



A HANDBOOK FOR EXTERNAL EXAMINERS

Office of the Vice President for Academic Affairs & Scientific Research

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Foreword

Dear External Examiners

It is a pleasure to welcome you to Arab Open University (AOU). The AOU considers the involvement of External Examiners in the evaluation of our assessment systems and processes is of extreme importance and value in enhancing the overall AOU academic practices.

Arab Open University is keen to improve the efficiency and effectiveness of its assessment methods considering your judgement on the student performance and the quality of delivery of academic programmes. We welcome you as our 'critical friend' wherein you would help us identify the strengths and weaknesses of assessment systems towards assuring and enhancing the quality of the academic programmes.

At the AOU, we do not view student assessment as a goal in itself. Rather, we view the process as an instrument of assistance in fostering new and innovative ways of taking our students' achievements to higher levels. In this sense, it is a continuous learning experience for all of us.

The *External Examiners' Handbook* is intended to serve primarily as a brief guide and should be read alongside the Open University Guide for external examiners of OU validated awards and the AOU Bylaws on assessment. The AOU Bylaws are available on the University website. The Open University Guide for External Examiners will have been sent to you by the OU UK on confirmation of your appointment. I hope that our colleagues, serving as External Examiners, as well as our colleagues in the faculties that serve the concerned programmes of study, find this Handbook of interest and use.

Finally, gratitude to all my colleagues who have contributed to the production of this Handbook.

Vice President for Academic Affairs & Scientific Research

Introduction

The purpose of this handbook is to introduce the new External Examiners to the rules and regulations, and the procedures, which govern the examinations and assessment processes at Arab Open University. For External Examiners and other staff of AOU this guide would serve as a reference note that would guide, advice and provide information on specific aspects of assessment systems and procedures. It covers the following areas:

- AOU policy concerning the award of academic degrees
- AOU assessment and examination policy
- AOU examination committees: structure and function
- AOU policy on plagiarism
- Job specification of tutors, Branch Course Coordinators, General Course Coordinators, and Programme Coordinators.

I. AOU Degrees, Courses and Pedagogy

Degrees

AOU offers both undergraduate and post graduate programmes in English Language and Literature, Business Studies, Information Technology and Computing which are run as dual awards with the Open University-UK. Students graduate with both an AOU award, which is locally recognised and the internationally recognised OU Award.

Credit points and credit hours:

The AOU award is calculated in credit points. The AOU award is 480 credit points (the equivalent of 128 credit hours); the OU Award is 360 credit points.

AOU modules are defined by the number of credit hours. 480 credit points equates to 128 credit hours.

The 360 credit points for the UK award equates to 96 credit hours (levels 4, 5, and 6).

The following table shows the equivalence of AOU modules credit hours against UK credit points.

AOU Credit hours	UK Credit points
3	10
4	15
6	20
8	30

Academic Programmes

AOU runs Three OU validated Bachelor's Degree Programmes and Four Validated Master's Degree Programmes in addition to three AOU local undergraduate Programmes. You will be appointed External Examiner to a particular course/programme relevant to your qualifications and the faculty will provide you with the relevant programme information as well as the specifications for the modules, which you will be responsible for.

Pedagogy

All material is delivered through blended learning system. Students are provided with a comprehensive study pack and a series of group tutorial sessions and individual tutor support.

The Student Learning Pack

The student learning pack contains the main course and supplementary material that has been prepared especially for independent study. The pack contains numerous other items that may vary slightly depending on the course requirements, these can include further reading material in the form of set books, supporting notes, study guides or audio visual (AV) aids in the form of audio cassettes, video tapes, and CD-ROMs. Some packs may also contain software application packages.

All packs contain a course calendar that displays milestones and a suggested progression route.

Tutorial Sessions

Tutorial sessions are designed to provide a forum for interaction not only between the tutors and students but also between the students themselves. Tutorial sessions are held, on average, for one hour a week for a course carrying a weight of 3 or 4 credit hours (10–15 credit points) or for 2 hours a week for courses carrying a weight of 8 credit hours (30 credit points). They are run by suitably qualified and well-trained tutors. The sessions are designed to be run as interactive tutorials focusing on the main topics covered, in accordance with set course calendars. Tutors are instructed to utilize these sessions in innovative ways that help students learn the material more efficiently and effectively. They are not intended to serve as straight classroom lecturing events. Attendance at scheduled tutorial sessions is viewed as mandatory by AOU.

Office Hours

Tutors in each AOU branch are required to maintain announced weekly office hours. Office hours are intended to provide extra support and guidance to individual students.

Computer and Multimedia Laboratories

Acquiring proper computer and Internet skills is a main requirement for all AOU students, and in an increasing number of courses, much of the learning is supported by computers and multimedia. As a technology-oriented institution, the AOU equips each of its Learning Centres with computer and multimedia lab facilities. The facilities are made available to students over long hours each day – the opening hours are kept under review.

Learning Resources

Each branch and study centre has a physical library. However, most of the resources are provided to students through the AOU's e-library. This includes subscriptions to some of the important e-journals, magazines and books as EBSCO, Emerald, IEEE, GALE, Edu Search (An electronic database of Arabic e-resources).

Learning Management Systems (LMS)

The AOU adopts an e-Learning platform called 'Arab Campus' or Learning Management System (LMS), which hosts the offering of online components for all courses. It also includes other functionalities to support students' learning experience.

Assessment

The AOU assessment structure includes formative (continuous) and summative (final) assessment and includes the following:

- Tutor Marked Assignment (TMA). These is an important open learning tool and account for 20% of the total course mark.
- Mid Term Assessment (MTA): is an on campus-based short exams (quiz) that a student must take as part of the course continuous assessment. MTA compromises of 30% of the total course work
- End of Semester Exams. At the end of the semester, there is a course final exam, which constitutes 50% of the total course mark.

II. AOU Assessment and Examination Policy

The AOU Examination and Assessment Regulations can be found in the relevant bylaws of Undergraduate and Postgraduate (Ref: Appendix 2).

Monitoring of marking

1. The marking of TMA'S is closely monitored. Samples of marked TMAs are monitored by the Branch Course Coordinators. Samples are also sent to the General Course Coordinators and to the Academic Programmes Deanships at the AOU Headquarter.
2. Sampling at AOU depends on the cohort of students in a programme.

All TMAs must be properly marked and returned to the student within a week- two weeks from the date of submission. The samples of TMA and MTA will be sent to the External Examiners electronically by being uploaded on the OneDrive or Google Drive at least 10 days prior to the Course Assessment Committee meeting (CAC).

3. Samples are randomly selected
4. The number of samples to be provided for each course is calculated according to the following equation:

$$M=\sqrt{n}$$

Where n= total number of students in the section (class size)

M is the number of samples to be selected

Example: class size n= 25, Number of samples to be uploaded is 5 samples

5. For classes with few students i.e. 10 or less, all TMAs will be selected.

As a rule, a minimum of three samples per section per tutor irrespective of the student number is a must.

The Final exam samples are provided to the External Examiners on arrival for the Examinations Boards meeting i.e. Course Assessment Committee (CAC) meetings,

Faculty Examination Committee (FEC) & Central Examination Committee (CEC) meetings.

6. The EEs are provided with a minimum of five samples per tutor and can be provided with more on request.
7. They are allocated one complete day for evaluation of these samples.

