



ELON MUSK

UNIVERSITY OF EAST AFRICA

Boundaries Erased- Knowledge Unleashed- Minds Empowered

**The University's
Assessment Policy**

Version 1.0

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Foreword

It is with great pride and deep conviction that I present the inaugural **Assessment Policy** of the **Elon Musk University of East Africa (EMUEA)**. This policy represents far more than a procedural academic document; it reflects our philosophy of learning, our commitment to educational transformation, and our vision for a new generation of graduates prepared not merely to pass examinations, but to solve real-world problems and create meaningful societal impact.

Across the world, higher education systems continue to face growing criticism for overemphasizing memorization, rigid examinations, and theoretical accumulation of knowledge that is often detached from practical realities. At **EMUEA**, we believe that true education must go beyond the traditional classroom and become deeply connected to communities, workplaces, innovation ecosystems, and the lived experiences of learners themselves. It is from this conviction that our pedagogical model, **Placement-Based Education for Impact (PBEI)**, was born.

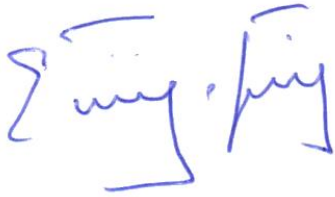
This Assessment Policy operationalizes that vision by redefining assessment as a continuous, authentic, competency-driven, and impact-oriented process. At **EMUEA**, assessment is not merely about grading students; it is about evaluating their ability to think critically, apply knowledge meaningfully, demonstrate professional competence, engage ethically, and contribute constructively to society. Our assessment philosophy therefore prioritizes real-world performance, reflective learning, workplace engagement, innovation, collaboration, and measurable competency development.

A defining feature of this policy is the introduction of the *Impact Portfolio* as a central assessment instrument. Through this approach, students are encouraged to document not only what they know, but what they can do, what they create, how they grow, and the impact they generate within real environments. In doing so, **EMUEA** seeks to cultivate graduates who are adaptive, self-directed, professionally competent, and capable of responding to the complex challenges of the modern world.

This policy also demonstrates our unwavering commitment to academic integrity, fairness, transparency, quality assurance, and international academic credibility. While **EMUEA** embraces innovation and flexibility, we remain equally committed to maintaining rigorous academic standards aligned with global best practices and evolving professional expectations.

I extend my sincere appreciation to all individuals and contributors whose ideas, expertise, and dedication have supported the development of this policy framework. As **EMUEA** continues to pioneer innovative educational pathways for Africa and beyond, this policy will serve as an essential foundation for ensuring that our graduates embody excellence in knowledge, competence, ethics, creativity, and societal contribution.

It is my hope that this Assessment Policy will not only guide assessment practices within **EMUEA**, but also contribute to broader conversations on the future of higher education, competency-based learning, and transformative assessment systems in the twenty-first century.



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I. POLICY FOUNDATIONS

1. Preamble

The Elon Musk University of East Africa (EMUEA) Assessment Policy establishes the institutional framework governing the **design, implementation, moderation, and evaluation of assessment practices** across all academic programmes.

Assessment at EMUEA is an integral component of its pedagogical model, **Placement-Based Education for Impact (PBEI)**, and is designed to evaluate not only knowledge acquisition but also the **application of knowledge, development of competencies, and real-world impact**.

This policy reflects EMUEA's commitment to:

- Ensuring **academic rigor and credibility**
- Promoting **fairness, transparency, and consistency**
- Supporting **student learning and development**
- Aligning assessment with **real-world practice and societal needs**

The policy provides a structured yet flexible framework that enables innovative assessment methods while maintaining **comparability with national and international standards**.

2. Purpose of the Assessment Policy

The purpose of this policy is to:

2.1. Establish a comprehensive assessment framework

Define the principles, structures, and processes governing assessment across all programmes.

2.2. Ensure academic integrity and fairness

Guarantee that all assessments are:

- Valid and reliable
- Transparent and equitable
- Consistent across programmes and learning environments

2.3. Align assessment with learning outcomes and competencies

Ensure that assessment methods accurately measure:

- Knowledge

- Skills
- Applied competencies in real-world contexts

2.4. Support learning and continuous improvement

Promote assessment as a **developmental process**, providing meaningful feedback that enhances student learning and progression.

2.5. Standardize assessment across a distributed model

Provide mechanisms to ensure consistency and comparability of assessment across:

- Different placement sites
- Diverse learning contexts
- Multiple assessors

2.6. Ensure compliance with regulatory and quality standards

Align assessment practices with:

- National higher education requirements
- International academic standards
- Institutional quality assurance frameworks

3. Scope and Applicability

This policy applies to all assessment-related activities conducted under EMUEA across all programmes and delivery modes.

3.1. Institutional Scope

The policy covers:

- All undergraduate and postgraduate programmes
- All modules and learning components
- All forms of assessment, including:
 - Continuous assessment
 - Final assessment

- Portfolio-based assessment
- Placement/workplace-based assessment

3.2. Delivery Modes

The policy applies to assessment conducted in:

- Digital/online learning environments
- Placement/workplace settings
- Blended and hybrid models

3.3. Stakeholders

This policy is binding on:

- Academic staff (faculty and assessors)
- Students
- Placement supervisors
- Academic leadership and quality assurance bodies

3.4. Relationship with Other Policies

This policy should be read in conjunction with:

- Teaching, Learning and Assessment Policy
- Quality Assurance and Enhancement Policy
- Academic Integrity Policy

Where necessary, this policy provides detailed procedures that support the broader institutional framework.

4. Definitions of Key Terms

For the purpose of this policy:

- **Assessment:** The process of evaluating student learning, performance, and competency achievement.
- **Competency:** The integrated ability to apply knowledge, skills, and professional judgment in real-world contexts.

- **Learning Outcomes:** Statements describing what a student is expected to know, understand, and be able to do upon completion of a module or programme.
- **Continuous Assessment:** Ongoing evaluation conducted throughout the learning process.
- **Final Assessment:** A summative evaluation conducted at the end of a module or programme.
- **Impact Portfolio:** A structured collection of evidence demonstrating a student's learning progression, practical experience, outputs, and reflections.
- **Moderation:** The process of reviewing assessment design and outcomes to ensure fairness, consistency, and accuracy.
- **Placement-Based Assessment:** Evaluation of student performance within real-world practice environments.
- **Rubric:** A structured framework outlining criteria and performance levels for assessment.

5. Principles of Assessment at EMUEA

Assessment at EMUEA is guided by the following principles:

5.1. Validity

Assessment methods must accurately measure the intended learning outcomes and competencies.

