Policy:	**Grading and Assessment**
Code:	**03EP11**
Reviewed/ Revised:	**24/07/2023**
Policy Owner:	**Dean**
Target audience:	**Faculty and Students**

PURPOSE:
This policy aims to ensure that allfaculty members understand the grading system used and that they also conform to the obligation of faculty to provide informative feedback and feedforward to students that underpins learning through the assessment process.

SCOPE:
This policy applies to all faculty and impacts upon the students and the quality of their learning.

DEFINITIONS:
Grading system: hierarchy and nomenclature of possible grades, at a particular level, based on the learning outcomes of the course or programme, and the relevant rubrics of assessment.

Assessment: The overall goal of assessment is to improve student learning, providing valid information on student progress and student achievement of curricular learning outcomes. This is ensured by the assessment of the course learning outcomes (CLOs) using Bloom's taxonomy, as part of the overall progression within a programme.

Moderation: Internal moderation is the process of reviewing a sample of work to check that grades and feedback consistently align to the set assessment criteria for the level of study. Moderation may take the form of procedural checking rather than academic judgement.

Double marking: Blind double-marking is where an assessment is independently marked by a second marker who does not have access to the grades or comments of the first marker.

POLICY STATEMENT:
EAHM's grading and assessment policy emphasizes the ability to reach the achievement of the graduate capabilities at the end of each programme. The assessment process at EAHM is a central part of the learning experience and we provide personalized feedback and feedforward to the students.

RESPONSIBILITY:
Each faculty member is responsible for the implementation of this policy daily. The Dean and programme managers will monitor and update this policy on a regular basis. The Registrar is responsible for ensuring that grades are transferred accurately by the faculty onto the students' transcripts.

IMPLEMENTATION OF THE POLICY:
Assessment
Assessment tasks, both formative and summative, are aligned with the course learning outcomes. Assessment tasks are developmental to ensure incremental achievement of the programme learning outcomes which are derived from the defined Graduate Capabilities. Evaluations of overall student progress are based on multiple and diverse sources of evidence gathered from formative and summative assessment tasks.

At EAHM, evaluations typically comprise of diagnostic, formative and summative assessments. Diagnostic assessment establishes the starting point of the student's understanding. Formative assessment provides information to help guide the instruction throughout the unit. Summative assessment informs both the student and the lecturer about the level of conceptual understanding and performance capabilities that the student has achieved.

The assessment mode is based on a continuous system. Learning is assessed throughout the trimester with a range of instruments that may include quizzes, assignments, case studies, projects, etc. Faculty design and assess students against the course learning outcomes. The final assessment of the course is mandatory and carries a weight representing between 30% and 50% of the total. This information is provided in the individual course syllabus and in the overall assessment mode matrix of the programme.

Modes of assessment linked to learning outcomes and deadlines, must be shown with in the published syllabi. Student assessment includes student works, observations, and points of view, as well as tests, with the process being as important as the product. Students are thus assessed in terms of both the knowledge dimension as well as the cognitive process dimension. The feedback from student assessments is aimed at improving student learning. The assessment modes given below are consistent with the EAHM's Teaching and Learning Methodologies (Policy 03EP15). The following table briefs different modes of assessment the lecturers might use to achieve the learning goals for the course concerned.

Modes of Assessment

Mode	Nature/Purpose	Stage
Diagnostic Assessments	Oral and written responses based on individual experience; assess prior knowledge	Diagnostic
Written Tests	Multiple choice, short answer, essay, constructed response, written reports; assess students' acquisition of knowledge and concepts	Formative
Embedded Assessments	Assess an aspect of student learning in the context of the learning experience	Formative
Oral Reports	Require communication by the student that demonstrates conceptual understanding	Formative
Interviews	Assess individual and group performance before, during, and after a learning experience	Formative
Performance Tasks	Require students to create or take an action related to a problem, issue, or conceptual concept	Formative & Summative
Checklists	Monitor and record anecdotal information	Formative & Summative
Investigative Projects	Require students to explore a problem or concern stated either by the lecturer or the students	Summative
Extended or Unit Projects	Require the application of knowledge and skills in an open-ended setting	Summative
Portfolios	Students' acquisition of generic skills is mapped through the use of a cumulative student portfolio, which is verified by against the set of expectations for each course or co-curricular (optional) activity	Formative & Summative