Internal Moderation of Questions:

Internal moderation of examination question papers is conducted to ensure the validity, reliability and appropriateness of the Examination. It may be stated that while all question papers at AOU are to comply with the Quality Assurance Standards towards meeting the course learning outcomes, it is also underpinned by the principle of 'Bloom's Taxonomy'. 'Bloom's Taxonomy' is at the crux of all learning and assessment activities which helps in classifying assessment of learning on different cognitive levels. Internal moderation of the question paper take place against criteria listed (Appendix 5). The moderation may take place by a team of subject experts with relevant experience of teaching the course. It must take place before the finalization of the question paper and in extreme confidentiality.

The internal moderation of questions rests on the framework that question papers must be designed in conjunction and compliance to AOU bylaws for teaching and learning and Quality Assurance standards on examination and assessment.

Marking Guidelines and Answer Keys:

Marking practices rests upon marking guides that are developed for all taught courses based on the assessment questions. These marking guides along with answer keys present a model for marking to the script markers to follow. This model considers all the relevant learning outcomes. In addition, the model suggests clear ways for dealing with cases where decisions may involve subjective judgment. All marking guides towards assessment are prepared by the General Course Coordinators (GCCs) and must be duly approved by the respective External Examiner and later disseminated by the Deanships.

Marking Procedures:

- On completion of the administration of the exam, marking guidelines are received by the BCC.
- The BCC discusses the marking guidelines with the team of tutors teaching the course.
- Random samples of the script are marked by the team as per the guidelines.
- The sets are anonymously and randomly distributed amongst the tutors with each tutor marking a specific question.
- Each answer paper is marked by a group of tutors anonymously.

On completion of the grading, marks are computed and double checked by the members of the team and entered SIS.

The sets of samples are randomly picked by the course coordinator from each of the sections on entering grades.

Group Marking

The following guidelines are to be applied in the management of “Group Marking”.

1. Group marking means the participation of more than one marker in the marking of an exam script. This can be done by assigning each marker to mark certain questions in all scripts. Thus, more than one tutor will have marked all scripts. In case a course has only one tutor, the Programme Coordinator asks another tutor to review the marking of the scripts.
2. Before group marking begins, a coordination meeting shall be held comprising course tutors and the Branch Course Coordinator to discuss the answer key and the full marking of a random sample of exam scripts by each tutor to agree on a unified system of marking and to assign a marker for each of the exam questions.
3. All coordination meetings are documented along with a list for each course which shows the names of markers, the question(s) he shall mark and his signature.
4. Full abidance with the marking guidelines and the marks allotted to each part of the answer to guarantee marking objectivity and uniformity in all AOU branches.
5. All markers must calculate the marks given by adding them and ensuring that they are correctly transferred to the front cover page of the exam's answer booklet.
6. The total marks attained by the student must be recorded on the designated section of the answer booklet in numbers as well as in words to avoid any mistakes.
7. Emphasis should be placed on distributing the marks of each question to parts thereof – where possible – in accordance with the marking instructions/sample and avoid writing a single overall mark.
8. When the group marking is finished, the course coordinator chooses random samples to be reviewed by him to ensure marking objectivity and precision.
9. The marks reviewing process is made by exchanging scripts between markers in a documented manner.
10. There must be documentation of receiving and exchanging scripts in which the number of these scripts is recorded, the course title, its number, the date of the action, and the name and signature of the person who received the scripts throughout all marking stages.
11. An adequate number of TMAs, MTAs and exam scripts for each marker must be sent to the deanship concerned. The marker's name should be written on all samples.
12. Samples must be scanned and sent on a CD, which must be checked to confirm that it functions properly before it is sent to the deanship concerned in good time.
13. The use of examination seals should be the responsibility of one or more members of the control committee.

Process of Cross Branch Marking

The OU validated Programmes adopt the good practice of Cross branch marking (CBM) as per the recommendations of the external examiners. Each semester the Programme Deanships select the modules whose final exam scripts are to be cross branch marked. The Deanships prepare a mapping of the AOU branches and the corresponding modules that are distributed amongst the branches for the CBM exercise.

More details are as follows:

- The General Course Coordinator (GCC) asks each branch to provide three (3) anonymous, unmarked, samples.
- The GCC chooses representative scripts from each branch and sends it to another branch for marking. As an example, Kuwait Branch may be selected to receive the final exam scripts of KSA Branch, and the Final Exam scripts of Kuwait Branch maybe be sent to Lebanon Branch for marking.
- After branches complete the marking process, the GCC sets up a time for a Video Conference (VC) meeting.
- All Branch Course Coordinators (BCCs) of the course should attend the meeting.
- During the VC meeting, GCC observations and any discrepancies in marking will be discussed.
- After VCs have been held, the GCC will email a report to all the branches. The report will include clear instructions and guiding principles for marking the rest of the scripts to all the tutors who will do the actual marking of papers.

Processes of Grade entry, grade moderation and grade finalisation:

The raw data from the branches should be transferred to grades by the Admission, Registration and Examination department al HQ. The Examination Department at Headquarters shall process the final marks as received from branches for each course, in accordance with the following grading system and the methods approved by the University Council:

Letter grade	Grade Range
A	90 and above

B+	82-89
B	74-81
C+	66-73
C	65-58
D	50-57
F	Below 50

- The examination office will provide FEC with the data showing the distribution of grades for each branch separately as well as the overall distribution of grades.
 - The respective Deanships may amend the figures in the above table as they find necessary and in line with the course's results and nature.
-
- Both Internal and External Examiners should examine students' examination scripts, TMAs and mid/term assessment to satisfy themselves that the marks are good reflection of student performance.
 - The CAC and FEC have the power to moderate the student grade of a given branch by setting a new average and 1st class honour grade on the normal distribution according to academic criteria, and the new distribution will be the used by the examination office. The new grade will then reflect student performance across the university better.
 - If the examiners cannot satisfy themselves that the moderation process is adequate to reflect the student performance, they have the power to ask the branch in question to remark the student Scripts and/or TMAs and/or MTAs.

Below is further explanation of the processes and procedures of moderation developed out of AOU's experience over the years.

- The introduction of stringent guidelines governing the process of group marking, anonymous marking, double marking and monitoring, as has been laid out by the Academic Standards Committee.
- To begin with, examination-marking guides are developed for all taught courses. These marking guides present a model for marking the script markers to follow. This model takes into account all the relevant learning outcomes. In addition, the model suggests clear ways for dealing with cases where decisions may involve subjective judgment.
- Designated members of staff are responsible for the process of entering courses of marks into the Student Information System (SIS). The Branch Course Coordinator for each programme supervises the grade entry process and submits results to the Programme Coordinator where in his/her turn submits them to the BEC.
- The Branch Examination Committee has the responsibility to ensure full adherence to these processes.
- The exam office will transfer the marks to grades in coordination with the respective deanship.
- All level 5 and 6 course grades and student exam scripts, TMAs and mid-semester examination results are thoroughly scrutinized by CAC, which includes external examiners, to ensure that the grades are good reflections of students' performance. CAC and Faculty Examination Committees have the statutory power to re-set the average pass points and First-Class Honor points on normalized distribution to make sure that any significant variation in the grades will be properly moderated on academic basis. Note that CAC and Faculty Exam Committees have the statutory power to order the remarking of the scripts of any cohort of students.
- Members of CAC and FEC have been trained to apply the above processes and procedures, particularly the moderation process.

