
THE AGA KHAN UNIVERSITY

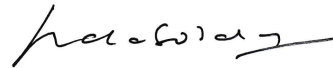

ASSESSMENT, GRADES, AND USE OF ANTI-PLAGIARISM SOFTWARE POLICY AND PROCEDURES

Policy # : A002 Page : 19
Issue # : Effective Date : May 25, 2026
Revision # : Revision Date : 2025

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ASSESSMENT, QUALITY, AND GRADES POLICY

1.0 PRINCIPLES

- 1.1 Assessment and grading must be fair, accurate, consistent, transparent, and supportive of learning.
- 1.2 Programmes use methods aligned to stated learning outcomes and graduate attributes; assessment is both formative and summative, ongoing and improvement-oriented.
- 1.3 The Aga Khan University (AKU) recognises that assessment systems will vary from discipline to discipline
- 1.4 Grades are not predetermined by a curve or quota; academic judgment is respected within quality assurance processes.
- 1.5 Students receive timely information on assessment requirements, criteria, weighting (% value of the assessment), deadlines, provisions for extensions and re-submissions, and feedback expectations.
- 1.6 External examining (where applicable) supports standards and comparability.
- 1.7 Academic integrity, confidentiality and avoidance/management of conflicts of interest are mandatory.
- 1.8 Students have access to proportionate, procedurally-fair mechanisms to request review and, where warranted, to appeal academic decisions affecting them.

2.0 PURPOSE

- 2.1 This Policy establishes AKU-wide expectations and standards for assessment and grading, and provides a fair, consistent framework for grade reviews and appeals.
- 2.2 It separates Policy (this section) from Annex A: Definitions, Annex B: Procedures (including re-sits, repeats and grade appeals), and other supporting annexes (frameworks, descriptors and grading schemes).

3.0 SCOPE

- 3.1 The general, faculty-specific, and regional grading schemes provided in Annex C and D apply to all undergraduate and graduate programmes, unless national regulators or entity-level requirements approved by Academic Council/senate mandate deviation from these schemes.
- 3.2 The grading schemes are applicable for all assessments, including written assignments, oral presentations, art pieces, videos, music, and computer programmes.
- 3.3 Grade appeals are academic matters, not conduct matters; conduct complaints are governed by the *Student Code of Conduct & Disciplinary Procedures*.
- 3.4 This Policy and Procedures should be read in conjunction with entity handbooks and the Academic Progression Policy and Procedures 041 for all undergraduate and graduate academic programmes except the MBChB, MBBS, and MMed.

4.0 ROLES AND RESPONSIBILITIES FOR ASSESSMENTS

4.1 Responsibility of the University: Provost & Vice President Academic or Delegate

- 4.1.1 Ensures policies, systems and Quality Assessment (QA) processes for assessment and grading are implemented and periodically reviewed.
- 4.1.2 Promotes use of student assessment data in programme reviews for improvement.
- 4.1.3 Ensures entity moderation, results reviews, and use of feedback/analytics.

4.2 Deans / Academic Entities

- 4.2.1 Approve and oversee entity-level assessment plans for all degree programmes, moderation, and grade review processes; ensure consistency.
- 4.2.2 Approve final grades via established entity procedures; submit to Registrar.
- 4.2.3 Publish entity grade-appeal procedures consistent with Annex B; ensure exhaustion of entity remedies precedes University-level appeal.
- 4.2.4 Determine minimum attendance requirements where applicable; communicate clearly.
- 4.2.5 Manage conflicts of interest in assessment and appoint alternates where needed.

4.3 Programme Offices / Course Coordinators / Instructors

- 4.3.1 Provide a syllabus before course start with learning outcomes, assessment types, criteria/rubrics, weightings, deadlines, local late/extension rules, and award of marks for group work.
- 4.3.2 Advise students of intended use of plagiarism detection software (see s.5 below)
- 4.3.3 Maintain sufficient assessment records (raw scores and weighting) to reconstruct final grades and link required student competences.
- 4.3.4 Provide timely feedback; participate in moderation; retain assessment artefacts per AKU's records retention policy.
- 4.3.5 Decide on late work acceptance consistent with entity rules and Annex B; apply any penalties only if pre-published
- 4.3.6 Use feedback and statistical analysis of results, where appropriate, to refine course content and future assessments.

4.4 External Examiners

- 4.4.1 External examiners, in addition to examiners from within AKU, will assess the candidates for

all certifying examinations and select assessments (e.g., thesis/dissertation defences) at the level of master's and above or as required by regulation and/or Academic Entity policy.