The frequency, methods and criteria of student assessment – including the grading criteria – will be documented in the subject outline and made clear to students from the outset. Student achievement of the learning outcomes as specified in the syllabus is the chief determinant of final results. The syllabus must be published on Moodle one week prior to the commencement of each trimester. Before publishing the syllabi on Moodle, the faculty must forward the syllabi to the programme manager for approval. Changes to the methods of assessment must be approved by the programme manager if these changes are deemed to be significant in their

impact on the overall graduate profile or on other courses. Whilst changes to the mode of assessment should be notified to the programme manager, assessment design and contents are under the control of the individual member of faculty. In changing and refining methods of assessment the member of faculty is required to take account prior moderation comments, student feedback received via the course evaluations and faculty course feedback from the previous term (for that specific course).

Fair assessment is assured through:
- Fairness of assessment tasks means that assessment tasks must be of equivalent complexity and nature, and they must always directly assess the course learning outcomes,
- Marking and grading in accordance with clearly communicated criteria,
- Appropriate internal moderation procedures, wherever applicable (see Examinations Policy 03EP12),
- An appropriate range of types and modes of assessment,
- Reasonable accommodations for students with a verified disability, medical or other condition,
- Consistency in assessments through cooperative planning.

In providing feedback on coursework and mid trimester assessments to students, the faculty should be conscious of the need to provide informative feedback to students (not just marks or grades) that assist with the students learning and overall development. For final exams, students can request feedback on their performance during the weeklong student consultation period. This is usually during the first week of the following trimester. Students must make an appointment to get this feedback from their lecturer. It must be clearly established that such appointments are for performance feedback and not for the negotiation of marks. Should any student feel unfairly assessed, the appeals mechanism should be invoked via the Academic Services and Registry Office.

Undergraduate Grading Scheme
EAHM follows absolute grading system where in letter grades are awarded by converting marks grades. To be eligible to receive a bachelor's degree, a student shall obtain a minimum CGPA of 2.00 on a scale of 4.00.

Grade			
Letter	**Points**	**Percentage**	**Description**
A	4.00	90 - 100	Excellent
A-	3.67	85 - 89	Very Good
B+	3.33	80 - 84	Good
B	3.00	75 - 79	Good
B-	2.67	70 - 74	Average
C+	2.33	65 - 69	Average
C	2.00	60 - 64	Pass
F	0.00	≤59	Fail
WF	0.00	Nil	Withdrawn Fail

Postgraduate Grading Scheme
To be eligible to receive a master's degree, a student shall obtain a minimum CGPA of 2.00 on a scale of 4.00.

Grade			
Letter	**Points**	**Percentage**	**Description**
A	4.00	90 - 100	High Distinction

A-	3.67	85 - 89	Distinction
B+	3.33	80 - 84	Distinction
B	3.00	75 - 79	Merit
B-	2.67	70 - 74	Merit
C+	2.33	65 - 69	Pass
C	2.00	60 - 64	Pass
F	0.00	≤59	Fail
WF	0.00	Nil	Withdrawn Fail

Course Grade Definitions

The explanation to letter grades for the Undergraduate Programme are mentioned below:

Undergraduate programme	
Excellent	Excellent academic performance and the demonstration of exceptional mastery of the subject matter of the course.
Very good	Very good academic performance and the demonstration of significant mastery of the subject matter of the course with only minor errors.
Good	A good academic performance and a sound academic achievement with a few errors.
Average	A decent performance with shortcomings.
Pass	Fair academic performance but with significant shortcomings.