III. AOU Policy on Plagiarism

As stipulated in AOU Examination Bylaws (article 12), any student caught cheating and/or found to have committed an act of plagiarism shall be referred to the competent disciplinary committee, which shall take its decisions as per rules in effect at AOU, which rules and procedures allow, among other things, dismissal from the University, and forfeiting the credit hours for the relevant course.

The following are considered acts of cheating and plagiarism:

- Verbatim copying of printed or Internet materials including tables and graphics and submitting them as part of TMAs without proper academic acknowledgement and documentation.
- Copying other students' notes or reports.
- Using paid or unpaid material prepared for the student by individuals or firms.
- The use of materials or tools that are prohibited in examinations or attempts to do so.

The regulations also stipulate that discovering cheating or plagiarism at any subsequent time does not absolve the student from bearing the relevant disciplinary consequences, which could include withdrawing the award he/she had received.

IV. AOU Examination Committees

AOU runs a multi –tiered Exam Board structure. There are four relevant committees:

- Branch Examination Committee (BEC) is an operational group, which deals with the marking, sampling and moderation arrangements at each branch.
- Course Assessment Committee (CAC), one for each level 5 and 6 module/course held at HQ or respective branches in Kuwait. External Examiners attend to view student work and provide feedback on individual modules to AOU. Module grades are approved at this board.
- Faculty Examination Committee (FEC) considers all courses presented by the faculty Chief External Examiners attend and faculty wide feedback is provided to AOU.
- Central Examinations Committee (CEC) considers at a high level all examinations issues. The Chief External Examiner attends this board. The award and progression of students is considered and approved by the CEC

Branch Examination Committee (BEC)

Membership

The Branch Examination Committee shall be formed at the beginning of each academic year comprising:

- Branch Director/Chairman.
- Academic Assistant Branch Rector.
- An Academic Programme Coordinator at the Branch (pro Rota).
- Admission and Registration Officer at the Branch.
- Branch Quality Assurance Coordinator.

Major functions of the BEC

- Organize the administering of examinations at the Branch.

- Devise a plan for conducting and marking the final examinations and entering their results pursuant to procedures adopted by the University and its competent Deanships.
- Review final course results and recommend their approval and submit the same to the Admission, Registration and Examination Department in the Headquarters.
- Consider student extenuating circumstances pursuant to endorsed procedures.
- Review graduates lists and issue recommendations thereon.

The Vice President for Academic Affairs shall be notified of the BEC formation decision.

Course Assessment Committee (CAC)

For each individual level 5 and 6 courses, a Course Assessment Committee (CAC) shall be formed.

Committee Membership

- General Course Coordinator (GCC)/Chairperson.
- Two Branch Course Coordinators. (as members)
- The Programme's External Examiners. (as members)

Major functions of CAC

- Review TMAs, MTAs and Final Exam samples
- Deliberate on the course results

The Course Assessment Committee submits its report to the Faculty Examination Committee.

Faculty Examination Committee (FEC)

Membership

The Dean of the Academic Programme chairs this committee. Its membership is comprised of:

- Competent Studies Dean / Chairperson.

- Two Faculty members at the Deanship.
- The Chief External Examiner.
- Director of the Admission, Registration, and Examinations Department.

Major functions of FEC

- Study the final course results and make the necessary recommendations thereon to the Central Examinations Committee for approval.
- Consider students' special cases as referred to it by the Branch Committees, resolve such cases, and refer them to the Central Examinations Committee for approval.
- Consider external examiners and CAC reports and submit the necessary recommendations thereon to the Central Examinations Committee.
- Approve graduates lists and make recommendations thereon to the Central Examinations Committee.

Central Examination Committee (CEC)

Membership

This Committee is chaired by the Vice President for Academic Affairs. Its membership is comprised as follows:

- The Vice President for Academic Affairs / Chairperson.
- Deans of Academic Programmes.
- Director of Admissions, Registration, and Examination.
- Director of Quality Assurance and Accreditation Department or his / her Deputy
- Chief External Examiners as required.

Major Tasks of (CEC):

- Approve the standard forms for reporting grades by the various Branches, and by Exam Committees.
- Approve the standard forms for entering marks at the Branches, for review purposes by the various examinations' committees.
- Approve final course results as per recommendations from Branch and Faculty Examination Committees.
- Approve any modification to students' grades as received from a Faculty Examination Committees.
- Approve the Graduates list.
- Devise general frameworks and policies pertaining to university examinations without prejudice to the relevant provisions of university bylaws and regulations.
- Study any obstacles impeding the implementation of examination rules and procedures and submit appropriate proposals for resolving thereof to the University Council.

V. Job Specification of AOU Academic Staff

The complex nature of AOU means that you will come across the works of several different staff from both HQ and the branches who work in sync towards assessment and evaluation. We have outlined their roles for you below:

General Course Coordinator

Appointed by the Dean in coordination with the respective Branch Rector as need be, his/her duties include:

- Reviewing course material content and making sure it is in harmony with Arab and Islamic cultural and religious precepts, and heritage.
- Coordinating course/module offering needs at the University level including printing and copying of all student learning packs as per a set of check lists.
- Preparing TMAs, MTAs and Finals and disseminating them to Branches.
- Preparing marking criteria and answering notes for all assessments.
- Preparing Supporting Notes as need be.
- Preparing Course/module Tutor Guides.
- Preparing the Course/module Calendar.
- Monitoring and following up the required recommendations for printed material, audio visual aids and OU UK course/module books.
- Preparing all support material deemed necessary for AOU course/modules.
- Coordinating with Branch Course/module Coordinators on the progression of course/module offerings and maintaining adequate communication and follow up for the successful exchange of experience and expertise among branches.
- Supervising the preparation of final exams and sending them to the branches as per procedures and policies in force at the University.
- Coordinating with the respective branch course/module coordinators regarding providing the Dean with samples of TMAs, midterm assessment, final exams for

university evaluation, quality assurance, and review by external examiners. All correspondence should be through the Branch Rector.

- Performing all academic and administrative tasks assigned to Faculty Members including participating in the Faculty Examination Committee meetings scheduled for reviewing the course and preparing all documents and data required by its external examiner.
- Recommending quality assurance criteria about course support, presentation, and evaluation.
- Preparing a complete file for the course, which shall be kept in the faculty, and shall include all components of the course (printed material, audio and video material, course books, set books, and all relevant support material).
- Coordinating with the branches for preparing a course file to be kept in their Learning Resource Centre.
- Monitoring and following up the progression of the course at the different AOU Branches in coordination with the branch course coordinator for making successful teaching/learning experiences and methodologies available to all branches.
- For each section a tutor or member of the academic staff teaches, he/she is required to provide the following:
 - (3) Marked TMAs, (3) marked MTAs, and (3) marked final examination papers. The (3) samples should represent three different performance standards, i.e. excellent, good, and poor. They should be sent to the Dean immediately after marking. These samples are required from each tutor by the course coordinator/staff tutor.
- Performing both academic and administrative tasks assigned to Faculty members at the Headquarters or the Branch.

Branch Programme Coordinator

- Coordinating with the Branch Rector concerning the study programme implementation and requirements
- Coordinating among the different course coordinators
- Planning and implementing Branch academic student advising and related matters.