5.2. Reliability

Assessment processes must produce consistent and dependable results across different assessors and contexts.

5.3. Fairness and Equity

All students must be assessed under equitable conditions, with appropriate accommodations where necessary.

5.4. Transparency

Assessment criteria, processes, and expectations must be clearly communicated to students.

5.5. Authenticity

Assessment should reflect real-world tasks and professional practice.

5.6. Continuity

Assessment should occur throughout the learning process, not only at the end.

5.7. Developmental Orientation

Assessment should support learning by providing feedback and opportunities for improvement.

5.8. Standardization in a Distributed System

Mechanisms must be in place to ensure consistency and comparability across:

- Different placement environments
- Multiple assessors
- Diverse learning contexts

II. ASSESSMENT PHILOSOPHY AND FRAMEWORK

1. Competency-Based Assessment Model

Assessment at EMUEA is grounded in a **competency-based framework**, where student achievement is evaluated based on the **demonstration of defined knowledge, skills, and integrated competencies**.

This model shifts the focus from:

- Accumulation of theoretical knowledge to
- Demonstrable ability to apply learning in **real-world contexts**

Assessment therefore evaluates:

- **Knowledge** → conceptual understanding
- **Skills** → technical and practical abilities
- **Competencies** → integrated application, judgment, and professional performance

Students progress by demonstrating **increasing levels of proficiency**, aligned with programme learning outcomes.

2. Alignment with Placement-Based Education for Impact (PBEI)

Assessment at EMUEA is fully aligned with the **Placement-Based Education for Impact (PBEI)** model.

2.1. Assessment in Real-World Contexts

A significant proportion of assessment is derived from:

- Activities performed in placement environments
- Real-world problem-solving and task execution
- Professional behavior and decision-making

2.2. Integration of Theory and Practice

Assessment is designed to ensure that:

- Theoretical knowledge is evaluated through **application**
- Practical experiences are interpreted through **academic frameworks**

- Learning is continuously reinforced through **reflection and feedback**

2.3. Impact Orientation

Assessment considers not only performance but also:

- Contribution to real-world environments
- Ability to generate meaningful outputs
- Engagement with societal or professional challenges

3. Outcome-Based Assessment Design

All assessment tasks must be explicitly aligned with **defined learning outcomes**.

3.1. Constructive Alignment

Assessment is designed using the principle of **constructive alignment**, ensuring coherence between:

- Learning outcomes
- Teaching and learning activities
- Assessment methods

3.2. Measurable Outcomes

Each assessment task must:

- Clearly state the outcomes being assessed
- Define criteria for evaluating performance
- Provide evidence of competency achievement

4. Authentic and Applied Assessment

EMUEA prioritizes **authentic assessment**, reflecting real-world professional tasks.

Assessment methods are designed to:

- Replicate or engage with real-life scenarios
- Evaluate decision-making and problem-solving
- Require application of knowledge rather than recall

Examples include:

- Case analyses
- Practice-based tasks
- Project outputs
- Workplace performance evaluations

Traditional examinations may be used selectively where appropriate but are not the dominant method of assessment.

5. Continuous and Final Assessment Structure

Assessment at EMUEA follows a **dual structure**:

5.1. Continuous Assessment

Continuous assessment constitutes the primary mode of evaluation and includes:

- Ongoing tasks and assignments
- Placement-based performance
- Reflective activities
- Portfolio development

It allows:

- Monitoring of learning progression
- Continuous feedback and improvement
- Holistic evaluation of competencies

5.2. Final Assessment

Final assessment represents a **summative evaluation** of learning outcomes at the end of a module or programme.

It may include:

- Final portfolio submission
- Capstone projects

- Integrated applied assessments

Final assessment is designed to evaluate **cumulative learning and competency mastery**, rather than isolated knowledge recall.

6. Hybrid Grading and Competency Mapping Framework

EMUEA adopts a **hybrid assessment framework**, combining:

- **Quantitative grading (e.g., percentage or GPA)**
- **Qualitative competency evaluation**

6.1. Rationale for Hybrid Approach

This approach ensures:

- Compatibility with **national and international academic systems**
- Clear communication of academic performance
- Meaningful evaluation of **real-world competencies**

6.2. Competency Mapping

Grades are supported by competency descriptors indicating levels such as:

- **Emerging** – developing understanding and basic application
- **Proficient** – consistent and effective application
- **Advanced/Mastery** – high-level performance, independence, and innovation

6.3. Integrated Evaluation

Student performance is therefore expressed through:

- A **final grade** (for formal recognition)
- A **competency profile** (for practical and professional insight)

This dual representation ensures that assessment reflects both:

- Academic achievement
- Real-world capability

7. Assessment Weighting Principles

Assessment tasks within a module are assigned weightings to reflect their contribution to overall learning outcomes.

General principles include:

- Greater weighting for **applied and competency-based tasks**
- Significant contribution of **placement-based assessment**
- Balanced inclusion of **continuous and final assessment components**

Weightings must be:

- Clearly communicated to students
- Consistent with learning objectives
- Approved through academic processes

III. TYPES AND METHODS OF ASSESSMENT

1. Continuous Assessment Methods

Continuous assessment is the **primary mode of evaluation** at EMUEA and is conducted throughout the learning process.

It includes a range of methods designed to:

- Monitor student progression
- Provide ongoing feedback
- Support competency development

1.1. Examples of Continuous Assessment

- Practice-based tasks linked to placement activities
- Short assignments and applied exercises
- Case analyses
- Reflective journals
- Discussion contributions and peer engagement
- Progress reviews of Impact Portfolios

Continuous assessment emphasizes **regular engagement and incremental learning**, rather than isolated high-stakes evaluation.

2. Final Assessment Methods

Final assessment represents a **summative evaluation** of learning at the end of a module or programme.

2.1. Forms of Final Assessment

Final assessment may include:

- Comprehensive Impact Portfolio submission
- Capstone or integrative projects
- Applied problem-solving tasks
- Structured practical evaluations

Final assessment is designed to evaluate:

- Integration of knowledge and skills
- Achievement of competencies
- Readiness for professional practice

3. Impact Portfolio (Core Assessment Tool)

The **Impact Portfolio** is the central and defining assessment method at EMUEA.