- 4.4.2 The external examiners will ensure standards, provide information on comparative value, and make suggestions for improvement.
- 4.4.3 The external examiner may view examination response scripts and take part in the assessment of a sample of the student's work.
- 4.4.4 The external examiner will submit a report to the relevant academic officer of AKU.
- 4.5 **Office of the Registrar**
 - 4.5.1 Maintain official grade records, publish deadlines, receive and record approved grade changes.
 - 4.5.2 Administer University-level appeals (Board of Student Appeals) and maintain forms/templates.
- 4.6 **Students**
 - 4.6.1 Engage with assessment timelines and feedback; seek informal resolution with Instructors/programmes before formal appeal.
 - 4.6.2 Submit complete, timely documentation for extensions, reconsideration or appeal as required.

5.0 Course Instructor Use of Plagiarism and AI Detection Software

- 5.1 Plagiarism software and AI detection software are diagnostic tools used to support academic integrity. The reports generated by such software provide an indicator of similarity or AI probability; they do not, on their own, constitute a finding of misconduct. This software are designed to encourage responsible behavior, deter plagiarism, improve student learning, and ensure greater accountability, and faculty who intend to use plagiarism-detection software in their courses must communicate in the course syllabus:
 - 5.1.1 what plagiarism is and how to avoid it;
 - 5.1.2 that such software will or may be used on student work;
 - 5.1.3 that students retain copyright in their work;
 - 5.1.4 that work submitted to plagiarism-detection software may become part of the software's database; and
 - 5.1.5 that students' privacy is protected because names and other identifying information is not provided to the software's database and may not be provided to third parties.
- 5.2 Students who are advised of the intended use of plagiarism-detection software in the course syllabus are deemed to agree to its use by taking the course.
- 5.3 Any student who objects to their work becoming part of a plagiarism-detection software database will communicate such objection to the course instructor in writing at the beginning of the course. The instructor, when running the work through plagiarism-detection software will ensure that the setting does not enable inclusion in the database but may still run the work through plagiarism-detection software.
- 5.4 While this Policy governs the detection of potential issues during assessment, any formal allegation of academic dishonesty or plagiarism arising from a software report is handled exclusively under the Student Code of Conduct & Disciplinary Procedures. The instructor's role is to identify concerns; the disciplinary process determines the outcome.

6.0 GRADING BASIS (GPA/CGPA and Schemes)

- 6.1 Except where approved otherwise, programmes will use a numerical scale (0–100%) with corresponding letter grades and grade points for GPA/CGPA computation.
- 6.2 University-wide grading schemes (4-point and approved 5-point variants) and grade descriptors, plus

special grades (I, IP, W, AG, AU) will meet requirements of national regulators; see Annex C (schemes by country/entity) and Annex D (descriptors/special grades).

- 6.3 Grades will be reviewed/approved at the Academic Entity level and then submitted to the Registrar.
- 6.4 A minimum CGPA of 2.50/4 or 3.0 /5 is normally required to progress and graduate unless an approved programme/national regulator states otherwise (see Policy 041).

7.0 RE-SITS, REPEATS & IMPROVEMENT

7.1 Re-sits/re-submissions:

- 7.1.1 One opportunity may be granted to reach a passing level.
- 7.1.2 The maximum attainable grade after re-sit is set by country/entity (see Annex B Table B1).
- 7.1.3 Transcripts will denote a re-sit.

7.2 Repeat after failure:

- 7.2.1 Students with a failing grade may repeat the course.
- 7.2.2 Maximum attainable grade on repeat is capped as per country/entity (Annex B Table B2).
- 7.2.3 Both attempts will appear on the transcript.
- 7.2.4 The second attempt replaces the first in GPA/CGPA calculation where stated.

7.3 Repeat by choice (improvement):

- 7.3.1 With approval, a student who earned C or C+ may repeat the course when next offered, with regional variation. For example, a student in Advanced Practice Nursing in Tanzania may repeat the course when next offered if they earned a B grade.
 - 7.3.2 No maximum cap of score applies to this improvement repeat.
 - 7.3.3 The transcript will show "Imp", and the new grade (higher or lower) supersedes the first in GPA/CGPA calculations.
 - 7.3.4 Limits per country/regulator apply (Annex C).
- 7.4 No course may be repeated more than once unless a national regulator explicitly requires otherwise.

8.0 GRADE CHANGES (POST-APPROVAL)

- 8.1 After Academic Entity approval and submission to the Registrar, grade changes occur only for:
 - 8.1.1 successful appeal; or
 - 8.1.2 correction of clerical/procedural error in assigning, transmitting, or recording the original grade.
- 8.2 No re-evaluation, re-examination, or additional work after approval may be used to change a grade.
- 8.3 Grade changes beyond 180 days from term/semester/year end (as applicable), or for reasons other than clerical/procedural error, require the relevant Dean's written approval.