Branch Course Coordinator:

- Supervising tuition and presentation of relevant course material
- Supervising and monitoring TMAs and MTAs
- Participating in developing course content and presentation and providing the faculty with feedback from all relevant parties
- Training tutors and making available to them all possible opportunities conducive to professional development
- Holding bi-weekly meetings with tutors
- Monitoring tutorials
- Monitoring tutor's office hours
- Giving demonstration tutorials or short tutorials
- Holding training workshops/seminars for tutors
- Participating in relevant generic and specific training workshops
- Training tutors in monitoring and marking TMAs, MTAs and final examinations
- Providing semi-annual and annual reports about tutor performance as well as tutor comments and suggestions concerning both content and presentation of the course material.
- Providing on-going as well as semi-annual and annual feedback reports about TMAs and examinations prepared by GCCs or course chairs.

Tutor

- Conducting tutorials with emphasis on student self-reliance
- Marking TMAs (bearing in mind that his/her comments are an integral part of the teaching-learning process)
- Providing additional tuition to students, he/she thinks they need it.
- Participating in relevant workshops held at the Branch for staff specific and generic professional development
- Maintaining close contact with students and helping alleviate their problems and provide solutions to their academic needs (through e-mail, office hours, and other appropriate arrangements.)
- Marking MTAs and final examinations
- Keeping office hours
- Communicating clearly, consistently, and conscientiously with students
- Providing feedback on the overall progress of students in relation to agreed and expected course outcomes.
- Making effective use of feedback from students to enhance their own performance as tutors.

VI. The role of External Examiners

The AOU considers the external examiner system to be one of the most important ways of ensuring that the programmes – AOU is running are academically sound, that the students are acquiring the correct level of learning and that programmes and results are comparable to those in UK higher education institutions. External Examiners, therefore, play an essential part in the assurance of the academic quality of the university. They are fundamental to maintaining academic standards across subjects and AOU branches/campuses.

The University is expected to demonstrate that external examiners' reports are considered at the highest level, and when necessary that appropriate actions are taken to address any issues raised. Accordingly, the University has developed a system, which ensures that such reports are considered and addressed comprehensively across the university.

External examiners who are appointed to the OU –Validated Programmes must meet certain criteria. You can find out more about the appointment process and criteria from the Open University Website (www.open.ac.uk/validate)

1. The rights and responsibilities of external examiners

The following is an extract is OUVP from the Handbook for Validated Awards:

The role of external examiners approved by the University for a Validated Programme is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

- To carry out these responsibilities, external examiners must:
 - be able to judge students impartially based on the work submitted for assessment without being influenced by previous association with the programme, the staff or any of the students;
 - be able to compare the performance of students with that of their peers undertaking comparable programmes of higher education elsewhere and in the light of subject benchmarks and qualification descriptors, as appropriate;
 - approve the form and content of proposed examination papers, coursework and other assessments that count towards the award (including alternative assessments and adjustments made for disabled students), in order to ensure that all students will be assessed fairly in relation to the programme syllabus and regulations and in such a way that external examiners will be able to judge whether they have fulfilled the aims and learning outcomes of the programme and reached the required standard;
 - be consulted about and agree to any proposed changes to the approved assessment regulations which will directly affect students currently on programme;
 - attend examiners' meetings and have access to all assessed work;
 - see samples of the work of students proposed for each category of award and for failure, in order to ensure that assessment criteria have

been interpreted correctly and that there is parity of assessment across the cohort;

- have the right to moderate the marks awarded by internal examiners where this is within the regulations for the programme and does not bias the overall assessment or cause unfairness to individual candidates.
- have the right to meet students and, where appropriate, conduct viva voce examination of any candidate;
- ensure that the assessments are conducted in accordance with the approved programme regulations.
- attend the meeting of the Board of Examiners at which decisions on recommendations for award are made and ensure that those recommendations have been reached by means in accordance with the University's requirements and normal practice in higher education;
- participate as required in any review of decisions about individual students' awards taken during the examiner's period of office;
- report back to the institution on student performance and academic standards as well as on the effectiveness of the assessments and any lessons to be drawn from them (see external examiners' reports, below);
- report to the University on any matters of serious concern arising from the assessments which put at risk the standard of the University's validated award.

To carry out these responsibilities the external examiners must be:

- competent in assessing students' knowledge and skills at higher education level;
- expert in the field of study concerned;
- impartial in judgment;

- properly briefed about their role, the programme, and the University's requirements for validated awards.

Recommendations to the University for the conferment of an award will not be valid without the written endorsement of the external examiners.

2. The appointment of external examiners

- All external examiner nominations must be approved by OUVF prior to the appointment being made by the Academic Board of the institution.
- OUVF will organize the appraisal of external examiner nominations, unless an Institution has delegated authority for this.
- When submitting a nomination to OUVF, institutions should ensure that this arrives at least six months before the examiner is expected to take up his or her duties. A nomination should be made on the appropriate application form and include the nominee's curriculum vitae. For institutions with delegated authority, OUVF requires evidence that the nomination has been appraised by three independent appraisers.
- A Board of Examiners which does not include approved external examiners is not authorized to assess students for an award or to recommend the conferment of an award upon a student. External examiners should participate in assessment for progression from one stage of the programme to the next.
- New examiners should take up their appointments on or before the retirement of their predecessors. External examiners should remain available after the last assessments with which they are to be associated to deal with any subsequent reviews of decisions.
- External examiners should not hold more than the equivalent of two substantial undergraduate appointments at the same time. This guideline should be used in considering nominations and convincing arguments in support of proposals for a heavier workload for an examiner will be expected.

- To protect their independence, external examiners should not concurrently act as consultants to a programme team on programme design or be members of a panel established to revalidate the programme they examine.
- In approving the appointment of external examiners for a programme, those responsible for approval will be seeking to ensure that the external examiners will be competent and impartial, and that the Board of Examiners as a whole maintains an appropriate balance and diversity in order to ensure that students are fairly assessed.
- New external examiners must be briefed on their task as soon as possible after appointment. The briefing will cover: the dates of examiners' meetings; the examiner's role in relation to the examining team as a whole; the objectives of the programme; its syllabuses and teaching methods; the methods of assessment and marking scheme; the regulations for the programme.
- If an institution wishes to terminate the appointment of an external examiner, OUVF must be informed in advance of the grounds for termination.

Criteria for appointment

- The following criteria are to be adopted during consideration of proposed external examiners. They should be considered both by institutions selecting and nominating examiners and during scrutiny of nominees.
- An external examiner's academic and/or professional qualifications should be appropriate to the programme to be examined, with both the level and academic areas of those qualifications generally matching what is to be examined.
- An external examiner should have appropriate standing, expertise and experience to maintain academic standards in the context of UK higher education, as indicated by accepted attainments and standing.
- An external examiner should have enough recent examining experience, preferably including having already acted as an external examiner, or comparable related experience to indicate competence in assessing students in the subject area concerned. Whenever possible, someone without

direct experience of acting as an external examiner should only be appointed if there is an experienced external examiner already on the Board of Examiners.

- External examiners should be drawn from a variety of institutional and professional contexts and traditions in order that the programme benefits from wide-ranging external scrutiny. There should not be:
 - more than one examiner for the same institution in the team of external examiners, except in a complex course or modular programme involving many discrete subject areas;
 - reciprocal external examining between courses or departments in two institutions;
 - replacement of an external examiner by an individual from the same institution;
 - an external examiner from the same institution which has been the source of examiners during the past five years.
- There should be appropriate balance and expertise in the team of external examiners, including members from different types of institutions of higher education, if necessary. Appointments to the team should be phased to ensure continuity.