3.1. Nature of the Impact Portfolio

It is a **structured, cumulative, and evidence-based record** of a student's learning journey, demonstrating:

- Engagement in learning activities
- Practical experiences and outputs
- Development of competencies
- Reflective understanding

3.2. Core Components

An Impact Portfolio may include:

- Logs of placement activities and responsibilities
- Case reports and analytical write-ups
- Project outputs and deliverables
- Reflective essays linking theory and practice
- Multimedia evidence (videos, presentations, digital artifacts)
- Feedback from faculty and placement supervisors

3.3. Functions of the Portfolio

The portfolio serves to:

- Demonstrate competency development over time
- Provide evidence for both continuous and final assessment

- Support reflective and self-directed learning
- Showcase real-world impact and contributions

4. Workplace / Placement-Based Assessment

Given the centrality of PBEI, **workplace-based assessment** is a core method of evaluating student performance.

4.1. Assessment Sources

Assessment in placement settings is derived from:

- Direct observation of performance
- Completion of real-world tasks
- Supervisor evaluations
- Evidence documented in portfolios

4.2. Assessment Criteria

Evaluation focuses on:

- Practical skills and task execution
- Professional behavior and communication
- Problem-solving and decision-making
- Ability to apply knowledge in context

4.3. Integration with Academic Assessment

Placement-based assessment is:

- Aligned with module learning outcomes
- Validated and overseen by faculty
- Integrated into overall assessment decisions

5. Reflective Assessments

Reflection is a key method for deep learning and is formally assessed.

5.1. Types of Reflective Assessment

- Reflective journals
- Structured reflective essays
- Critical incident analyses

5.2. Purpose

Reflective assessments enable students to:

- Analyze their experiences
- Connect theory with practice
- Identify learning gaps and improvements
- Develop professional self-awareness

6. Project-Based and Problem-Solving Assessments

Students are assessed through **projects and problem-solving tasks** that require application of knowledge in real or simulated contexts.

6.1. Types of Projects

- Practice-based projects
- Community or workplace interventions
- Research-informed applied projects

6.2. Skills Assessed

These assessments evaluate:

- Analytical and critical thinking
- Creativity and innovation
- Ability to design and implement solutions
- Collaboration where applicable

7. Peer and Collaborative Assessment

Where appropriate, EMUEA incorporates **peer and collaborative assessment**.

7.1. Forms

- Peer feedback on assignments and portfolios
- Group project evaluation
- Collaborative reflection

7.2. Purpose

These methods promote:

- Social learning
- Critical evaluation skills
- Accountability within group work

Peer assessment complements, but does not replace, **faculty-led evaluation**.

8. Optional Use of Examinations

While EMUEA does not rely primarily on traditional examinations, they may be used where appropriate.

8.1. Contexts for Use

Examinations may be applied in:

- Assessing foundational theoretical knowledge
- Ensuring coverage of essential concepts
- Meeting external or professional requirements

8.2. Principles

Where used, examinations must:

- Be aligned with learning outcomes
- Emphasize understanding and application
- Complement, not dominate, overall assessment

IV. ASSESSMENT DESIGN AND APPROVAL

1. Alignment with Learning Outcomes and Competencies

All assessment tasks at EMUEA must be explicitly aligned with **defined learning outcomes and competencies** at both module and programme levels.

1.1. Constructive Alignment Requirement

Assessment design must ensure coherence between:

- Learning outcomes
- Teaching and learning activities
- Assessment methods

Each assessment task must clearly indicate:

- The specific outcomes being assessed
- The competencies to be demonstrated
- The criteria for evaluating performance

1.2. Outcome Coverage

Assessment strategies within each module must collectively ensure:

- Comprehensive coverage of all intended learning outcomes
- Balanced evaluation of knowledge, skills, and competencies

2. Assessment Blueprints and Weighting

Each module shall include a structured **assessment plan (blueprint)**.

2.1. Assessment Blueprint

The blueprint must define:

- Types of assessment tasks
- Weighting of each component
- Timing and sequencing of assessments
- Relationship between tasks and learning outcomes

2.2. Weighting Principles

Assessment weightings must:

- Reflect the relative importance of learning outcomes
- Prioritize **applied and competency-based assessment**
- Ensure appropriate balance between continuous and final assessment

All weightings must be:

- Clearly communicated to students at the start of the module
- Consistently applied across all learners

3. Validity, Reliability, and Fairness

Assessment design at EMUEA must meet key quality criteria:

3.1. Validity

Assessment tasks must:

- Accurately measure intended learning outcomes
- Reflect real-world application where applicable

3.2. Reliability

Assessment processes must:

- Produce consistent results across different assessors and contexts
- Be supported by clear criteria and rubrics

3.3. Fairness and Equity

Assessment must:

- Provide equal opportunity for all students to demonstrate achievement
- Include reasonable accommodations where necessary
- Avoid bias related to context, assessor, or environment

4. Use of Assessment Criteria and Rubrics

All assessment tasks must be supported by **clearly defined criteria and rubrics**.

4.1. Rubric Requirements

Rubrics must:

- Define performance levels (e.g., emerging, proficient, mastery)
- Specify expectations for each level
- Be aligned with competencies and learning outcomes

4.2. Communication to Students

Assessment criteria and rubrics must be:

- Provided in advance of assessment
- Explained to ensure student understanding
- Used consistently during grading

5. Approval of Assessment Tasks

All assessment tasks must undergo formal **academic approval processes** prior to implementation.

5.1. Approval Levels

Assessment tasks are reviewed and approved at:

- Module level (by responsible faculty)
- Programme level (by academic unit or committee)

5.2. Approval Criteria

Approval processes evaluate:

- Alignment with learning outcomes
- Appropriateness of assessment methods
- Balance and weighting of tasks
- Feasibility and clarity

6. Review and Updating of Assessment Methods

Assessment methods are subject to ongoing review to ensure effectiveness and relevance.

6.1. Continuous Review

Assessment practices are evaluated through:

- Student performance data
- Feedback from students and faculty
- Input from placement partners

6.2. Periodic Updating

Assessment methods are updated to:

- Reflect advances in knowledge and practice
- Incorporate new technologies and approaches
- Improve alignment with programme goals

7. Documentation and Transparency

All assessment designs must be properly documented.

7.1. Documentation Requirements

Documentation must include:

- Assessment tasks and instructions
- Criteria and rubrics
- Weightings and timelines
- Approval records

7.2. Transparency

Students must have access to:

- Clear information on assessment requirements
- Criteria for evaluation
- Expectations for performance

Transparency ensures trust, fairness, and accountability.