9.0 CONFLICTS OF INTEREST IN ASSESSMENT

- 9.1 Instructors will not assess near relatives or colleagues where a reasonable apprehension of bias exists.
- 9.2 Instructors will declare potential conflicts to the Examination/Course Coordinator.
- 9.3 The Dean may appoint an alternate (or external) assessor/examiner where needed.
- 9.4 Failure to declare a conflict of interest is a serious violation of this Policy and may lead to disciplinary action under the relevant Human Resources Policy.
- 9.5 The Dean's decision on conflict-management in assessment is final but may be appealed if the grounds in 10.2 are met.

10.0 PROCEDURAL FAIRNESS IN GRADE REVIEW & APPEAL

- 10.1 Standard of proof will be balance of probabilities.
- 10.2 Grounds for appeals to the Academic Entity or Board of Student Appeals will be:

- 10.2.1 significant mitigating/extenuating circumstances not reasonably known at the time, including medical grounds;
 - 10.2.2 procedural error or irregularity;
 - 10.2.3 prejudice or bias; and/or
 - 10.2.4 demonstrable error in calculation or application of published criteria.
- 10.3 The standard of review will respect academic judgment, meaning that decision-makers will not substitute their academic appraisal for that of the instructor/assessor unless a ground under 10.2 is established and the defect materially affected the outcome.
- 10.4 The burden of proof rests with the student appellant.
- 10.5 Appeals must be initiated within 30 days of official notification/posting of the final grade or academic decision.
- 10.6 Where an appeal succeeds, remedies may include re-marking, moderation or recalculation. A new assessment shall only be ordered where the established ground (such as procedural error or bias) has invalidated the original assessment process. Substituting a grade is exceptional and reserved for clear clerical/procedural error or where recalculation dictates.
- 10.7 The appellate body will maintain appropriate records, conduct *in camera* hearings and provide reasons to the Parties.

11.0 QUALITY ASSURANCE & ENHANCEMENT

- 11.1 Academic Entities will moderate assessments and use results/analytics and examiners' feedback (where applicable) to refine assessment design and standards.
- 11.2 Student participation in policy refinement is encouraged via appropriate fora.
- 11.3 This Policy will be reviewed on a five-year cycle or earlier if required by regulators or Academic Council/Senate.

12.0 COMPLIANCE, EXCEPTIONS AND LOCAL VARIATIONS

- 12.1 Local deviations (e.g., grading scales, resit/repeat thresholds) require a documented regulatory basis and Academic Council approval; they must be listed in Annex D and in Academic Entity handbooks.
- 12.2 Nothing herein limits regulator-mandated requirements.

13.0 RELATED DOCUMENTS

- 13.1 *Academic Progression Policy & Procedures* (041).
- 13.2 Teaching & Learning Framework (031).
- 13.3 Qualifications Framework (004).
- 13.4 *Student Code of Conduct & Disciplinary Procedures* 009 including sections on plagiarism (009)
- 13.5 *Collection, Retention, Use and Confidentiality of Student Information and Records Policy & Procedures*, which includes the process for students to review and correct records. (A004)

14.0 REPEAL

- 14.1 Upon the Effective Date, this Policy and its associated Procedures formally **repeal and supersede** the following University documents in their entirety:
- 14.1.1 **Student Academic Integrity Policy/17**
 - 14.1.2 All other previous policies, guidelines, or faculty-level memos regarding student assessment, grading, and grade appeals that conflict with the provisions of this document.
- 14.2 Any academic appeal or disciplinary process initiated prior to the Effective Date of this Policy shall be concluded under the procedural rules in effect at the time of the initial filing, unless the student elects to proceed under this Policy and such election does not prejudice the proceedings.