F - Fail	This grade indicates failure to meet the minimum requirements for completion of the course. It carries no grade points. The failed course must be repeated and passed before credit is granted. A course can be repeated only once and repeated failure in the course will result in dismissal from the program. A maximum of two F grades is allowed during the program duration. Any student with more than two F grades will be dismissed from the program.
I - Incomplete	This grade is issued in cases for extenuating non-academic circumstances that prevent the student from completing all course components on time. The incomplete course work must be completed within two weeks after declaring the grades, by satisfying the requirements of the concerned course. The final decision on an incomplete grade is up to the exam board. In case of failure to meet the course requirements, the grade *I* will be changed automatically to grade *F*. The student will be asked to repeat the course in the next offering by paying the repeat course fee and filling in the repeat course form.
R - Repeat	"R" is assigned to a course repeated by the student. After successful repetition, the grade obtained will replace the initial grade and will be used to calculate the CGPA. In the courses that are repeated, an R will be mentioned on the transcript along with the new grade obtained to indicate that the course has been repeated.
P – Pass / F- Fail	Satisfactory / Unsatisfactory Performance in a zero-credit course. As per the grading scheme, if a student scores 'Fail', unsatisfactory (US) is awarded in the course, else, it is 'Satisfactory'.
WF – Withdrawn Fail	Withdrawn (Fail) due to attendance. Applicable if attendance falls below 50% and there are no extenuating circumstances
W - Withdraw	Withdrawal from course

The explanation to letter grades for the Postgraduate Programme are mentioned below:

	Postgraduate programme
High Distinction	The student's attainment and performance has been outstanding and identifies the student as exceptionally able in the field covered by the programme in question.
Distinction	The student's attainment and performance show evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with discipline.
Merit	The student has reached some understanding of the subject matter; the ability to develop solutions to simple problems; benefitting from his/her academic experience.
Pass	The student has reached a standard of attainment and performance that is judged to be minimally acceptable familiarity with subject matter, critical and analytical skills.
F - Fail	This grade indicates failure to meet the minimum requirements for completion of the course. It carries no grade points. The failed course must be repeated and passed before credit is granted. A course can be repeated only once and repeated failure in the course will result in dismissal from the program. A maximum of two F grades is allowed during the program duration. Any student with more than two F grades will be dismissed from the program.
I - Incomplete	This grade is issued in cases for extenuating non-academic circumstances that prevent the student from completing all course components on time. The incomplete course work must be completed within two weeks after declaring the grades, by satisfying the requirements of the concerned course. The final decision on an incomplete grade is up to the exam board. In case of failure to meet the course requirements, the grade *I* will be changed automatically to grade *F*. The student will be asked to repeat the course in the next offering by paying the repeat course fee and filling in the repeat course form.
R - Repeat	"R" is assigned to a course repeated by the student. After successful repetition, the grade obtained will replace the initial grade and will be used to calculate the CGPA. In the courses that are repeated, an R will be mentioned on the transcript along with the new grade obtained to indicate that the course has been repeated.
P – Pass / F- Fail	Satisfactory / Unsatisfactory Performance in a zero-credit course. As per the grading scheme, if a student scores 'Fail', unsatisfactory (US) is awarded in the course, else, it is 'Satisfactory'.
WF – Withdrawn Fail	Withdrawn (Fail) due to attendance. Applicable if attendance falls below 50% and there are no extenuating circumstances
W - Withdraw	Withdrawal from course

Grade Descriptors

Broad guidelines for awarding letter grades for undergraduate and graduate programs are as follows:

Undergraduate Programme

Grade	**Subject related knowledge**	Analytical and critical skills	Communication skills	Research based work	Collaborative and indep. work

A	Able to express substantial subjective knowledge in classroom discussion & the answers given during the session clearly depict the command on the subject & topic. Substantiates subjective knowledge to real world situations and elaborate on the basis of own examples chosen.	The application of topic extended beyond the classroom discussion & clear ability to research on the area is displayed. Comments are critical and comparative Data collection, methods and analysis are thorough and exceptional	A very clearly developed content with an excellent presentation style catering to the diverse needs and requirements of the audience present.	Extensive conduct of the research with application of proper research methods & tools with very clear findings & suggestions.	Is able to create a sense of ownership amongst all the team members and takes the leadership role easily. Excellent ability to adapt to individual & group roles.
B	Extensive & accurate knowledge of the subject and context. Shows ability to analyze critically, with sound arguments and fully supported by relevant facts. Answers accurately, demonstrating a good knowledge of the topic. Methods are correct.	The application of topic as discussed in the classroom Comments are comparative Data collection, methods and analysis are thorough	A well-developed content with a good presentation style catering to the diverse needs and requirements of the audience present.	A well designed conduct of the research with application of appropriate research methods & tools with clear findings & suggestions.	Is able to create a sense of ownership amongst most of the team members and takes the leadership role easily. Sufficient ability to adapt to individual & group roles.
C	Accurate knowledge of the subject and context. Shows ability to analyze critically, with sound arguments mostly supported by relevant facts. Answers accurately, demonstrating a fair knowledge of the topic. Methods chosen are mostly correct.	The application of most part of topic as discussed in the classroom Comments are ok Data collection, methods and analysis are appropriate	A fairly-developed content with an acceptable presentation style catering to the diverse needs and requirements of the audience present.	A satisfactorily designed conduct of the research with application of mostly appropriate research methods & tools with most relevant findings & suggestions.	Is able to create a sense of ownership amongst some of the team members and takes the leadership role with few challenges. Satisfactory ability to adapt to individual & group roles.
F	Answers are incomplete with very limited knowledge of topic. Shows lack of understanding and application of methods.	Incomplete approach to assignment, data analysis. Presentation of concepts is weak and lacks understanding	Lack of preparation, unsatisfactory presentation, Very limited answers Significant deficiency in	Data is poorly managed with significant deficiency in presentation of findings	No ownership, no part of team process, no additional value noticed