V. GRADING AND CLASSIFICATION SYSTEM

1. Grading Framework

EMUEA adopts a **hybrid grading framework**, combining:

- **Quantitative grading** (percentage-based or equivalent) for academic reporting
- **Qualitative competency evaluation** for professional and applied performance

This dual system ensures:

- Compatibility with **national and international higher education systems**
- Meaningful representation of **student capabilities beyond numerical scores**

2. Percentage Grading Scale

Student performance shall be reported using a **percentage-based grading system**, mapped to classification bands.

2.1. Standard Grading Bands

Percentage (%)	Classification	Descriptor
70 – 100	Distinction	Outstanding performance
60 – 69	Merit	Very good performance
50 – 59	Pass	Satisfactory performance
40 – 49	Marginal Pass*	Minimum acceptable performance
Below 40	Fail	Unsatisfactory performance

*Where applicable, subject to programme-specific rules.

3. Competency Level Mapping

In addition to grades, student performance shall be evaluated using **competency descriptors**.

3.1. Competency Levels

- **Emerging**
Demonstrates basic understanding and limited application; requires significant guidance
- **Proficient**
Demonstrates consistent and effective application of knowledge and skills

- **Advanced / Mastery**

Demonstrates high-level performance, independence, critical judgment, and innovation

3.2. Integration with Grades

Grades are supported by competency levels to provide a **comprehensive performance profile**.

For example:

- Distinction → typically associated with **Advanced/Mastery**
- Merit → associated with **Proficient to Advanced**
- Pass → associated with **Proficient**
- Marginal Pass → associated with **Emerging to Proficient**

4. Pass Requirements and Minimum Competency Standards

To successfully complete a module or programme, students must:

- Achieve a **minimum overall passing grade**
- Demonstrate **minimum competency levels** in key areas

4.1. Critical Competencies

Certain competencies (e.g., safety, ethics, professional conduct) are **non-compensable**, meaning:

- Failure to meet required standards in these areas results in **failure of the module**, regardless of overall score

5. Weighting and Aggregation of Grades

Final grades are calculated based on the **weighted combination of assessment components**.

5.1. Components

These may include:

- Continuous assessment
- Placement-based assessment
- Impact Portfolio
- Final assessment tasks

5.2. Aggregation Principles

- Each component contributes according to approved weightings
- Greater emphasis is placed on **applied and competency-based components**
- Final grades reflect **overall achievement across all components**

6. Classification of Awards

For programmes leading to academic awards, overall classification is determined based on cumulative performance.

6.1. Award Classifications

Programmes may adopt classifications such as:

- Distinction
- Merit
- Pass

6.2. Determination

Classification is based on:

- Aggregated performance across modules
- Achievement of required competencies
- Completion of all programme requirements

7. Compensation and Progression Rules

7.1. Compensation

Limited compensation may be permitted where:

- Overall performance meets required thresholds
- Deficiencies are minor and do not affect critical competencies

7.2. Restrictions

Compensation shall not apply to:

- Core or critical modules

- Essential professional competencies
- Placement-based performance requirements

8. Handling Borderline Cases

Clear procedures shall be established for handling **borderline grades**, including:

- Review of overall performance
- Consideration of competency achievement
- Application of defined institutional rules

Decisions must be:

- Transparent
- Consistent
- Documented

9. Reporting of Results

Student performance shall be reported through:

- **Official transcripts** indicating grades and classifications
- **Competency profiles** reflecting practical and professional abilities

This dual reporting system ensures that graduates present:

- Recognizable academic results
- Evidence of real-world capability

VI. MODERATION AND STANDARDIZATION

1. Purpose of Moderation

Moderation at EMUEA ensures that assessment is:

- **Fair and equitable** across all students
- **Consistent** across modules, assessors, and placement sites
- **Aligned with defined standards and competencies**

Moderation safeguards the **integrity and credibility** of assessment outcomes in a distributed learning model.

2. Internal Moderation

Internal moderation is conducted within the University to ensure consistency in assessment design and grading.

2.1. Pre-Assessment Moderation

Before assessment tasks are administered:

- Assessment designs are reviewed for alignment with learning outcomes
- Criteria and rubrics are checked for clarity and appropriateness
- Weightings and structure are validated

2.2. Post-Assessment Moderation

After assessment:

- Samples of student work are reviewed across performance levels
- Grades are checked for consistency and accuracy
- Discrepancies are identified and addressed

3. External Moderation / External Examiners

Where appropriate, EMUEA engages **external examiners or moderators** to ensure objectivity and benchmarking.

3.1. Role of External Moderators

External moderators may:

- Review assessment design and standards
- Evaluate samples of student work
- Compare performance with external benchmarks
- Provide independent feedback on assessment quality

3.2. Purpose

External moderation ensures:

- Alignment with **national and international standards**
- Increased credibility and transparency
- Continuous improvement of assessment practices

4. Standardization Across Placement Sites

Given the distributed nature of EMUEA, specific mechanisms are implemented to ensure consistency across different placement environments.

4.1. Standardized Assessment Tools

All placement-based assessments must use:

- Standardized evaluation forms
- Competency checklists
- Structured rubrics

4.2. Common Performance Criteria

Assessment criteria are:

- Clearly defined at institutional level
- Applied consistently across all placement sites
- Linked directly to programme learning outcomes

5. Calibration of Assessors (Faculty and Supervisors)

To ensure consistent judgment across different assessors:

5.1. Calibration Processes

The University shall:

- Provide training to faculty and placement supervisors
- Use exemplar work to illustrate performance standards
- Conduct calibration sessions to align grading practices

5.2. Continuous Alignment

Regular review and feedback mechanisms ensure that:

- Assessors maintain consistent standards
- Variations in interpretation are minimized

6. Sampling and Verification Processes

EMUEA employs structured sampling to verify assessment quality.

6.1. Sampling Strategy

A representative sample of student work is reviewed, including:

- High-performing work
- Average performance
- Borderline and failing cases

6.2. Verification

Verification ensures that:

- Grades align with defined criteria
- Assessment decisions are justified
- Inconsistencies are identified and corrected

7. Multiple Sources of Evidence

Assessment decisions are based on **multiple sources of evidence**, including:

- Portfolio submissions
- Placement supervisor evaluations
- Faculty assessments
- Reflective work

This reduces reliance on a single assessment point and enhances reliability.

8. Managing Variability in Placement Environments

Recognizing that placement contexts differ, EMUEA ensures comparability through:

- Standardized competencies and expectations
- Central oversight by faculty
- Integration of multiple assessment methods
- Continuous monitoring and feedback

Students are assessed based on **performance relative to defined standards**, not the specific characteristics of the placement site.

