  - 4.1 Serve formative as well as summative purposes.
  - 4.2 Provide a holistic assessment of student's skills and abilities.
  - 4.3 Are ongoing and not episodic.
  - 4.4 Are used as a vehicle for improvement to deepen student learning systematically.
  - 4.5 Are appropriate and equitable, and use a variety of methods and techniques that are clearly linked to the aims and objectives of the respective programmes and which match learning outcome being assessed.
  - 4.6 State clearly predetermined standards for award of marks and grades.
  - 4.7 Include a favourable environment, and contexts which reflect the real world.
  - 4.8 Include the provision of timely and quality feedback to students and processes for sharing outcomes with students.

- 5.0 The University considers student assessment as a means of improving its academic programmes and will, therefore, encourage the use of student assessment data in programme review and evaluation, wherever appropriate.
- 6.0 The University understands that the process of comparing educational performance with educational purposes and expectations is complex. The University therefore requires that,
  - 6.1 Course coordinators give clear educational rationale for adopting proposed forms of assessment.
  - 6.2 Assessment tasks be moderated by an appropriate group.
  - 6.3 Results be discussed at departmental and curricular level before being announced.
  - 6.4 Where subjective evaluative judgments are the sole criteria, course coordinators satisfy the boards of the University that appropriate opinions have been considered.
  - 6.5 Feedback and statistical analysis of results, where appropriate, be used to refine future assessment tasks.
  - 6.6 More than one opportunity be provided to meet assessment requirements, where appropriate.
- 7.0 All academic units of the University will state clearly whether their assessment systems are norm or criterion referenced.
- 8.0 All information regarding scheduling and nature of examinations will be known to the students in time. This will include, but not be limited to: criteria which will be used in examinations, submission dates, provision for extensions, resubmissions, the degree to which the contents of presentations are negotiable between teachers and students, a clear understanding of the points of reference against which students' work will be assessed in examination, and the award of marks for group work.
- 9.0 External examiners, in addition to examiners from within the University, will assess the candidates for all certifying examinations at the level of Master's and above.
  - 9.1 The external examiners role will in the main be to ensure standards, provide information on comparative value, and suggestions for improvement.
    - 9.1.1 The external examiner will have the right to view the examination response scripts.
    - 9.1.2 The external examiner may take part in the assessment of a sample of students' work.
    - 9.1.3 The external examiner will submit a report to the relevant academic officer of the University.
- 10.0 Results be recorded in ways that provide a:
  - 10.1 Linked and holistic assessment of student competences.
  - 10.2 Defensible aggregation of marks or grades that ensure the validity of judgments made about student performance.

- 11.0 Reporting practices for student assessment will be commensurate with the intended purpose and audience of the report.
  - 11.1 Individual assessments will be available only to students, parent(s) / guardians and concerned faculty.
  - 11.2 The transcript of students in undergraduate programmes will be shared with their parents unless stated otherwise, in writing, by the student.
- 12.0 The University encourages student participation in developing policies and refining assessment processes.
- 13.0 The University requires the highest standards of responsibility, integrity and confidentiality on the part of all personnel involved in the assessment process and will take immediate disciplinary action on those compromising standards.

#### **14.0 DEFINITIONS**

- 14.1 Dean, unless otherwise specified, refers to the Head of the University Academic Unit or Entity.
- 14.2 Examination is meant to include formal examination as well as other procedures for assessment of student learning outcomes.
- 14.3 Qualifying or Certifying Examination refers to the formal examination at the end of a year or course qualifying a candidate for promotion to the next year of the program or the award of the final qualification.