ANNEX A – DEFINITIONS

Term	Definition
AKU Document	Includes transcripts, degree or diploma parchments, letters of reference, or any official document carrying the AKU seal or logo.
Academic Entity	Faculty, College, School, or Institute authorised to deliver programmes.
Academic Entity Appeal	Entity-level grade/academic appeal process that must be exhausted before BSA.
Assessment	Any method to evaluate learning outcomes (including examinations, coursework, practicals, presentations, creative/digital work)
Board of Student Appeals (BSA)	AKU’s final authority for appeals on academic matters
Clerical/Procedural error	Mistake in assignment, transmission or recording of a grade or in applying published calculation rules.
Conflict of interest	Circumstances (e.g., near relative/close colleague) that could reasonably create an apprehension of bias in assessment.
Days	Means working days, unless referred to as “calendar days”.
Dean	Dean, unless otherwise specified, refers to the Head of the Academic Entity. The Dean may delegate academic matters to an Associate Dean, or equivalent.
Examination	Examination is meant to include formal examination as well as other procedures for assessment of student learning outcomes.
Generative Artificial Intelligence (AI)	A type of artificial intelligence that creates new, original content (text, images, code, music, etc.) by learning patterns from massive datasets, allowing it to generate human-like outputs in response to prompts.
Improvement repeat	Repeat by choice after a C or C+ to improve standing, with no cap on the attainable grade; transcript annotated.
Instructor	Includes all course instructors, whether full or part-time or sessional, and all ranks of lecturer, professor, clinical professor, professor of practice, visiting professor, or preceptor and tutors or teaching assistants
Plagiarism	<p>Plagiarism is defined as the submission or presentation of another person's thoughts or words or software, in whole or in part, as though they were your own. Any quotation from the published or unpublished works of other persons must, therefore, be clearly identified as such by being placed inside quotation marks, and students should identify their sources as accurately and fully as possible. Forms of plagiarism include:</p> <ul style="list-style-type: none"> • Complete Plagiarism: When the whole academic and/or research work is copied verbatim from one or more sources, even if the source is disclosed in the reference section. • Partial Plagiarism: When part or whole section(s) are inserted without paraphrasing, with few or cosmetic changes to the text without giving the appropriate reference. It also applies to insertion of figures, diagrams, illustrations, graphs, charts, from varied sources without prior approval of the author and / or publisher, as applicable.

	<ul style="list-style-type: none"> • Self-Plagiarism: When one’s own published work is re-sent for publication to another journal without the permission of the previous publisher, even if the publication is translated into another language. • Plagiarism of Ideas: When ideas or documented work of others is presented as one’s own in any form and at any forum. This includes proposed research studies on specific topics previously conceived by another person or group. <p>Concealing Sources / Denying Credit: When the source of the information is not disclosed or acknowledged, or due credit is not given to fellow contributors in a publication or research study (for further clarity refer to ‘AKU Authorship Guidelines’).</p>
Plagiarism Detection Software	<p>Plagiarism-detection software uses proprietary search technology to check assignments against Internet resources, proprietary databases and previously submitted student assignments.</p> <p>Required use of plagiarism software is defined as a member of faculty submitting student work to plagiarism software or requiring students to submit their work to plagiarism-detection software before papers are graded.</p>
Qualifying or Certifying Examination	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.
Re-sit/re-submission	One permitted attempt to reach a passing level after an initial borderline fail, subject to caps by country/entity.
Standard of review	The lens applied by appeal bodies in reviewing an academic decision; respects academic judgment absent established grounds.
Student	<p>Any individual admitted to and/or enrolled in AKU courses, including those leading to an undergraduate or graduate certificate, diploma or degree. For the purposes of this policy, student includes:</p> <ul style="list-style-type: none"> • interns, residents, and fellows of Postgraduate Medical Education (PGME) programmes, and • visiting students.
Student Academic Work	Any work—including text, data, code, images, or performances—submitted or presented by a student for credit or feedback. This includes, but is not limited to, examination scripts, essays, theses, dissertations, and digital media.

ANNEX B – ASSESSMENT, QUALITY, AND GRADES PROCEDURES

1.0 GENERAL PROVISIONS

- 1.1 These procedures apply to all AKU programmes and assessments and must be read with the Assessment, Grades, And Use Of Anti-Plagiarism Software Policy.
- 1.2 Unless national regulator specifies otherwise, timelines in this Annex are minimum requirements.
- 1.3 Programme Offices and the Registrar retain forms, notices, decisions and supporting evidence in accordance with AKU records retention schedule.
- 1.4 The 30-day limit for filing a formal appeal to the BSA is paused during any period in which the student is awaiting a required response from an Instructor, Chair, or Dean under the Step 1 process.

2.0 ASSESSMENT & GRADING – BASELINE REQUIREMENTS

- 2.1 The Instructor will issue an approved syllabus—covering learning outcomes, an assessment map, criteria/rubrics, weightings, deadlines, late/extension rules, examination conditions, feedback timelines, and any re-sit/repeat rules—to all enrolled students, with a copy to the Programme Office, by the course start (recommended: ≥ 7 calendar days before start).
- 2.2 The Programme/Assessment Lead will communicate the moderation approach (pre- and/or post-assessment) to the course team and moderators before the first major assessment and, for post-assessment moderation, within 10 days after grade finalisation.
- 2.3 The instructor will maintain a complete gradebook (raw scores and weightings) sufficient to reconstruct the final grade and shall provide it to the Programme Office on request; records shall be retained per AKU's records retention schedule.
- 2.4 The Programme Office will publish the assessment calendar (examination schedules and submission deadlines), highlighting any regulator-specific rules, to all programme students at least 14 calendar days before each assessment or examination.