9. Handling Discrepancies and Bias

Where inconsistencies or potential bias are identified:

- Assessment decisions are reviewed by faculty
- Additional evidence may be considered
- Adjustments are made where justified

Clear procedures are in place to:

- Address conflicts between supervisor and faculty evaluations
- Ensure fairness and objectivity

10. Documentation and Audit Trails

All moderation processes must be:

- Documented
- Traceable
- Available for review

This includes:

- Records of moderation activities
- Evidence of calibration processes
- Justification of assessment decisions

Documentation supports:

- Transparency
- Accountability
- External audit and accreditation

VII. ROLE OF IMPACT PORTFOLIOS

1. Definition and Purpose

The **Impact Portfolio** is the central assessment instrument at EMUEA. It is a **structured, cumulative, and authenticated body of evidence** demonstrating a student's progression in knowledge, skills, and competencies within real-world contexts.

1.1. Purpose

The Impact Portfolio is designed to:

- Evidence **competency development over time**
- Integrate **theory, practice, and reflection**
- Demonstrate **real-world outputs and impact**
- Support both **continuous and final assessment decisions**

It serves as both:

- A **learning tool** (for reflection and development), and
- An **assessment tool** (for evaluating achievement of outcomes)

2. Portfolio Structure and Required Components

All programmes shall define a **standardized portfolio structure**, adapted to disciplinary requirements.

2.1. Core Components

An Impact Portfolio must include:

- **Placement Activity Logs**
Documenting roles, tasks, and exposure over time
- **Case Analyses / Practice Reports**
Structured analysis of real-world scenarios
- **Project Outputs**
Evidence of completed tasks, interventions, or deliverables
- **Reflective Entries**
Critical reflections linking experience to theory

- **Competency Evidence Mapping**
Explicit linkage between submitted work and defined competencies
- **Feedback Records**
Inputs from faculty, placement supervisors, and peers

2.2. Format

Portfolios may include:

- Written documentation
- Digital artifacts (presentations, datasets, reports)
- Multimedia submissions (videos, demonstrations)

All submissions must adhere to **defined academic and professional standards**.

3. Submission and Review Process

3.1. Continuous Submission

Students are required to:

- Update portfolios regularly throughout the module/programme
- Submit specified components at defined checkpoints

3.2. Final Submission

A consolidated portfolio is submitted at the end of the module or programme for **summative evaluation**.

3.3. Review Process

Portfolio review includes:

- Faculty assessment
- Integration of placement supervisor input
- Moderation processes to ensure consistency

4. Assessment Criteria and Rubrics

Impact Portfolios are assessed using **standardized rubrics** aligned with competencies.

4.1. Key Assessment Dimensions

Portfolios are evaluated based on:

- **Relevance and completeness of evidence**
- **Quality of analysis and application**
- **Depth of reflection and critical thinking**
- **Demonstration of competencies**
- **Professionalism and presentation**

4.2. Performance Levels

Assessment criteria are mapped to performance levels such as:

- Emerging
- Proficient
- Advanced / Mastery

These are integrated with the overall grading system.

5. Portfolio Validation and Authentication

To ensure integrity and credibility, all portfolio content must be **verifiable and authentic**.

5.1. Validation Mechanisms

Validation may include:

- Supervisor confirmation of activities and outputs
- Cross-checking with placement records
- Review of supporting evidence (documents, logs, media)

5.2. Academic Oversight

Faculty are responsible for:

- Verifying alignment between evidence and claimed competencies

- Ensuring academic rigor and authenticity
- Identifying inconsistencies or irregularities

6. Integration with Other Assessment Methods

The Impact Portfolio is not isolated but integrated with other assessment forms.

It complements:

- Placement-based assessment
- Reflective assessments
- Project-based tasks

Together, these provide a **holistic evaluation of student performance**.

7. Role in Continuous and Final Assessment

7.1. Continuous Assessment

Portfolio development contributes to:

- Ongoing evaluation of progress
- Feedback cycles and improvement

7.2. Final Assessment

The final portfolio submission:

- Demonstrates cumulative learning
- Provides evidence of competency achievement
- Supports final grading decisions

8. Digital Portfolio Management

Impact Portfolios are managed through the University's **digital systems**, enabling:

- Structured submission and storage
- Continuous tracking of progress
- Secure and accessible records
- Integration with assessment and feedback systems

VIII. WORKPLACE / PLACEMENT-BASED ASSESSMENT

1. Purpose and Scope

Workplace (placement-based) assessment evaluates student performance in **real-world environments** where learning is applied in practice.

It is a **core component** of EMUEA's PBEI model and contributes significantly to:

- Competency development
- Professional readiness
- Final assessment outcomes

This section applies to all assessments conducted within **approved placement sites**.

2. Role of Placement Supervisors

Placement supervisors are key contributors to the assessment process.

2.1. Responsibilities

Supervisors are responsible for:

- Providing day-to-day guidance and oversight
- Observing student performance in practical settings
- Offering structured feedback on skills and conduct
- Completing standardized evaluation tools

2.2. Boundaries of Role

Supervisors:

- Contribute to assessment but do not have **sole authority** over final grades
- Operate within frameworks defined by EMUEA
- Work in coordination with faculty mentors

3. Assessment Tools and Templates

To ensure consistency, all placement-based assessments must use **standardized institutional tools**.

3.1. Tools Include

- Competency checklists
- Structured evaluation forms
- Observation records
- Feedback templates

3.2. Alignment

All tools are:

- Aligned with programme learning outcomes
- Linked to defined competencies
- Standardized across all placement sites

4. Observation and Competency Evaluation

Assessment in the workplace is primarily based on **direct observation of performance**.

4.1. Areas of Evaluation

Students are assessed on:

- Technical and practical skills
- Application of knowledge
- Problem-solving and decision-making
- Communication and teamwork
- Professional behavior and ethics

4.2. Evidence Collection

Evidence may include:

- Supervisor observations

- Task completion records
- Outputs documented in portfolios
- Feedback from multiple stakeholders

5. Managing Variability Across Placement Sites

EMUEA recognizes that placement environments differ in context and resources.

To ensure comparability:

- Standardized competencies and expectations are applied
- Assessment is based on **performance relative to defined criteria**, not context
- Faculty provide oversight and interpretation of supervisor evaluations
- Multiple assessment methods complement workplace evaluation

6. Calibration and Training of Placement Supervisors

To reduce variability and bias, EMUEA implements structured **calibration and training processes**.