A proposed external examiner should not have been:

- a member of staff, a governor, a student, or a near relative of a member of staff or another external examiner in relation to the programme;
- an examiner on a cognate programme in the institution;
- personally associated with the sponsorship of students;
- required to assess colleagues who are recruited as students to the programme;
- in a position to influence significantly the future employment of students on the programme;
- likely to be involved with student placements or training in the examiner's organization;
- employed as a member of staff of the Open University, unless as an Associate Lecturer.

3.External examiners' reports

External examiners are required to provide a report at the end of each semester to both the AOU and the Open University. You can download the latest template from the OU website; we have included a copy of the latest report in the Appendix for your information.

Chief External Examiners are required to complete Section II of the External Examiner report form.

External examiners shall report on the conduct of the assessments and on the standards being set and achieved including the following:

- the overall performance of the students in relation to their peers on comparable programmes;
- the strengths and weaknesses of students;
- the quality of knowledge and skills (Both general and subject specific and including any work-based or work-related aspects) demonstrated by the students and in the light of agreed subject benchmarks, and the national qualifications framework;
- the structure, organization, design, marking and fairness of all assessments;
- the quality of teaching as indicated by student performance;
- the lessons of the assessments for the curriculum, syllabus, teaching methods and resources of the programme, and feedback on whether issues previously raised have been addressed;
- other recommendations arising from the assessments.

It is expected that such reports will be received no later than two months following the final meeting of the Examination Board at which awards are decided. The Open University has a specimen format for the submission of reports which accredited institutions and external examiners are expected to use. The purpose of the report is to enable the institution's Academic Board to judge whether the programme is meeting

its stated objectives and to make any necessary improvements, either immediately or at the next revalidation. Institutions are required to give feedback to external examiners on action taken in response to their reports.

Upon receipt of the report, the following steps are taken by AOU:

1. The report is sent to the AOU Vice President for Academic Affairs (VPAA)
2. The VPAA refers the report to the Dean of the Academic Programme for consideration and analysis by the Faculty Examination Committee (FEC) and Faculty Council. A copy sent to the Quality Assurance Department- HQ for follow up and monitoring purposes
3. The Programme Deanship forwards its findings, suggestions, and response to the VPAA
4. The VPAA studies the report, and refers it (with his comments and suggestions) to the Academic Committee (AC)
5. The Academic Committee reviews the report and specifies any further actions to be taken
6. The external examiner is informed of the decisions of the AC, and later fully apprised of action taken by the relevant faculty

4.Role and duties of Chief External Examiner

- Each programme has a Chief External Examiner (CEE). They work with External Examiners and oversee processes and procedures; they submit programme level reports on academic standards.
- The appointment of a Chief External Examiner is made from within the team of approved External Examiners, normally having been part of that team for a period of at least one year.

- The CEE for a programme shall have an overview of all the modules within the faculty and will work with the Dean on matters of quality assurance that require consolidation of the work of external examiners in the faculty. The activities involved are those of reporting, advising, and representing.
- They submit programme level reports on academic standards.
- It is important in all matters that the independence of all EEs including the CEEs be maintained.

Advising

- Between meetings, AOU may need to act for special cases wherein grade change is required because of appeals etc. Such delegated authority will sometimes involve consultation with the CEE or other relevant externals. The CEE will be the default contact where there is no obvious specific external.
- The CEE will keep the Dean informed of any period where they are going to be unavailable (leave etc.).
- Similarly, AOU should keep all External Examiners informed of the likely timetable of exam boards, assessments etc. with sufficient notice to be able to take appropriate action to fulfil their duties.

Representing:

- CEEs will represent the faculty EEs on the central examinations committee.
- CEEs will, under appropriate circumstances, represent the faculty EEs by signing documents on their behalf.

Remuneration.

For details, please refer to (External Examiners Contractual Policy)

VIII: Appendices

Appendix 1

Open University Validation Partnership

External Examiner report template

An electronic copy of this report should be sent to:

OUPV -external-examiners@open.ac.uk

Or, a signed hard copy sent to:

The Director, OUPV, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

You should also submit a copy of this report to the institution.

Section A: General information

Institution:	
Programme:	
Subject examined:	
Name of examiner:	
Address:	
E-mail:	
Current year of appointment	

Section B: External examiner's report

The reporting structure of this section is intended to help draw out issues which may require attention by the Institution or the University. It should not be seen as limiting in any way the range of issues which may be addressed or the level of detail given.

The report will be considered as part of the annual evaluation process and, as such, external examiners are encouraged to be as frank and open as possible but avoiding wherever possible references to individual staff or students. External examiners' attention is also drawn to 'The Guide for external examiners of OU validated awards', which should be forwarded by partner institutions to their external examiners.

Please comment as appropriate on:
1. The range of assessed material and information provided by the institution on which your report is based.
2. Whether the standards set are appropriate for the award, or award element, by reference to any agreed subject benchmarks, qualifications framework, programme specification or other relevant information.
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
4. The strengths and weaknesses of the students
5. The quality of teaching and learning, as indicated by student performance
6. The quality of the curriculum, course materials and learning resources
7. The quality and fairness of the assessments, in particular their:

(i) design and structure
(ii) relation to stated objectives and learning outcomes of the programme
(iii) marking
8. Where the programme has specific work-related learning outcomes (e.g. Foundation Degrees) please comment on the assessment and achievement of these outcomes, including employers' involvement where relevant.
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
10. Have all the issues identified in your previous report been addressed by the institution?
YES/NO – please delete as appropriate
If no, please comment
11. <u>(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)</u> Please confirm that the assessment and standards set for the programme as a whole, including all its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair and sound across the provision.
12. Any other comments

Please ensure that you sign and date below, if sending a hard copy of this report	
Signe d:	
Date:	

Appendix 2

ARAB OPEN UNIVERSITY

GUIDELINES FOR INTERNAL REVIEW OF QUESTION PAPERS

Introduction:

This document has been developed as a guideline towards internal moderation of question papers to ensure the validity, reliability and appropriateness of the paper. It may be stated that while all question papers at AOU are to comply with the Quality Assurance Standards towards meeting the course learning outcomes, it is also underpinned by the principle of 'Bloom's Taxonomy'. 'Bloom's Taxonomy' is at the crux of all learning and assessment activities which helps in classifying assessment of learning on its six cognitive levels that refers to creating, evaluating, analysing, applying and remembering.

Policy Framework:

Question papers must be designed in conjunction and compliance to:

1. AOU bylaws for teaching and learning.
2. Quality Assurance of assessment.
3. Internal Moderation of Question Paper:

Internal moderation of the question paper take place against the criteria listed below. The moderation may be conducted by a team of subject experts with relevant experience of teaching the course. It must take place before the finalization of the question paper and in absolute confidentiality. The moderation may be done against the checklist provided.

