

# **The Ethical Charter for Student Assessment and Examinations**

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## **Introduction**

Morality is the fundamental pillar in the life of nations. It is the main guide for human behavior toward solidarity, equality, coexistence, and mutual respect, which lead to values and principles that help organize society and achieve stability and peace. The absence of morality leads to the dominance of the law of the jungle, where “might makes right” instead of “right is might.”

Accordingly, this charter represents a set of high moral values and ethics that should guide and regulate the assessment process carried out by faculty members. It aims to clearly define, as much as possible, what is acceptable or unacceptable, permissible or forbidden, within the professional and institutional context of the university.

This charter acts as an ethical document that outlines the moral duties of faculty members and their assistants toward themselves, their profession, their students, and their community inside and outside the university. It aims to help them embody the values and ethics of their profession in both behavior and practice, through a set of standards that describe the expected conduct during the assessment process—applied with integrity.

Thus, this document is a supportive tool that can be relied upon in addressing legal issues related to assessment and examinations. However, it should not be considered the sole or primary document for such matters. This ethical charter obliges faculty members and their assistants to respect the rules of assessment and examinations, actively contribute to achieving the faculty’s goals and educational mission, complete assigned tasks on time, and work collaboratively as a unified team within the university environment.

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### **Ethical Principles Embedded in the Charter:**

- Transparency and accountability
- Professional excellence
- Encouragement of teamwork and team spirit
- Promotion of a culture of trust within the faculty
- Proper management of conflicts and crises
- Justice and balance

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### **Importance of the Ethical Charter:**

1. Establishes clear boundaries and rules for dealing with students, faculty, assistants, the faculty and university, and society, ensuring everyone's rights are protected from mistreatment, abuse, or exploitation.
2. Provides a reference guide that everyone adheres to, especially when disputes arise concerning certain behaviors.
3. Fosters work ethics that build self-confidence among students and faculty.
4. Enhances social satisfaction through ethical commitment at work.
5. Ethically securing the university against many risks.
6. Helps faculty members embody the ethical values of their profession in their personal and professional lives.
7. Serves as a supportive document alongside laws and regulations governing assessment and examination processes, especially when conflicts arise among stakeholders.

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### **Stakeholders of the Ethical Charter for Assessment and Examinations:**

1. Dean of the Faculty
2. Vice Dean for Education and Student Affairs
3. Vice Dean for Graduate Studies and Research
4. Heads of Departments
5. Faculty members and teaching assistants
6. Heads and members of exam control committees
7. Exam monitoring committees (handover and receipt committees)
8. Heads of examination committees
9. Invigilators and observers
10. Faculty staff involved in printing, etc.
11. Students and their guardians
12. Quality Assurance Units
13. Student Assessment and Evaluation Unit

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### **Responsible Parties for Implementation:**

1. Dean of the Faculty
  2. Vice Dean for Education and Student Affairs
  3. Vice Dean for Graduate Studies and Research
  4. Heads of Departments
  5. Student Assessment and Evaluation Unit
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## **Ethical Responsibility of Faculty Members:**

Faculty members bear ethical responsibility in two dimensions:

### **First Dimension:**

They must behave in accordance with both formal and informal ethical standards derived from religion, prevailing culture, and societal norms.

### **Second Dimension:**

They must contribute seriously to educating their students and creating conditions conducive to their cognitive and moral development.

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## **Ethical Code Governing Faculty Behavior in Assessment and Examinations**

### **First: Core Responsibilities and Conduct**

1. Conduct continuous or periodic assessments of students and provide them with feedback to help them adjust or strengthen their performance.
2. Inform students of the assessment methods and grading systems used.
3. Notify the department or concerned Vice Dean of assessment results when necessary (e.g., academic warnings or external final attempts).
4. Ensure fairness and quality in exam design so it aligns with the curriculum and distinguishes between levels of student performance.
5. Maintain accuracy, order, and discipline during exam sessions.
6. Strictly prohibit and penalize cheating or attempts to cheat.
7. Organize exams in a way that allows for strictness and fairness simultaneously.
8. Avoid involving relatives (up to the fourth degree) in exams related to their family members.
9. Organize the recording of results with absolute accuracy and confidentiality.

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### **Second: General Professional Ethics Related to Assessment**

1. Avoid personal relationships with students.
  2. Do not accept gifts or personal favors from students.
  3. Do not assign students tasks beyond their academic responsibilities.
  4. Allow open discussion and respectful objections.
  5. Act as a model of democratic behavior.
  6. Refrain from giving private tutoring sessions.
  7. Monitor and support students to the greatest extent possible.
  8. Stay informed about educational methods and pedagogical approaches.
  9. Stay updated in one's subject area and aware of the educational culture of society.
  10. Apply quality standards to teaching materials to ensure graduates are professionally competent.
  11. Align lectures with the course content and intended learning outcomes, while observing proportional weightings in both teaching and exams.
  12. Grade exams fairly, clearly, and transparently, using model answers and grading keys for both objective and essay questions.
  13. Maintain accuracy, fairness, and discipline in exam sessions.
  14. Involve students in exam schedule planning.
  15. Ensure consistency between the language of instruction and the language of assessment.
  16. Structure exams to allow for both fairness and firmness.
  17. Ensure accuracy in grading answer booklets.
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### **Third: Professional Ethics Across Assessment Stages**

#### **Before the Exam:**

1. Educate students on necessary exam-answering skills.
2. Train students in the use of electronic exams.
3. Write and review the exam questions.
4. Submit the exam for printing by the specified and announced deadline.
5. Deliver the exam to the appropriate Vice Dean or designated committee.
6. Announce coursework and practical grades in signed documents by the course instructor and department head.
7. Submit coursework and practical exam grades to the control committee, signed by relevant parties.
8. Collaborate with colleagues on exam guidelines when teaching jointly.
9. Ensure exam questions align with what was taught and assess varying levels of student performance.
10. Ensure the exam duration matches the content volume.
11. Cover all learning domains: knowledge, skills, and attitudes.
12. Prevent faculty members from preparing exams for their relatives (up to the fourth degree).

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**During the Exam:**

1. Be present before and during the exam for the courses they teach.
2. Accept student inquiries and respond calmly and objectively.
3. Cooperate with colleagues during exam administration.
4. Attend oral examinations alongside colleagues.
5. Be present during written exams with colleagues.
6. Prevent and penalize cheating.
7. Adhere to faculty administration's instructions.

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**After the Exam:**

1. Sign next to each question's score and on the answer booklet.
2. Write the total score in digits and words, and sign it.
3. Ensure all examiners participate in grading.
4. Grade only assigned questions when multiple examiners are involved.
5. Submit exam booklets to the control committee on time.
6. Send the answer key to be uploaded to the faculty's website after exams.
7. Maintain accuracy when grading answer booklets.
8. Record grades with precision and confidentiality.
9. Present results to the examination committee for unbiased decisions.
10. Allow grade review requests and handle complaints with full seriousness.