6.1. Training

Supervisors receive guidance on:

- Assessment criteria and expectations
- Use of evaluation tools
- Providing objective and constructive feedback

6.2. Calibration

The University conducts:

- Alignment sessions with faculty and supervisors
- Use of exemplar performance standards
- Periodic review of assessment consistency

7. Handling Bias and Conflicts in Assessment

Mechanisms are in place to manage potential bias or discrepancies.

7.1. Identification of Issues

Concerns may arise from:

- Inconsistent supervisor evaluations
- Student complaints
- Faculty review of evidence

7.2. Resolution

Where issues are identified:

- Faculty review all available evidence
- Additional assessment inputs may be considered
- Adjustments are made where justified

Final decisions rest with the **academic authority of the University**.

8. Integration with Academic Assessment

Placement-based assessment is integrated into overall evaluation through:

- Inclusion in assessment weighting
- Alignment with module learning outcomes
- Combination with portfolio and academic assessment

This ensures that:

- Practical performance is formally recognized
- Academic standards are maintained

9. Documentation and Reporting

All placement-based assessments must be:

- Documented using approved tools
- Submitted through institutional systems
- Retained for review and audit

Documentation supports:

- Transparency
- Accountability
- Quality assurance

IX. FEEDBACK AND FEEDFORWARD

1. Purpose of Feedback

Feedback at EMUEA is an integral component of the assessment process and is designed to:

- Support **student learning and development**
- Improve performance and competency acquisition
- Guide students toward achieving defined learning outcomes

Feedback is not limited to evaluation but is used as a **continuous learning tool**.

2. Principles of Effective Feedback

All feedback provided at EMUEA must be:

- **Timely** – delivered within a reasonable timeframe to support improvement
- **Constructive** – focused on strengths and areas for development
- **Specific** – clearly linked to assessment criteria and outcomes
- **Actionable** – providing guidance on how to improve
- **Aligned** – consistent with learning objectives and competencies

3. Sources of Feedback

Students receive feedback from multiple sources to ensure a **comprehensive evaluation of performance**.

3.1. Faculty Feedback

Faculty provide:

- Academic evaluation of assignments and portfolios
- Guidance on linking theory and practice
- Direction for improvement and progression

3.2. Placement Supervisor Feedback

Supervisors provide:

- Feedback on practical performance
- Evaluation of professional conduct

- Insights into workplace competencies

3.3. Peer Feedback

Where appropriate, students engage in:

- Peer review of assignments and portfolios
- Collaborative feedback within learning groups

Peer feedback supports critical thinking and collaborative learning.

4. Feedforward Approach

EMUEA emphasizes **feedforward**, where feedback is used to inform future learning and performance.

Students are expected to:

- Reflect on feedback received
- Identify areas for improvement
- Apply feedback in subsequent tasks and activities

Faculty support this process by:

- Highlighting improvement strategies
- Linking feedback to upcoming assessments

5. Timeliness and Feedback Standards

The University establishes standards to ensure feedback is provided within appropriate timeframes.

5.1. Timelines

- Continuous assessment feedback is provided regularly throughout the learning process
- Feedback on submitted work is delivered within defined institutional timelines

5.2. Quality Assurance

Feedback quality is monitored through:

- Review of feedback practices
- Student evaluations of feedback usefulness

- Quality assurance processes

6. Student Engagement with Feedback

Students are expected to actively engage with feedback as part of their learning process.

This includes:

- Reviewing and understanding feedback
- Incorporating suggestions into future work
- Seeking clarification where necessary

Active engagement ensures that feedback contributes to **continuous improvement and competency development**.

7. Documentation of Feedback

Feedback must be:

- Documented where appropriate
- Linked to assessment criteria
- Retained within institutional systems

This supports:

- Transparency and accountability
- Tracking of student progress
- Evidence for quality assurance

X. ACADEMIC INTEGRITY IN ASSESSMENT

1. Definition and Scope

Academic integrity at EMUEA refers to the commitment to **honesty, transparency, and ethical conduct** in all assessment-related activities.

This applies to:

- All forms of assessment (written, practical, digital, portfolio-based)
- All learning environments (digital platforms, placement sites, community contexts)
- All participants (students, faculty, and placement supervisors)

2. Forms of Academic Misconduct

Academic misconduct includes, but is not limited to:

2.1. Plagiarism

- Presenting another person's work, ideas, or data as one's own
- Failure to properly acknowledge sources

2.2. Fabrication and Falsification

- Inventing data, results, or experiences
- Altering records or evidence, including placement logs and portfolio entries

2.3. Unauthorized Collaboration

- Collaborating inappropriately where independent work is required
- Misrepresenting group work as individual work

2.4. Misconduct in Placement Settings

- Misrepresentation of tasks performed
- False reporting of attendance or activities
- Unethical or unprofessional conduct in real-world environments

2.5. Impersonation and Cheating

- Attempting to complete assessment on behalf of another student

- Unauthorized access to assessment materials

3. Use of Artificial Intelligence (AI) in Assessment

EMUEA recognizes the role of AI as a **learning support tool**, but regulates its use in assessment.

3.1. Acceptable Use

Students may use AI tools for:

- Learning support and clarification
- Generating ideas or exploring concepts
- Assisting with structure and organization

3.2. Unacceptable Use

AI use is considered misconduct where it:

- Replaces original thinking or work
- Produces content submitted as the student's own without acknowledgment
- Circumvents assessment objectives

3.3. Disclosure Requirement

Students may be required to:

- Declare the use of AI tools in their work
- Demonstrate understanding of submitted content

4. Detection and Verification

The University employs multiple mechanisms to ensure integrity:

- Review of submitted work and portfolios
- Cross-verification with placement records
- Use of digital tools for detecting plagiarism or irregularities
- Faculty and supervisor validation

5. Investigation Procedures

Where academic misconduct is suspected:

- The case is reviewed by designated academic authorities
- Evidence is collected and evaluated
- The student is given an opportunity to respond

Procedures must be:

- Fair and transparent
- Timely
- Consistent with institutional regulations

6. Penalties and Sanctions

Sanctions for academic misconduct may include:

- Requirement to resubmit work
- Reduction of marks
- Failure of the assessment or module
- Disciplinary action in serious cases

Sanctions are applied based on:

- Severity of the misconduct
- Intent and impact
- Student's prior record

7. Promoting Academic Integrity

EMUEA promotes integrity through:

- Student education on academic standards
- Clear communication of expectations
- Support for proper referencing and research practices
- Guidance on ethical use of AI and digital tools

XI. EXTENUATING CIRCUMSTANCES

1. Definition and Scope

Extenuating circumstances refer to **serious, unforeseen, and unavoidable events** that significantly impair a student's ability to:

- Engage with learning activities
- Complete assessment tasks
- Perform effectively in placement environments

These circumstances must be **beyond the student's control** and of sufficient severity to affect academic performance.