| | | | presentation of data | and suggestions | |

Graduate Programs

Grade	Written Examinations	Report/ Essays/ Case Analysis	Presentations	Research-based
A	Able to analyze critically, with sound arguments and fully supported by relevant facts. Answers are insightful and show complete grip of facts, knowledge, and skills. Methods are correct. Clear and well derived arguments. Approach is original devoid of any plagiarism	Systematic and accurate account of the assignment; Exceptionally well organized Comments are critical and comparative Data collection, methods and analysis are thorough and exceptional Shows the grasp of topic beyond taught materials, and does extensive research on the topic	Very well prepared, systematic approach with a clear understanding of the material and methods. Excellent presentation skills, answers are thoughtful and accurate. Able to work independently or in a group.	Exhibits thorough understanding and application of scientific process of enquiry. Presents high quality assimilation of academic literature & sectorial issues. Applies management theories to develop arguments Provide insightful commentary with substantiation of arguments
B	Shows ability to analyze critically, with sound arguments and fully supported by relevant facts. Answers accurately, demonstrating a good knowledge of the topic. Methods are correct. Original work with clear and well derived arguments	Largely systematic and accurate account of the assignment; well organized. Data collection, methods and analysis applied correctly Evidence to extended reading on the topic	Well prepared, systematic approach with a clear understanding of the material and methods. Good presentation skills, answers are correct accurate. Ideas are independent and is participating in the group	Systemic enquiry and application of theory Awareness of major literature and industry/ company issues Argues the facts comprehensively
C	Attempts to analyze critically, with sound arguments, supported by relevant facts. Methods are applied with difficulty or partially. Some evidence of original work	Systematic and accurate account of the assignment; reasonably organized. Data collection, methods and analysis applied with few inaccuracies	Adequate preparation, reasonable approach and understanding of the material and methods. Adequate presentation skills	Enquiry process is adequate. Discusses the data and other evidence. Shows awareness of literature Work is anecdotal, descriptive.
F	Answers are incomplete with limited knowledge of topic. shows lack of application of methods.	Incomplete approach to assignment, data analysis. Presentation of concepts is weak and lacks understanding	Lack of preparation, unsystematic approach, Limited answers Difficulty in working alone or	Data is poorly managed with significant deficiency in presentation of data

		in groups Significant deficiency in presentation of data	

Cumulative Grade Point Average (CGPA)

The CGPA indicates students' average performance over all trimesters and courses up to the current or final term. The calculation is carried out by taking the grade point total for all the courses taken till date multiplied by their respective credit hours, which is divided by total number of credit hours registered till date. Since courses carry different weights (credit hours), CGPA is computed by taking the weighted average of the course grades. For example, if a student receives grade B in a course carrying 3 credit hours and grade A+ in a course carrying 1 credit hour the GPA will be calculated as follows:

Grade	Grade Points	Credit Hours	Weight
B	3.00	3	9
A*	4.00	1	4
	TOTAL:	4	13
GPA =13/4 = 3.25			

Every faculty member must submit the grades for their courses by the date that the Registrar publishes in conjunction with the Examination Board schedule.