3.0 RE-SITS / RE-SUBMISSIONS

- 3.1 The Programme Office will identify and notify students eligible for re-sit or re-submission and shall state the maximum attainable grade in accordance with National regulators or Table 1 within 5 days of grade posting, copying the Instructor and Registrar.
- 3.2 The student will accept or decline and register for the re-sit or re-submission (and pay any approved fee) with the Programme Office within 5 days of notification.
- 3.3 The Programme Office will schedule the re-sit or re-submission and inform the Student and Instructor within 5 days of the student's acceptance; the assessment shall be held within 20 days or the next scheduled window.
- 3.4 The instructor will mark the re-sit or re-submission and submit the grade to the Programme Office and Registrar within 5 days of completion.
- 3.5 The Registrar will record the outcome and annotate the transcript within 10 days of receiving the approved submission.
- 3.6 Where a student has initiated a Grade Review under Section 8.0, the deadline to register for a re-sit shall be stayed (paused) until the review is resolved.

Table B1. Country requirements for a resit and maximum grade

Country	Requirement for resit	Maximum Grade after resit
Pakistan (4-Point scale)	C-	C+
Kenya (4-Point scale)	C-	C+
Uganda (5-Point scale)	D+	C+
Tanzania (5-Point scale) Graduate SONAM	C	B
Tanzania (5-Point scale) Undergraduate	D	C
Tanzania (4-Point scale)	C-	C+

4.0 REPEATING AFTER FAILURE

- 4.1 The Programme Office will notify the student of a failed course status and the requirement to repeat the course, including any maximum grade cap per Table 2, within 5 days of grade posting, with a copy to the Registrar.
- 4.2 The student may re-enroll or register for the next offering of the course with the Programme Office/Registrar by the published registration deadline.
- 4.3 The instructor delivering the repeat will assess the repeat attempt and submit the final grade to the Programme Office and Registrar in accordance with the course schedule and within 5 days of term end.
- 4.4 The Registrar will record both attempts, apply the applicable cap and CGPA rule, ensure both attempts appear on the transcript, and replace the earlier attempt in CGPA where applicable within 10 days of grade submission.

Table B2. Country requirements for a repeat and maximum grade

Country	Requirement for Repeat	Maximum Grade after Repeat
Pakistan (4-Point scale)	F	B plain
Kenya (4-Point scale)	F	B plain
Uganda (5-Point scale)	D, F	B plain
Tanzania (5-Point scale) Graduate SONAM	D, E	B plain
Tanzania (5-Point scale) Undergraduate	E	B plain
Tanzania (4-Point scale)	F	B plain

5.0 REPEAT BY CHOICE (IMPROVEMENT AFTER C/C+)

- 5.1 A Student who earned a grade of C or C+ may apply to the Programme Office for an improvement repeat within 10 days of grade release or by the next course-offering deadline, whichever is earlier.
- 5.2 The Programme Chair/Director will decide on the improvement-repeat request based on eligibility and capacity and shall notify the student, with a copy to the Registrar, within 10 days of receipt.
- 5.3 Upon approval, the student may register for the improvement repeat by the registration deadline with the Programme Office/Registrar.
- 5.4 The Registrar will annotate the transcript with “Imp” and, after completion, shall replace the prior grade in GPA/CGPA with the new grade—whether higher or lower—within 10 days of grade submission.

6.0 EXTENSION & LATE SUBMISSION

- 6.1 The student will submit an extension request with supporting documentation to the Programme Lead or delegate at least 24 hours before the deadline, or within 2 days after the deadline for emergencies.
- 6.2 The Programme Lead or delegate will decide the request (approve or deny), set a new due date, and, for exceptional extensions longer than 90 days, obtain the Dean's approval.
- 6.3 The Programme Lead will communicate the decision to the Student, Instructor, and Programme Office within 2 days of a completed request.
- 6.4 The instructor will apply any late penalty only if pre-published in the syllabus/handbook and, where an extension is approved, will assess the work without penalty.

7.0 GRADE CHANGES

- 7.1 The instructor will report any clerical or procedural error and submit the corrected calculation to the Programme Lead/Dean and Registrar within 5 days of discovering the error.
- 7.2 Where the request is made more than 180 days after term end, the Dean will approve or deny the late grade change within 5 days of receipt and notify the Registrar, Programme Office, and Instructor.
- 7.3 Upon approval, the Registrar will update the official record and notify the Student, Programme Office, and Instructor within 3 days of the approved request.
- 7.4 Following an Academic Entity or Board of Student Appeals (BSA) appeal decision, the Registrar will implement the ordered remedy (including any grade change) and update the official record within 3 days of receiving the decision.