2. Eligible Circumstances

Examples of extenuating circumstances may include:

- Serious illness or injury (physical or mental)
- Bereavement of close family members
- Significant personal or family emergencies
- Unexpected disruptions in placement environments
- Other exceptional situations deemed valid by the University

3. Non-Eligible Circumstances

The following are not normally considered valid:

- Poor time management
- Minor illness not affecting performance significantly
- Failure to understand assessment requirements
- Routine work or personal commitments

4. Application Procedures

Students seeking consideration must:

- Submit a formal application within specified timelines
- Provide a clear explanation of the circumstances

- Include supporting evidence where required

Applications must be made:

- As soon as possible after the occurrence
- In accordance with institutional procedures

5. Evidence Requirements

Students may be required to provide appropriate documentation, such as:

- Medical certificates
- Official reports or statements
- Verified documentation from relevant authorities

All evidence must be:

- Authentic and verifiable
- Relevant to the period of impact

6. Decision-Making Process

Applications are reviewed by designated academic authorities or committees.

Decisions are based on:

- Severity and duration of the circumstances
- Impact on academic performance
- Adequacy of supporting evidence

Decisions must be:

- Fair and consistent
- Clearly documented
- Communicated to the student

7. Possible Outcomes

Depending on the case, outcomes may include:

- Extension of deadlines

- Deferral of assessment
- Alternative assessment arrangements
- Adjustment of assessment timing

All adjustments must maintain **academic standards and integrity**.

8. Impact on Placement-Based Learning

Special consideration is given to students affected during placement.

Adjustments may include:

- Rescheduling placement activities
- Providing alternative learning opportunities
- Extending placement duration where necessary

These adjustments ensure that students still meet **required competencies**.

9. Confidentiality and Data Protection

All information related to extenuating circumstances is:

- Treated with strict confidentiality
- Used only for decision-making purposes
- Managed in accordance with data protection principles

XII. REASSESSMENT AND PROGRESSION

1. Principles of Reassessment

Reassessment at EMUEA is designed to:

- Provide students with an opportunity to **demonstrate required competencies**
- Support learning through **improvement and reflection**
- Maintain **academic standards and integrity**

Reassessment is not automatic entitlement but is governed by defined institutional rules.

2. Eligibility for Reassessment

Students may be eligible for reassessment where:

- They have **failed a module or assessment component**
- They have not achieved the **minimum competency requirements**
- They have met participation and submission requirements

Eligibility may be subject to:

- Programme-specific rules
- Nature of the failed component (e.g., critical competencies)

3. Forms of Reassessment

Reassessment methods may include:

- Resubmission of assignments or portfolio components
- Additional or alternative assessment tasks
- Re-evaluation of placement-based performance
- Repeat of specific practical or applied activities

Reassessment tasks must:

- Align with the original learning outcomes
- Maintain equivalent academic standards

4. Conditions for Reassessment

4.1. Attempt Limits

Students are normally permitted:

- A defined number of reassessment attempts (e.g., one or two)
- Further attempts only under exceptional circumstances

4.2. Timing

Reassessment must be completed within:

- Specified institutional timelines
- Defined reassessment periods

4.3. Capped Marks

Where applicable:

- Reassessment grades may be **capped at a pass level**
- This ensures fairness while maintaining academic rigor

5. Reassessment of Placement-Based Components

Given the importance of placement-based learning:

- Reassessment may involve **additional placement time or activities**
- Students must demonstrate required competencies in real or equivalent contexts

Reassessment must ensure that:

- Essential competencies are fully achieved
- Professional standards are maintained

6. Progression Requirements

Progression from one level or stage to the next requires:

- Successful completion of required modules
- Achievement of minimum grade thresholds
- Demonstration of required competencies

6.1. Competency-Based Progression

Progression decisions consider:

- Overall academic performance
- Competency achievement
- Readiness for more advanced or independent learning

7. Non-Compensable Components

Certain elements are designated as **non-compensable**, meaning:

- They must be passed independently
- Failure results in failure of the module or programme component

These may include:

- Core professional competencies
- Ethical and safety-related requirements
- Critical placement-based performance

8. Repeat of Modules or Programme Components

Where reassessment is insufficient:

- Students may be required to **repeat a module or component**
- This may include repetition of placement activities

Decisions are based on:

- Extent of failure
- Feasibility of reassessment
- Academic judgment

9. Communication of Reassessment and Progression Decisions

Students shall be informed of:

- Reassessment eligibility and requirements
- Deadlines and procedures
- Progression decisions

Communication must be:

- Clear and timely
- Supported by appropriate guidance

XIII. APPEALS AND COMPLAINTS

1. Purpose and Scope

This section establishes the procedures through which students may:

- Appeal against assessment decisions
- Submit complaints related to assessment processes

It ensures that all concerns are handled in a manner that is:

- Fair
- Transparent
- Timely
- Consistent with institutional standards

2. Grounds for Appeal

Students may appeal an assessment decision only on valid grounds, including:

- **Procedural irregularity**
(e.g., assessment not conducted according to approved procedures)
- **Evidence of bias or unfair treatment**
- **Error in the calculation or recording of marks**
- **Failure to consider extenuating circumstances**

2.1. Exclusions

Appeals are not permitted on the basis of:

- Disagreement with academic judgment alone
- Dissatisfaction with awarded marks without evidence of error or irregularity

3. Appeals Process

3.1. Submission

Students must:

- Submit a formal appeal within a specified timeframe
- Clearly state the grounds for appeal

- Provide supporting evidence

3.2. Review

Appeals are reviewed by designated academic authorities or committees who:

- Examine the evidence provided
- Review assessment processes and documentation
- Determine whether grounds for appeal are valid

3.3. Outcome

Possible outcomes include:

- Confirmation of the original decision
- Re-evaluation of the assessment
- Adjustment of marks where justified

All decisions must be:

- Documented
- Communicated clearly to the student

4. Appeals Panels

Where necessary, appeals may be reviewed by a formal **Appeals Panel**.