CHECKLIST FOR INTERNAL MODERATION OF ASSESSMENT PAPER

Course: ☐

Exam Type:

GCC: ☐

Programme:

Moderator:

Procedural Criteria

Criteria	Yes	No
1. Clear and detailed Cover page		
AOU logo		
Course Name		
Exam Type		
Exam Date		
Easy and clear layout		
2. General Instructions		
Mark distribution grid for specific questions		
Clear and appropriate allocation of time		
Clear instruction towards selecting questions and answers		
Total marks are accurate and correspond to the questions		
Quality of print (text, graph and diagram) are clear and readable		
Adheres to format requirements in the subject area		
Pages are correctly numbered		
3. Content Coverage		
Questions adequately cover the learning outcomes as required in the course		
The content is clearly related to the subject area and as is stated in the		
The format of questions is in compliance to the nature of the course taught,		
Questions provide students scope for creative and analytical		
Questions are equally spread for weighing the content of		
Questions are free from any prejudice or bias against any race, gender or		
Clear correlation between level of difficulty, marks and time allocated for each		

The questions are clearly sequenced for the difficulty levels		
Subject terminology and data are used clearly		

Questions are free of language errors, leading to any ambiguity.		
4. Cognitive Skills		
Students are appropriately challenged to exhibit learning skills such as synthesizing, evaluating, analyzing, applying, and		
Questions of choice have equal level of difficulty, value and time		
Questions are varied in scope from critical, narrative to factual		
5. Answer Key /Marking Schemes		
Answer Key is set against a clear framework of weightage attached to learning outcome		
Answer Key is clear and detailed		
Corresponds clearly to the question paper		
Alternative responses are stated clearly in the marking scheme		
Mark allocation for all subsections is clear		
Criteria for marking allocation is clear		
Critical but constructive marking instructions are listed clearly		

Comments:

Chief Moderator Name:

Signature

APPENDIX 3

ARAB OPEN UNIVERSITY Plagiarism Scheme of Penalties (Revisited and updated)



Arab Open University Plagiarism Scheme of Penalties

Version 4

Introduction

Plagiarism at AOU is considered as serious academic offenses and therefore dealt with stringently. Students and tutors alike are expected to comply with academic standards and rules for students' assessments that stress academic integrity.

Plagiarism:

Definition: The Online Oxford English Dictionary definition of plagiarism is as follows:

- “The practice of taking someone else’s work or ideas and passing them off as one’s own.”
- “Plagiarism is another form of cheating which occurs when a student is working independently on an assignment (e.g. essays, reports, presentations) and presenting other people’s work as one’s own.”

Examples of plagiarism include copying from a single source or multiple sources using one or more of the following as the basis for the whole or good part of the assignment:

- 1) Published or unpublished books, articles or reports
- 2) The internet
- 3) The media (e.g. TV programmes, radio programmes or newspaper articles)
- 4) An essay from an essay bank
- 5) A piece of work previously submitted by another student
- 6) Copying from a text which is about to be submitted for the same assignment

Academic Integrity:

Definition: “Academic integrity is the moral code or ethical policy of academia.”

Academic integrity allows students and staff the freedom to build new ideas, knowledge and creative works while respecting and acknowledging the work of others. Academic integrity embraces the values of accuracy, honesty, fairness, responsibility and respect. The University students are expected to take an active role on their own regarding the information they need to study, and to be honest in reporting their ideas and the ideas that are derived from others.

Academic Misconduct:

Definition: “Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.”

Academic misconduct includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping others to gain an unfair academic advantage.

The current plagiarism scheme of penalties and combating approach has been developed after a 6) Reporting process of considerable analysis of the implementation and outcome of the previous policy that was designed and floated for a number of years. The scheme reinforces that curbing plagiarism cannot be restricted to merely detecting but has to lead to measures that help students identify aspects of writing that amount to plagiarism and thus develop their skills in refraining from leaning on plagiarism to communicate their work of writing. It also acknowledges the institutional role in combating plagiarism by having stricter enforcement and compliance measures by the teaching staff. This holistic approach in combating plagiarism coupled with a stretched leverage of benefit of doubt to the students as compared to that of the previous policy. The current policy aims to be able to develop a plagiarism free culture at AOU.

Implementation of plagiarism policy and plagiarism scheme of penalties at AOU rests on the following three principles:

- 1) **Academic Integrity:** Both students and staff are expected to observe the highest level of integrity to the academic work undertaken at AOU. At no point of time should students

adopt methods wherein they indulge in academic malpractice such as plagiarism and contribute towards misjudgement of their actual learning outcome. Tutors are also expected to maintain highest standards in always assessing student work and have no tolerance to plagiarism.

- 2) **Accountability:** Tutors assessing students work are accountable at AOU to ensure that no plagiarized student work is passed. Tutors are required to document any plagiarized work found and provide justified evidence of the same. All official forms for recording plagiarism numbers and implementation have to be maintained and produced when deemed necessary.
- 3) **Academic Judgement:** A blanket approach to defining plagiarism for all courses cannot be applicable always. The nature of certain courses e.g.; programming courses cannot be viewed for plagiarism with the same parameters as that of other courses and therefore the approach to defining what constitutes as plagiarism will be different. Since manual detection of plagiarism can be a lengthy and complicated process especially when it involves large volume of students' work, electronic detection using plagiarism software is a feasible option. However, relying on it solely may not be the best option and therefore combination with manual analysis, nuanced academic judgement and clear processes must provide the means to determine if plagiarism has occurred.

The following is the generic plagiarism scheme for all University programmes, except for the Information Technology and Computing (ITC) programme of the Faculty of Computer Science (FCS). The specific FCS scheme of penalties is shown after this section.

	Penalty	Further Action
--	---------	----------------

Offense (1st time)	<i>Proposed deduction of marks</i>	<i>Preventive measures</i>	<i>Documentation</i>
Plagiarized/copied: 0 to 30%	Assessment is marked normally, except for the plagiarized section. The tutor should comment on it.	Students are directed to refer to plagiarism tutorials.	
Plagiarized/copied: Over 30%	Award 0 mark	Student is directed to refer to plagiarism tutorials and tests.	Formal warning in addition to placing the incident in the student's record.
Purchased assignment/contract cheating	Award 0 mark	Student is directed to refer to plagiarism tutorials and tests.	Formal warning in addition to placing the incident in the student's record.
Collusion: Similarity level > 50%	No marks will be awarded for the questionable (colluded) section.	Student is directed to refer to plagiarism tutorials and tests.	Formal warning in addition to placing the incident in the student's record.
Collusion: Similarity level < 50%	Award 0 mark		Formal warning in addition to placing the incident in the student's record.

Following is the plagiarism penalty scheme for the FCS (pursuant to the nature of the course).

FCS – Plagiarism Penalties

All level 2/5 and 3/6 modules follow the same rules

Similarity ratios and their corresponding penalties are as follows:

- 1) Similarity between [30% - 49%]: deduct 30% of the marks
 - 2) Similarity between [50% - 69%]: deduct 50% of the marks
 - 3) Similarity between [70% - 89%]: deduct 70% of the marks
 - 4) Similarity between [90% - 100%]: Students get zero
- All papers with similarity ratio $\geq 70\%$ should be subject to extra academic judgment from the tutor.
 - For papers with similarity $< 30\%$, the tutor has the right to academically judge the percentage of the undiscovered plagiarism (if exist), hence taking the proper action.
 - If the assessment contains a part that is most likely to result in similar/identical students' answers, this part should be excluded from the similarity percentage.
 - In case of similarity between students from different branches, both submissions should be investigated for the same penalty.
 - It is the tutor's full responsibility to implement the above rules and to provide rationale on the student feedback form.