8.0 ACADEMIC ENTITY GRADE REVIEW & APPEAL (STEP 1)

- 8.1 The student will first seek informal resolution of a grade concern with the instructor within 10 days of grade posting, consistent with the overall 30-day appeal window in *Assessment, Grades, And Use of Anti-Plagiarism Software Policy*.
- 8.2 The instructor will provide an explanation and, where appropriate, recalculation within 5 days of contact.
- 8.3 If unresolved, the student may escalate the concern with specifics and evidence to the Programme Chair/Director within 5 days after the instructor's response (or if no response).
- 8.4 The Programme Chair/Director will review the matter against the grounds in the *Assessment, Grades, And Use Of Anti-Plagiarism Software Policy*, decide the outcome (which may include recalculation, a moderated re-mark, or a new assessment where feasible), and issue written reasons to the Student, Instructor, and Programme Office within 10 days of a complete request.
- 8.5 If still unresolved, the student may escalate to the Dean with all prior correspondence within 5 days of the Programme decision.
- 8.6 The Dean will review and issue a decision with reasons within 10 days and advise the student of the right to appeal to the BSA.

9.0 BOARD OF STUDENT APPEALS (BSA)

- 9.1 The student may appeal the decision of the Dean to the BSA, using the prescribed form within 30 days of the decision or grade posting, specifying the grounds in *Assessment, Grades, And Use of Anti-Plagiarism Software Policy* and attaching evidence, with filing to the Registrar (BSA Secretariat).
- 9.2 The Registrar (BSA Secretariat) will acknowledge the filing within 2 days and determine whether there are sufficient grounds for appeal in consultation with the Chair of the BSA (Provost or delegate).
- 9.3 If there are sufficient grounds, the Registrar will refer the matter to the Board of Student Appeals, which, in addition to disciplinary appeals, may hear appeals of final grades (See *Student Code of Conduct and Disciplinary Procedures Annex B Part 5 – Board of Student Appeals*).
- 9.4 The BSA Panel will conduct the appeal according to the procedures set out in the *Student Code of*

Conduct and Disciplinary Procedures Annex B Part 5 – Board of Student Appeals.

- 9.5 The Registrar (BSA Secretariat) will issue the decision to the Parties and instruct the Academic Entity and Registrar units on required actions within 2 days of the decision.
- 9.6 The Academic Entity and/or Registrar will implement the ordered remedy (including recalculation, re-mark, new assessment, or grade change) and update the official record within 10 days unless otherwise specified.

10.0 CONFLICTS OF INTEREST IN ASSESSMENT

- 10.1 The instructor/assessor will declare any potential conflict of interest (including near relatives or close colleagues) to the Programme Chair/Director and Dean as soon as known and no later than the release of the assessment to students.
- 10.2 The Programme Chair/Director, in consultation with the Dean, will assign an alternate or independent assessor or an external examiner as required and notify relevant parties within 5 days of the declaration or concern.
- 10.3 A Student who believes a conflict exists may raise the concern with evidence to the Programme Chair/Director within 5 days of becoming aware.
- 10.4 The Programme Chair/Director will evaluate the evidence and report any conflict(s) of interest to the Dean.
- 10.5 The Dean will determine how the conflict will be managed and will communicate the decision to the Student, Instructor, and Programme Chair/Director within 5 days.
- 10.6 The student may appeal the decision of the Dean to the BSA, using the prescribed form within 30 days of the decision on conflict-of-interest management, specifying the grounds in *Assessment, Grades, And Use Of Anti-Plagiarism Software Policy* and attaching evidence, with filing to the Registrar (BSA Secretariat).
- 10.7 In cases of non-disclosure where warranted, the Dean will report to Human Resources, which may initiate a disciplinary process in accordance with HR policies and timelines.

ANNEX C: GRADES (SUMMARY)

1.0 Grade descriptors: A-range (exceptional/outstanding/excellent); B-range (very good/sound); C-range (adequate/marginal pass), and Fail (no credit), used in rubrics and moderation notes. See Tables D1 -

Table D1. Programmes with a 4.0 Scale

Letter Grade	Percentage Equivalent	Grade Point	Grade Descriptor
A+	95 – 100	4.0	Exceptional work significantly exceeding course expectations
A	90 – 94	4.0	Outstanding work
A-	85 – 89	3.7	Excellent work
B+	80 – 84	3.3	Very Good work
B	75 – 79	3.0	Sound quality, good work
B-	70 – 74	2.7	Satisfactory work
C+	65 – 69	2.3	Adequate for the course
C	60 – 64	2.0	Marginal Pass
C-	55 – 59	1.7	Marginal Fail Work below expectation A student will not receive credit for courses in which a final grade of ‘C-’ (C minus) is received.
F	< 55	0.0	Fail Provides no credit. The number of credits associated with the course are used in the calculation of the GPA and/or CGPA..
P	Pass	Not applicable	Provides credit towards the student’s degree; number of credits associated with the course are not used in the calculation of the GPA and/or CGPA.