At the beginning of a term, all faculty will set up their course assessments in the Student Information System (SIS) and publish all relevant course assessment grades throughout the term except for the final course assessment component, which should only be uploaded once grades have been hidden during the examination board preparation timeframe. The final course grade will be discussed by the Exam Board and will then only be released on the section grade reports and transcripts post Exam Board.

Faculty are hence refrained from sharing the final course grade with any student until the final grades have been ratified by the Board.

Faculty are required to publish an assessment grade within two (2) weeks of submission/exam date) to ensure that students receive timely feedback on their grades. Students are encouraged to seek feedback from their instructors about their term progression.

Double Marking of all assessments

EAHM recognises that in line with best practice, a sample of work from each assessment should be double-marked. The Program manager will assign the appropriate faculty at the beginning of each term to double mark. The marker should be supplied with the syllabus (for PLOs and CLOs), the assessment, its weighting, and the marking rubric.

The table below describes the double marking process.

GRADE LEVEL	MINIMUM NO. OF PAPERS	MAXIMUM NUMBER OF PAPERS
A		
B	10% of course cohort	
C		
FAIL	**All** fail grade final assessments	

Should the grade after double marking be more than a band apart, a third marker (Programme Manager) will mark the assessment in question. Their grade and that of the original marker will be averaged and reported.

Moderation of final examination

The programme manager is responsible for ensuring fairness of evaluation in the final examination by the faculty. He/she appoint moderators per area or course to check a ten percent sample of the final examination deliverable and issue a report to the faculty covering any marking anomalies draws the attention of the concerned faculty. The Registrar shall release the result only after ensuring that fairness of evaluation process is complete, (usually within three (3) weeks).

All Final Assessment Activities must be moderated by the allocated moderator. The moderator should review a random blind selection of all final assessments including exams (minimum of 10% of all assessment + all failing grades) to ensure consistency across all courses.

The moderator must be supplied with the assessment questions and answers and the course syllabi to identify aligned PLO's and CLO's. The moderator should moderate the following number of papers:

GRADE LEVEL	MINIMUM NO. OF PAPERS	MAXIMUM NO. OF PAPERS
A		
B	10% of course cohort	
C		
FAIL	**All** fail grade final assessments	

In addition to moderation, all final assessments (including exams) must be double-marked. 10% of the final assessment papers and all fail grades should be blind double marked and the marker supplied with the exam or final assessment item, answer sheet and marking or grading rubric including mark allocations.

The *Course Final Examination Moderation Report (*Appendix A) should be completed by the course lecturer and the moderator. They should share their marks and feedback with each other after they have completed their independent marking.

A copy of the Moderation Report is to be submitted to the programme manager and included in the Course Files (under folder 3. Exams & Assessments), along with copies of the moderated deliverables. Refer to the programme manager for a list of Assigned Course Lecturers and Moderators for the current teaching term.

Grade Modification Procedures

The Exam Unit consolidates the grades for the trimester and present them during the Exam Board for approval. The Registrar will confirm with the faculty and Program Manager if any changes or comments are required to be done post review and prior to transferring grades to transcripts. The Exam Board reviews any instances of grade inflation, or extreme grading pattern. If required, the concerned faculty will be required to ensure appropriate corrective action before releasing the grades. Any changes agreed upon at the Exam board will be noted in the Exam Board minutes and implemented by the Exam Unit in SIS post board meeting but prior to unhiding the final grades to the student body (in the form of Manual grade modification).

If any grades are still pending to be announced and will only be discussed at the following exam board, the Registrar may authorize to add an incomplete (I), In Progress (IP) or leave the grade blank for that student and course.

Once the grade is available and approved by the Faculty, the Registrar will manually modify the grades on the students' transcript if term grades have already been published for that degree program.

The SIS will track all manual grade modification in a log and the Registry team will maintain the relevant back-up in the Exam Board files.

Incomplete Grade

In a case where a student with mitigating circumstances had missed an assessment or was not able to complete a course, an Incomplete (I) grade may be awarded. The grade may only be awarded when a student has completed a substantial amount of coursework and it has been approved by the Exam Board.