4.1. Composition

Panels may include:

- Academic staff not involved in the original assessment
- Quality assurance representatives
- External members where appropriate

4.2. Principles

Panels must operate with:

- Independence

- Impartiality
- Confidentiality

5. Complaints Related to Assessment

Students may submit complaints regarding:

- Assessment processes
- Feedback quality
- Treatment during assessment or placement evaluation

5.1. Complaint Handling

Complaints are addressed through:

- Formal reporting channels
- Investigation by relevant authorities
- Resolution in accordance with institutional procedures

6. Timelines and Communication

The University shall ensure that:

- Appeals and complaints are processed within defined timelines
- Students are informed of progress and outcomes
- Decisions are communicated clearly and respectfully

7. Final Decisions and Closure

Decisions made following appeals or complaints are:

- Final within the University's internal processes
- Subject to external review mechanisms where applicable

8. Record Keeping and Confidentiality

All appeals and complaints must be:

- Properly documented
- Handled with strict confidentiality
- Retained for quality assurance and audit purposes

XIV. RECORDING AND REPORTING OF ASSESSMENT

1. Recording of Assessment Results

EMUEA shall maintain accurate and secure records of all assessment outcomes.

1.1. Recording Requirements

All assessment results must be:

- Entered into designated institutional systems
- Verified for accuracy before finalization
- Linked to specific modules, competencies, and assessment components

1.2. Data Integrity

The University shall ensure that:

- Assessment data is protected against unauthorized access or alteration
- Systems maintain consistency and reliability of records
- Regular checks are conducted to ensure data accuracy

2. Academic Records Management

The University maintains comprehensive academic records for each student.

2.1. Contents of Records

Academic records include:

- Assessment results and grades
- Competency evaluations
- Portfolio submissions (where applicable)
- Progression and completion status

2.2. Retention

Records are retained in accordance with institutional policies and regulatory requirements to support:

- Verification of qualifications

- Quality assurance and audit processes
- Long-term institutional accountability

3. Reporting of Results to Students

Students shall receive clear and timely information regarding their performance.

3.1. Types of Reports

Students are provided with:

- Individual assessment results
- Feedback on performance
- Final module grades and classifications

3.2. Communication Principles

Results must be:

- Communicated within defined timelines
- Presented in a clear and understandable format
- Accompanied by relevant feedback

4. Transcripts and Certification

EMUEA provides official documentation of academic achievement.

4.1. Academic Transcripts

Transcripts include:

- Modules completed
- Grades achieved
- Credit values
- Programme classification

4.2. Competency Profiles

In addition to transcripts, EMUEA may provide:

- Competency profiles

- Evidence of practical and professional capabilities

This dual reporting enhances:

- Graduate employability
- Transparency of skills and competencies

4.3. Certification

Upon successful completion of programme requirements, students are awarded:

- Official academic certificates
- Relevant classifications and distinctions

5. Data Security and Confidentiality

All assessment records are managed in accordance with principles of:

- Confidentiality
- Data protection
- Secure access

Access to records is limited to:

- Authorized personnel
- The student concerned

6. Use of Assessment Data

Assessment data may be used for:

- Monitoring student performance and progression
- Evaluating programme effectiveness
- Supporting quality assurance processes
- Informing institutional decision-making

Data is used in a manner that respects:

- Student privacy
- Ethical standards

7. Digital Systems and Integration

Assessment recording and reporting are supported by the University's **digital infrastructure**, ensuring:

- Efficient data management
- Integration with LMS and student systems
- Accessibility for authorized users
- Real-time tracking of performance

XV. QUALITY ASSURANCE OF ASSESSMENT

1. Monitoring Assessment Quality

EMUEA shall implement systematic processes to monitor the **quality, consistency, and effectiveness** of assessment practices.

Monitoring includes:

- Review of assessment design and implementation
- Analysis of student performance data
- Evaluation of grading patterns and distributions
- Feedback from students, faculty, and placement partners

2. Evaluation of Assessment Effectiveness

Assessment practices are regularly evaluated to ensure they:

- Accurately measure learning outcomes and competencies
- Support student learning and progression
- Reflect real-world application and professional standards

Evaluation is informed by:

- Academic performance trends
- Stakeholder feedback
- External benchmarking

3. Continuous Improvement

Assessment systems are subject to ongoing enhancement.

The University shall:

- Identify areas for improvement
- Update assessment methods and tools
- Integrate emerging best practices and technologies

Continuous improvement ensures that assessment remains:

- Relevant
- Effective

- Aligned with institutional goals

4. Alignment with Quality Assurance Policy

Assessment quality assurance operates in coordination with the University's **Quality Assurance and Enhancement Policy**.

This ensures:

- Consistency across all academic processes
- Integration with programme review and institutional evaluation
- Alignment with national and international standards

XVI. ROLES AND RESPONSIBILITIES IN ASSESSMENT

1. Institutional Responsibilities

EMUEA is responsible for:

- Establishing and maintaining assessment policies and standards
- Providing systems and infrastructure for assessment
- Ensuring quality assurance and oversight
- Supporting training and capacity building

2. Faculty Responsibilities

Faculty members are responsible for:

- Designing and implementing assessment tasks
- Ensuring alignment with learning outcomes
- Applying assessment criteria consistently
- Providing feedback to students
- Participating in moderation and quality assurance processes

3. Student Responsibilities

Students are responsible for:

- Completing assessments honestly and independently
- Engaging actively with assessment tasks
- Maintaining accurate and authentic records in portfolios
- Responding to feedback and improving performance

4. Placement Supervisor Responsibilities

Placement supervisors are responsible for:

- Observing and evaluating student performance
- Providing structured feedback
- Completing standardized assessment tools
- Collaborating with faculty in the assessment process

5. Academic Leadership and Governance

Academic leadership is responsible for:

- Oversight of assessment practices
- Approval of policies and procedures
- Ensuring compliance with institutional and regulatory standards

XVII. IMPLEMENTATION AND REVIEW

1. Policy Implementation

This Assessment Policy shall be implemented across all programmes and academic units of EMUEA.

Implementation includes:

- Integration into programme design and delivery
- Alignment with teaching and learning practices
- Use of digital systems for assessment management

2. Training and Capacity Building

To ensure effective implementation:

- Faculty and staff shall receive training on assessment practices
- Placement supervisors shall be oriented on assessment roles and tools
- Continuous professional development shall be provided

3. Policy Review Cycle

This policy shall be reviewed:

- At least every five (5) years
- Earlier where necessary due to:
 - Changes in regulatory requirements
 - Advances in educational practices
 - Institutional needs

4. Continuous Development

EMUEA remains committed to evolving its assessment practices in response to:

- Technological innovation
- Pedagogical advancements
- Feedback from stakeholders