Table D2. Programmes in Uganda with a 5.0 Scale

Letter Grade	Percentage Equivalent	Grade Point	Grade Descriptor
A	80 - 100	5.0	Exceptional work significantly exceeding course expectations
B+	75 – 79	4.5	Excellent Work
B	70 – 74	4.0	Very Good
C+	65 – 69	3.5	Good Work
C	60 – 64	3.0	Marginal Pass

D+*	55 - 59	2.5	Marginal Fail Work below expectation A student will not receive credit for courses in which a final grade of 'D+' (D Plus) is received.
D*	50 - 54	2.0	Fail Provides no credit. The number of credits associated with the course are used in the calculation of the GPA and/or CGPA.
F	0-49	0	
P	Pass	Not applicable	Provides credit towards the student's degree; number of credits associated with the course are not used in the calculation of the GPA and/or CGPA.
*Not a passing grade			

Table D3. Programmes in Tanzania with a 5.0 Scale (SONAM)

Graduate Programme				Under-Graduate Programme			
Letter Grade	Percentage Equivalent	Grade Point	Grade Descriptor	Letter Grade	Percentage Equivalent	Grade Point	Grade Descriptor
A+	75 – 100	5.0	Excellent	A	70 – 100	5.0	Excellent
B+	70-74	4.0	Very Good	B+	65 – 69	3.5	Very Good
B	60-69	3.0	Good	B	56 – 64	2.7	Good
C	50 - 59	2.0	Marginal Fail*	C	50 – 55	2.0	Satisfactory
D	40 - 49	1.0	Absolute Fail **	D	40 – 49	1.5	Marginal Fail*
E	0 - 39	0.0		E	0 - 39	0	Absolute Fail **
*Re-sit							
**Repeat							

ANNEX D: SPECIAL GRADES (SUMMARY)

1.0 Special grades:

I (Incomplete) – must be cleared within 90 days; excluded from GPA/CGPA while outstanding.

IP (In Progress) – theses/dissertations only; excluded from GPA/CGPA.

W (Withdrawn) – excluded from GPA/CGPA.

AG (Aegrotat) – credit awarded due to illness/extenuating circumstances when further assessment is not feasible; excluded from GPA/CGPA; Dean approval required.

AU (Audit) – graduate-level only; with required attendance and approvals; no credit or grade.

Table D1. Special Grades and Descriptors. Note that none of these grades result in a grade point.

Letter Grade	Percentage Equivalent	Grade Descriptor
I	Incomplete	<p>An Incomplete (“I”) grade is assigned only in the case where a student who, for illness or circumstances beyond the student’s control, has missed a major assignment or examination. Grade “I” is not used for the calculating the students GPA / CGPA.</p> <p>When an instructor assigns the grade of “I” at the end of a term / semester, this grade must be cleared within 90 days of the date that grades are released by the Office of the Registrar.</p>
IP	In Progress	<p><i>This grade is applicable to graduate-level theses or dissertations only.</i> Instructors may assign the grade of “IP” to students whose thesis / dissertation work at the end of a term or semester is still in progress because, with permission, more than one term or semester is required to complete the required work.</p> <p>The “IP” grade may also be used as an interim grade for courses in which the student is currently enrolled during the semester or academic year.</p>
W	Withdrawn	The student has withdrawn from the course.
AG	Aegrotat Standing	A grade of AG grants credit for a course, based on the course work already completed, when no further assessment is considered feasible because of illness or other extenuating circumstances beyond the student's control. Students may only be granted an AG grade with the approval of the Dean offering the course.
AU	Audit	<i>Applicable to graduate-level courses only.</i> Auditors may attend a course without the usual qualifications and without seeking academic credit. Auditors do not submit papers or assignments, nor do they write tests or examinations. Enrolment as an auditor requires the written permission of the course instructor and the programme Chair/director. Upon completion of the course, and subject to confirmation from the

		Instructor that the Student attended at least 80% of the instruction, the Student will receive an “AU” on their transcript. Once a course is taken for audit, the same course cannot be taken for credit.
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ANNEX E – TEACHING & LEARNING FRAMEWORKS – PLAIN LANGUAGE SUMMARY FOR STUDENTS AND INSTRUCTORS

PART 1. GENERAL

1.0 What can students expect from their instructors?

- a. Clear course outlines at the start: what you will learn, how you will be assessed, what each task is worth, deadlines, and how to ask for an extension.
- b. Fair marking against published criteria/rubrics—not against a curve.
- c. Useful feedback that tells you what you did well, what to improve, and how; given within published timeframes in your entity handbook.
- d. Accessible learning: reasonable adjustments if you have a documented need; accessible digital formats where feasible.
- e. Academic integrity expectations are explained, including what use of generative AI or collaboration is allowed in each task.