A student awarded with an Incomplete (I) grade has the following options:

1. For submission extension/exam first attempt, the student must complete the coursework/final exam prior to the next available Exam Board date.
2. A student who had been awarded with an I grade, and is allowed to retake the course, must register and complete the course the next time it is offered. The student should arrange a meeting with the Registrar to have his/her programme plan reviewed and approved.
3. In special circumstances where a student is allowed to resubmit a coursework as approved in the Exam Board, the student must complete the coursework before the end of the current Academic Year. Should the I grade be awarded in the third trimester, the student must complete the course work on the first trimester of the next Academic Year, except if the student will be on internship after the Incomplete grade has been awarded, then it will be the next trimester after Internship.

   In the case of a student failing to complete the coursework prior to the deadline set, the I (Incomplete)_ grade will be changed to 'F' (Fail) and the student will have to retake the course and pay the associated tuition fee.

Re-sit and Repeat cases

Re-sit
Students may re-sit exams or resubmit final assessment for courses in which they have received a failing grade mark of 50-59 for their individual final exam/assessment.

The re-sit exam takes place in the first week of the next trimester, (week-1), and is taken in accordance with the academy's exam regulations.

Re-sit exam results will replace the original final exam grade, and only the highest grade achieved will be counted towards the course total grade.

Therefore, any cumulative coursed-based percentage work (the combination of coursework, examination and other assessments in a course) which is lower than sixty percent (60%) will be awarded a Fail (F) grade, subject to review during the Examination Board meeting.

Re-sitting a final exam/assessment have financial implications and students are advised to consult with the EAHM's Academic Services before registering for a re-sit.

Repeat
Students may repeat courses in which they have received an overall failing grade (F). The repeat course must be taken during the next available academic term, in accordance with the course regulations.

Only the highest grade achieved in the repeat course will be counted towards the final course grade.

Repeating a course may have financial implications and students are advised to consult with the EAHM's Academic Services before registering for a repeat course.

Time Limits:
Students are generally allowed to re-sit exams within the same academic term or immediately after.

Students are allowed to repeat courses within a specified period, usually one academic year after the initial course completion.

When a student fails the course due to mitigating circumstances (bereavement, illness, etc.) which are recognized and approved by the Examination Board, or when they fail their re-sit opportunity, they can repeat the entire course.

When a student fails more than two courses in a Trimester and has a cGPA of below two (2.0), the student may petition the Faculty/Examination Board to repeat the entire academic Trimester; however, a student may repeat a Trimester only one (1) time during his / her academic program of study. Upon repeating a Trimester, the entire repeated Trimester results will replace the original Trimester results. Repeating a Trimester may necessitate a temporary deferment of studies.

Under exceptional circumstances, a student may petition the Examination Board to repeat an entire Academic Year provided it fits within the maximum duration allowed for the programme. Upon repeating an Academic Year, the entire repeated academic year results will replace the original academic year results.

ASSOCIATED DOCUMENTS:
- Course Syllabi
- Catalogue
- Programme Specification

MENTIONS:
N/A

DATE OF NEXT REVIEW:
This document should be reviewed by **July 2025.**

POLICY APPROVALS RECORD

Policy Name:	**Grading and Assessment**		
Policy Code:	**03EP11**	Formerly:	EA/ACA/017
Date of first approval:	**09/2013**		

Reviewed/ Updated	Details of Amendment
31/07/2015	
15/08/2016	
20/01/2019	
20/19/2019	
23/11/2020	
24/01/2021	
13/10/2021	
15/02/2022	
23/06/2022	- Updated types of assessments to be double marked - Updated numbers of paper to be double marked - Updated where to find list of Moderators for current teaching term - Use and filing of Moderator Report to document the process
24/03/2023	- Updated the MBA grading system - Updated BBA grading system – removed PC - Added the retake/resit process

Course Final Examination Moderation Report

Course Name:			Course Delivery Mode:	
Course Code:				
Lecturer:			**Moderator:**	
Signature & date:			Signature & date	

Grade	A >85	B 70 – 84	C 60- 69	PC 50 – 59	FAIL 40 -49	FAIL 0- 39	TOTAL
Total Marked papers							
Total Moderated papers							

Moderator's comments *(comment on each of the following)*

The moderation process included commenting on **alignment with the syllabus**, the **learning outcomes**, the **assessment guidelines**, and the **marking scheme** for this assessment, **distribution of grade**s and any other relevant comments.