First Offense:

Implementation:

- The primary responsibility of detecting plagiarism in student work would remain with the individual tutor who should always use his specialist knowledge and academic judgment in deciding on what is and what is not plagiarism.
- Tutors are advised to discuss plagiarized assessment with the course coordinator and to properly document all incidences of plagiarism of each section.

- The Branch Course Coordinators and as part of their monitoring roles are expected to regularly check random samples of students' assessments/section.
- Branch Course Coordinators should monitor the process of marking TMAs and other formative assessments encourage tutors to report plagiarism as some of the new tutors may not be aware of the University policy regarding plagiarism or how to handle such cases.
- Branch Course coordinators should monitor tutors' feedback on TMAs and other forms of formative assessments more rigorously and ensure that no instance of plagiarism which can be detected by a tutor is overlooked, and to give appropriate feedback and provide the necessary support.
- The General Course Coordinators play an important role in internal quality are expected to carefully check assessments samples from the different AOU Branches and provide prompt feedback to the BCCs.

Reporting: All cases of plagiarism will be recorded in the plagiarism record sheet and reported by the tutors to the respective Branch Course Coordinator.

Recording: All cases of plagiarism will be recorded in the student's permanent record (SIS).

Second Offense:

Students get a 0 mark in TMA in addition to reduction of course overall grade to pass mark only.

Third Offense:

Failure in the course.

Repeated Offense:

To be dealt with according to *the bachelor's degree Award Examination and Assessment Bylaws at the Arab Open University, Article 12* which stipulates:

- A) Any student found to be committing any act of cheating or plagiarism shall be referred to *The Student Conduct and Disciplinary Procedures Bylaws at the Arab Open University*.
- B) The following acts represent cases of cheating and plagiarism:
- 1) Verbatim copying of printed or Internet material and submitting them as part of TMAs without proper academic documentation.
 - 2) Copying other students' notes or reports.
 - 3) Using paid or unpaid material prepared for the student by individuals or firms.
 - 4) The use of materials or tools that are prohibited in examinations or attempting to do so.

General Instructions:

- Evidence of student record of plagiarized work must be carefully stored and protected for a minimum of two semesters from the time of detection.
- Plagiarism trends must be observed amongst students in the categories of, repeated offenders, gender specific, age, course/programme etc.

Appendix 4



Arab Open University

Arab Open University
TMA Late Submission Policy

TMA Late Submission Policy

Version 5

Introduction

Each Tutor Marked Assignment has a cut- off date. Students are expected to submit assignments on or before the assigned cut- off date (published due date). Students should not leave assignment preparation until the last minute and must plan their workloads to be able to meet the cut- off date.

However, the AOU does recognize that students may not be able to complete and submit the TMA by the due date due to legitimate extenuating circumstances. In the event of extenuating circumstances, a student may request an extension without penalty. Such cases will be dealt with according to Article 4(E) of the AOU Examination

& Assessment Bylaws. Any other late submissions will be dealt with according to terms stated below:

Purpose

To establish a policy of fair and consistent treatment for late submission of TMAs throughout AOU.

Scope

The policy is applicable to all AOU Campuses / Branches for all undergraduate and postgraduate Academic Programmes and to all AOU students.

Academic staff assessing TMAs are responsible for implementing and complying with the late submission policy.

Branch Programme Coordinators (BPCs) and Branch Course Coordinators (BCCs) are responsible for monitoring the implementation and compliance.

Policy Statement

- This policy is designed to provide a consistent approach across the University for the Late Submission of TMAs for both undergraduate and postgraduate taught Programmes of study.
- It aims to ensure that all students are treated equitably and do not gain an unfair advantage by choosing to submit their work late.
- This policy does not cover “Extenuating Circumstances”. It is intended to work alongside the University bylaws
- Penalties for late submission shall be 10% of the total mark of the TMA for each day of late submission up to Three (3) calendar days after the due date.
- TMAs will not be accepted after the sixth day and all late submissions must be made electronically through the University Learning Management System (LMS).
- Late submitted TMAs will be checked by Plagiarism detection software.
- Marked TMAs shall not be returned or posted to students before the end of the third day.

Example:

If the TMA is marked out of 100, deduction of 10% means that 10 marks will be deducted per day, if the TMA is marked out of 20, deduction of 10% means a deduction of 2 marks per day.

Appendix 5

AOU-OU Grade Mapping



INTRODUCTION

VPAASR office

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I. Introduction

As per effect of the AOU-OU agreement (signed on 2017), the AOU is committed to hand over, together with the OU certificate, the OU Diploma Supplement (DS) for every AOU graduate following an OU programme. The DS is a form, used like an AOU transcript, but follows the European norms.

The OU GPA and the modules raw marks should be mentioned in the DS with respect to the UK standards not the AOU ones. Due to grade scale inconsistency, the mapping showed as a must requirement.

The upcoming part covers all academic levels (undergraduate and postgraduate) at AOU.

II. Undergraduate Level

1. Current Scales

a. AOU Scale

Grading scale and its corresponding points

Letter Grade	Range	Points
A	100 – 90	4.00
B+	89 – 82	3.50
B	81 – 74	3.00
C+	73 – 66	2.50
C	65 – 58	2.00
D	57 – 50	1.50
Fail	Below 50	0

b. GPA Scale

GPA	Classification
4.00 – 3.67	Excellent
3.66 – 3.00	Very Good
2.99 – 2.33	Good
2.32 – 2.00	Fair
Below 2.00	Fail

c. OU Scale

% Scale Score	Performance Standard	Classification
70+	Excellent pass	First Class Honours
60–69	Very Good pass	Upper Second-Class Honours (2:1)
50–59	Good Pass	Lower Second-Class Honours (2:2)
40–49	Pass	Third Class Honours
0–39	Fail	

2. AOU-OU Mapping

a. Concept

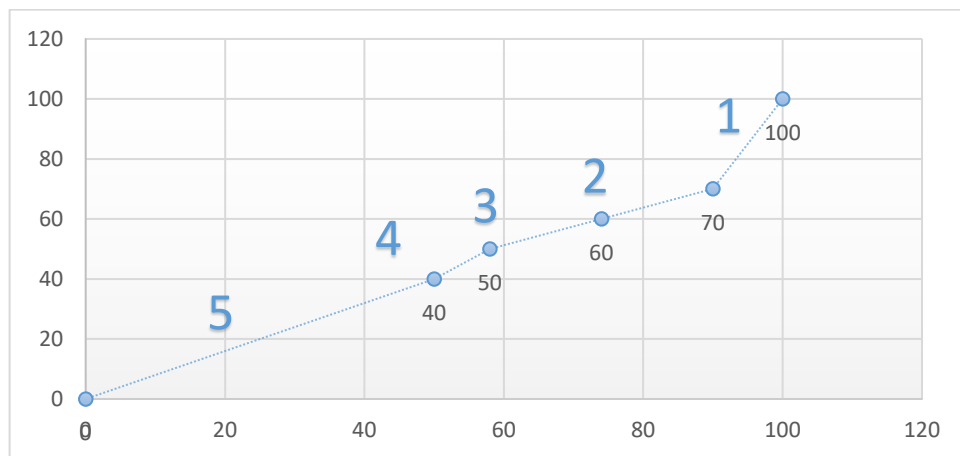
The below table show the proposed mapping:

AOU Equivalent Range	OU Range
100 – 90	100 – 70
89 – 82	69 – 60
81 – 74	
73 – 66	59 – 50

65 – 58	
57 – 50	49 – 40
Below 50	39 – 0

b. Simulation

The mapping between AOU-OU showed the below chart:



The mapping divides our space to 5 different regions that can be interpreted as mentioned below:

Region	Slope	Intercept	OU Classification
1	3	-200	1 st
2	0.625	13.75	2.1
3	0.625	13.75	2.2
4	1.25	-22.5	3 rd
5	0.8	0	Fail

→ Following the table above, OU mark will be automatically generated based on the AOU mark.

