
The Egyptian Code of Practice for Student Assessment

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Code of practice for the
assurance of academic
quality and standards in the
area of student
assessment

Principle: 1

- **The responsibility of the institution is :**
 - **designing, approving, supervising and reviewing effective procedures for assessment strategies**
 - **implementing rigorous assessment policies and practices that ensure the standard for each award**
 - **evaluating how academic standards are maintained through assessment practice that also encourages effective learning.**

Principle :2

- **Institutions publicize and implement principles and procedures for, and processes of, assessment that are explicit, valid and reliable.**

Principle :3

- **Institutions encourage assessment practice that promotes effective learning.**

Principle :4

- **Institutions adopt and implement effective, clear and consistent policies for the membership, procedures, powers and accountability of assessment panels and boards of examiners.**

Assessment Panels and Boards

Membership, procedures, powers and accountability of assessment panels and boards of examiners

- When and who to include
- Relationship to students
- Min number
- Extenuating circumstances
- Record keeping

Principle :5

- **Institutions ensure that assessment is conducted with rigour, probity and fairness and with due regard for security.**

Conduct of Assessment

Fair, secure and rigorous

- Published and clear rules and regulations
- Fraudulent activities
- Special measures
- Retention of assessed work

Principle :6

- **Institutions ensure that the amount and timing of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes.**

Scheduling and Amount of Assessment

Consistent with an effective and appropriate measurement of the achievement of ILOs

- Proper and sensible links between the organization of the curriculum, staged delivery of the curriculum, specified ILOs, appropriate scheduling
- Assessment supports student learning
- Time to reflect on learning
- Number of assessment tasks

Principle :7

- **Institutions have transparent and fair mechanisms for marking and for moderating marks.**

Marking and Grading

- **Published and consistent implementation of clear criteria for marking and grading**
- **Robust mechanisms for marking and for the moderation of marks**
 - **benefits and limitations of systems that mask the identity of the candidate**
 - **second marks**
 - **rules governing internal moderation of marks**
 - **analysis of marking and marking trends**

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- **Periodic evaluation of the maintenance & development of academic standards**
 - **Clear criteria for the aggregation of marks & grades and rules & regulations for progression**
 - **Rules for compensation: clear, consistent, no jeopardy to the integrity of awards**

Principle :8

- **Institutions publicize and implement clear rules and regulations for progressing from one stage of a programme to another and for qualifying for an award.**

Principle :9

- **Institutions provide appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment.**

Feedback to Students on Performance

Appropriate feedback to students

- **Timelines of feedback**
 - **Nature & extent of feedback**
 - **Effective use of comments and relating feedback to assessment criteria**
 - **Oral feedback**
 - **When feedback may not be appropriate**
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Principle :10

- **Institutions ensure that everyone involved in the assessment of students is competent to undertake their roles and responsibilities.**

Staff Development & Training

Competent staff with known roles & responsibilities

- Understanding the theory and practice of assessment
- New approaches to assessment
- Training needs

Principle :11

- **The languages used in teaching and assessment are normally the same. If, for any reason, this is not possible, institutions ensure that their academic standards are not consequently put at risk.**

Principle :12

- **Institutions provide clear information to staff and students about specific assessment outcomes or other criteria that must be met to fulfill the requirements of syndicate and other professional organizations.**

Principle :13

- **Institutions review and amend assessment regulations periodically, as appropriate, to assure themselves that the regulations remain fit for purpose.**

Principle : 14

- **Institutions encourage students to adopt good academic conduct in respect of assessment and seek to ensure they are aware of their responsibilities.**

Principle :15

- **Institutions ensure that assessment decisions are recorded and documented accurately and systematically and that the decisions of relevant assessment panels and examination boards are communicated as quickly as possible.**

Recording, Documentation & Publication

- Responsibilities of those involved in computation, checking and recording
- Back-up systems
- Clear policies on access to information
- Accurate & systematic recording and documentation

Suggested Precepts for the Code of Practice in Student Assessment

- Responsibilities of the university
- Responsibilities of the faculties
- Procedures and regulations concerning: Membership, appointment, powers (terms of reference) and accountability of examinations boards/committees, appeals, control room and assessment panels
- Progression, referral and re-examination
- Conduct of assessments

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- Criteria for assessment including the match to NARS and ILOs
 - Meeting other legitimate external standards such as accrediting bodies
 - Scheduling of assessments
 - Marking and grading
 - Internal evaluation of marks
 - Return of marked assessed course work where appropriate

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- External evaluation of appropriateness of assessment, grades and overall outcomes
 - Feedback to students on their performance where appropriate
 - Language of assessment
 - Recording, documentation and publication of outcomes of assessment

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- Staff competence in assessment methods and procedures and appropriate training
 - Arrangements for periodic review of the effectiveness of procedures and their implementation

“To accomplish great things, we must not only act, but also dream, not only plan, but also believe.”

(Anatole France)

THANK YOU