2.0 What do instructors commit to?

- a. Design assessments that genuinely test the stated learning outcomes and graduate attributes.
- b. Use a mix of assessment types (e.g., projects, labs/practicals, presentations, exams, reflective pieces) that fit the subject and level.
- c. Publish marking criteria/rubrics in advance; apply them consistently; participate in moderation to keep standards comparable.
- d. Provide feedback that supports learning (feed-forward) and direct students to help resources when needed.
- e. Manage conflicts of interest in line with the *Assessment, Grades, And Use Of Anti-Plagiarism Software Policy and Procedures*.

3.0 How are grades set and checked?

- a. Grades reflect the evidence of achievement against the rubric/criteria, not class rank.
- b. Before finalising grades, courses use moderation (e.g., double-marking samples, reviewing borderline cases, checking consistency).
- c. Where applicable, external examiners or external advisors help benchmark standards across years and institutions.
- d. Final grades go through entity approval and are then submitted to the Registrar.

4.0 How do students get help early?

- a. Speak with your instructor about expectations or feedback.
- b. Contact the Programme Office for study support, academic skills, or wellbeing referrals.
- c. If you believe a mistake occurred, start with informal resolution, then use the entity review steps in Annex B - the *Assessment, Grades, And Use of Anti-Plagiarism Procedures*; University appeal to the Board of Student Appeals (BSA) may be the last available step, depending on the reason for the appeal (Annex B - the *Assessment, Grades, And Use of Anti-Plagiarism Procedures*).

5.0 How do students use digital tools and AI responsibly?

- a. Follow the course-specific rules about calculators, statistical software, coding assistants, and generative AI.
- b. Always acknowledge sources and the use of tools where required. Misuse may lead to academic-integrity processes.
- c. Keep your own copy of submitted work and data files for the retention period.

- d. Using AI and other digital tools that contradicts course-specific rules or the *Student Code of Conduct and Disciplinary Procedures* is a violation of academic integrity and may result in disciplinary action.

6.0 How many students contribute to inclusive and safe learning environments?

- a. Treat peers and staff with respect; diversity and differing viewpoints are part of academic life.
- b. Labs, studios and clinical/simulation spaces follow safety protocols; complete mandatory training before participation.

PART 2. A QUALIFICATIONS FRAMEWORK

1.0 Why a qualifications framework?

It explains what level of knowledge and skill is expected in each programme (undergraduate, postgraduate, doctoral). It helps ensure assessments match the level of study and that grades mean the same thing across courses and years.

2.0 How do learning levels differ?

- a. Undergraduate (Level 6/7 equivalents): build foundations—describe concepts accurately, apply standard methods, solve well-defined problems, work with guidance, and reflect on feedback.
- b. Postgraduate Certificate/Diploma (Level 7/8): extend and integrate knowledge—compare theories, evaluate evidence, handle more complex/real-world problems, and work with greater independence.
- c. Master's (Level 9/10): show advanced understanding—critically appraise literature, design or apply methods appropriately, manage uncertainty, and communicate to specialist and non-specialist audiences; substantial independent project or thesis.
- d. Doctoral (Level 11/12): make an original contribution—formulate research questions, defend methods, generate new knowledge or practice, and exercise sustained autonomy and research integrity.

3.0 What do assessments look like at each level (examples, not limits)?

- a. Undergraduate: problem sets, lab/practical checks, short reports, MCQ/structured exams, group projects with clear individual roles.
- b. Postgraduate Certificate/Diploma: case analyses, design projects, literature-guided critiques, authentic tasks tied to practice settings.
- c. Master's: research proposals, data-driven reports, capstone/practicum, dissertation or publishable paper, viva/presentation.
- d. Doctoral: candidacy/confirmation exam, thesis and public defence, publications/portfolio, ethics approvals and data management plans.

4.0 Where can I find information about workload and credits?

Credit values and typical workload/placement hours are published in your programme or entity handbook and may differ by country. Higher levels expect more independent study and initiative.

5.0 What are the expectations for progression?

Entities publish minimum CGPA/grade thresholds for good standing and graduation (see Policy §5 and Policy 041). Falling below may trigger support plans, resits/repeats (Annex B), or probation as set out in handbooks.

6.0 What is evidence of achievement?

By the end of each level, students should be able to demonstrate the level descriptor through assessed work (e.g., capstone, thesis, clinical competency sign-off, or design portfolio). Rubrics make these expectations transparent.