→ The Full scale:

AOU	OU
100	100
99	97

AOU	OU
80	63.75
79	63.125

AOU	OU
60	51.25
59	50.625

AOU	OU
40	32
39	31.2

AOU	OU
20	16
19	15.2

98	94	78	62.5	58	50	38	30.4	18	14.4
97	91	77	61.875	57	48.75	37	29.6	17	13.6
96	88	76	61.25	56	47.5	36	28.8	16	12.8
95	85	75	60.625	55	46.25	35	28	15	12
94	82	74	60	54	45	34	27.2	14	11.2
93	79	73	59.375	53	43.75	33	26.4	13	10.4
92	76	72	58.75	52	42.5	32	25.6	12	9.6
91	73	71	58.125	51	41.25	31	24.8	11	8.8
90	70	70	57.5	50	40	30	24	10	8
89	69.375	69	56.875	49	39.2	29	23.2	9	7.2
88	68.75	68	56.25	48	38.4	28	22.4	8	6.4
87	68.125	67	55.625	47	37.6	27	21.6	7	5.6
86	67.5	66	55	46	36.8	26	20.8	6	4.8
85	66.875	65	54.375	45	36	25	20	5	4
84	66.25	64	53.75	44	35.2	24	19.2	4	3.2
83	65.625	63	53.125	43	34.4	23	18.4	3	2.4
82	65	62	52.5	42	33.6	22	17.6	2	1.6
81	64.375	61	51.875	41	32.8	21	16.8	1	0.8
								0	0

III. Postgraduate Level

1. New Fixed Scales

a. AOU Scale (newly introduced)

The new grading scale and its corresponding points

Letter Grade	Range	Points
A	100 – 86	4
B+	85 – 80	3.5
B	79 – 75	3
C+	74 – 70	2.5
C	69 – 60	2
D	59 – 50	1.5
Fail	Below 50	0

b. GPA Scale (Bylaw)

GPA	Classification
4.00 – 3.67	Excellent
3.66 – 3.00	Very Good
2.99 – 2.50	Good
Below 2.50	Fail

c. OU Scale

% Scale Score	Performance Standard	Classification
70+	Excellent pass	Distinction
60-69	Very Good pass	Merit
50-59	Good Pass	Pass
Below 50	Fail	

2. AOU-OU Mapping

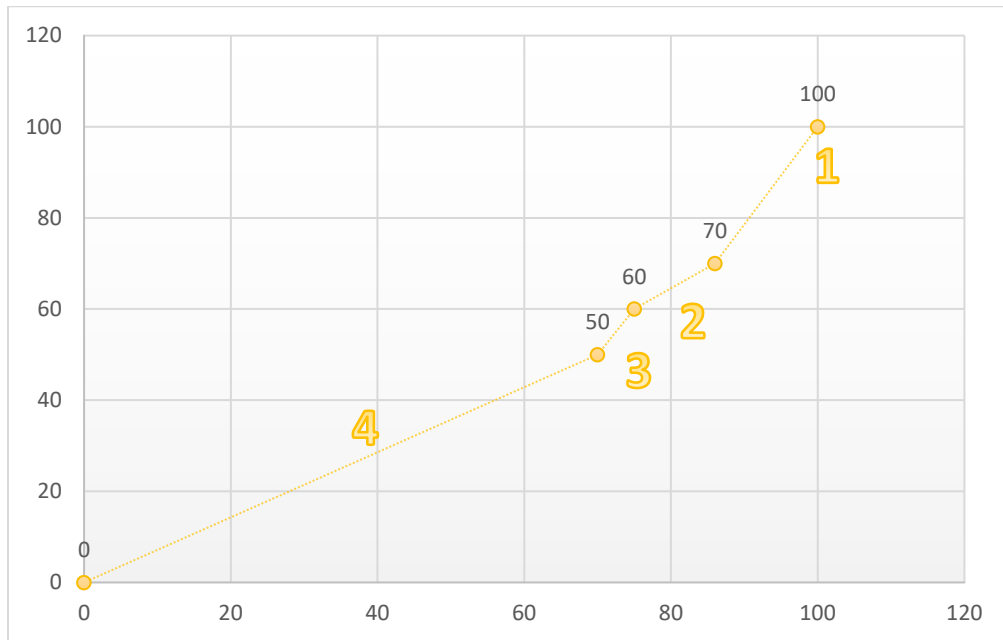
c. Concept

The below table show the proposed mapping:

AOU Equivalent Range	OU Range
100 – 86	100 – 70
85 – 80	69 – 60
79 – 75	
74 – 70	59 – 50
69 – 60	49 – 0
59 – 50	
Below 50	

d. Simulation

The mapping between AOU-OU showed the below chart:



The mapping divides our space to 4 different regions that can be interpreted as mentioned below:

Region	Slope	Intercept	OU Classification
1	2.14	-114.29	Distinction
2	0.91	-8.18	Merit
3	2.00	-90.00	Pass
4	0.71	0.00	Fail

→ Following the table above, OU mark will be automatically generated based on the AOU mark.

→ The Full scale:

AOU	OU	AOU	OU	AOU	OU	AOU	OU	AOU	OU
100	100.00	80	64.55	60	42.86	40	28.57	20	14.29
99	97.86	79	63.64	59	42.14	39	27.86	19	13.57
98	95.71	78	62.73	58	41.43	38	27.14	18	12.86
97	93.57	77	61.82	57	40.71	37	26.43	17	12.14
96	91.43	76	60.91	56	40.00	36	25.71	16	11.43
95	89.29	75	60.00	55	39.29	35	25.00	15	10.71
94	87.14	74	58.00	54	38.57	34	24.29	14	10.00
93	85.00	73	56.00	53	37.86	33	23.57	13	9.29
92	82.86	72	54.00	52	37.14	32	22.86	12	8.57
91	80.71	71	52.00	51	36.43	31	22.14	11	7.86
90	78.57	70	50.00	50	35.71	30	21.43	10	7.14
89	76.43	69	49.29	49	35.00	29	20.71	9	6.43
88	74.29	68	48.57	48	34.29	28	20.00	8	5.71
87	72.14	67	47.86	47	33.57	27	19.29	7	5.00
86	70.00	66	47.14	46	32.86	26	18.57	6	4.29
85	69.09	65	46.43	45	32.14	25	17.86	5	3.57
84	68.18	64	45.71	44	31.43	24	17.14	4	2.86
83	67.27	63	45.00	43	30.71	23	16.43	3	2.14
82	66.36	62	44.29	42	30.00	22	15.71	2	1.43
81	65.45	61	43.57	41	29.29	21	15.00	1	0.71
								0	0.00