Adventist University of Central Africa

P.O Box 2461 Kigali, Rwanda | www.auca.ac.rw | info@auca.ac.rw

AUCA MODERATION POLICY

Office of Deputy Vice Chancellor for Academic Affairs

AUCA Moderation Policy

Kigali, 2022

Table of Contents

I.   Introduction

The AUCA Moderation Policy intends to maximize consistency and fairness of assessment decisions and how these are communicated to students. In actual fact, Moderation is a quality assurance process where examiners compare judgments about marking to either confirm or adjust them. The process involves collaboration to establish a shared understanding of assessment and grade criteria. The process allows examiners to work towards making judgments about student work that ensure individual examiners are consistent and assessment decisions are comparable within and across modules. Examiners undertake moderation to ensure consistency and comparability of marking standards. AUCA is committed to providing an effective, high-quality learning environment in which staff, students and external stakeholders have justified confidence in the University's learning and teaching processes and outcomes. Furthermore, the University is committed to producing innovative graduates who effectively meet the challenges of a complex,

changing world. Thus, academic assessment is one strategy by which the University can measure the achievement of these goals.

II.   AUCA Philosophy

The Adventist University of Central Africa operates on the basis of the Seventh-day Adventist worldview, which holds that God is the Creator and Sustainer of the universe and the source of true knowledge. The entrance of sin caused man's alienation from God, therefore the restoration of the relation between man and his God is the main aim of the Christian Education that leads students to discover and understand the truth through critical thinking.

III.   AUCA Mission

The Adventist University of Central Africa is to provide a Christ-centered wholestic quality education to prepare for service in this world, and in the life and the life to come.

IV.   AUCA Vision

The Adventist University of Central Africa (AUCA) is to be an international center of academic learning with global impact.

V.   AUCA Beliefs and Values

AUCA is a Seventh-day Adventist institution of higher learning that nurtures the mental, spiritual, social and physical capacities of its personnel and students. The values of the University are rooted in the Holy Scripture and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue and reflection, the following AUCA core beliefs and values have been designated:

Faith

AUCA is a faith-based institution of higher learning. The faith nurtured in the institution is rooted in the teachings of Jesus Christ and in the 28 beliefs of the Seventh-day Adventist Church. While we respect the religious traditions and individual beliefs of our personnel and students, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of our students.

Integrity

Concerned with the good of the community in this life and the life to come AUCA commits itself to honesty in all relations with students, faculty, staff and administration. Through integrity AUCA community maintains the trust of the surrounding community and of public and governmental agencies.

Love

Informed by the example of Jesus Christ, and by the fundamental beliefs of the Seventh-day Adventist Church AUCA community demonstrates a spirit of unity and connectedness with one another through expression, courtesy, hospitality, shared values and having communication irrespective of ethnic, gender, or other differences. AUCA community extends this value of love by reaching out to neighbors and to members of the larger civil and ecclesial communities.

Respect

AUCA community values and respects the contribution of each member of everyone at the university and the stakeholders to the advancement of the mission of AUCA. Team-spirit is encouraged through supporting one another as colleagues working together for the good of the whole institution.

Compassion

Inspired by the example of Jesus Christ we open our hearts to those among us in physical, spiritual and mental need. Besides, AUCA community consciously reaches out beyond the boundaries of AUCA to serve others in need with compassion and mercy.

Fairness and Justice

Recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA community seeks to avoid any acts of injustice toward others and address instances of injustice within and outside the university boundaries from a stance of informed advocacy. We hold ourselves accountable to one another and endeavor to practice responsible stewardship of the resources available to us.

Excellence

As a faith-based institution of higher learning AUCA community seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call upon all members of its community to individually and professionally excel their respective duties.

VI.   AUCA Goals
As an Adventist University, its principal goals are as follows:

- To promote the development of the mental, spiritual capacities and social strengths of an individual until his highest potential is reached;
- Based on biblical principles the university seeks to help students become useful members of the society not only endowed with intellectual skills, but well-developed character. The university focuses its goals and its objectives on the principles of the Bible;
- To inculcate into the students the desire for a life style based on a balanced natural food, principles of hygiene and physical exercises; and
- To help students become useful members of the community endowed not only with intellectual skills, but also with the most well-balanced character of a good citizen of this world and the world to come.

VII.   AUCA Accreditation
The university operates under the charter from the Ministry of Education of the Government of Rwanda, through the Higher Education Council (HEC) and as such it is empowered to offer its programmes and confer appropriate degrees. The institution has reciprocal arrangements to recognize its degrees and diplomas from other accredited universities both within the country and elsewhere. Denominationally, the university holds accreditation from Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities worldwide.

VIII.   POLICY STATEMENT

1. This procedure details the processes of moderation in place at AUCA to assure both the quality of the assessment process, and to support the continuous improvement of assessment of modules in its modules.

IX.   DEFINITIONS

2. **Moderation**: The process of scrutiny of examination papers to ensure error free standard question papers

3. **Moderator**: The appointed Academic staff who does the scrutiny of examination papers. A moderator is an academic staff who is competent (academically, or experience wise, or both) in the field in which he/she is called upon to moderate. As a moderator, he/she is supposed to step in the shoes of the Examiners to be able to provide a balanced and unbiased point of view. His/her primary concern is to check the accuracy of the Question Papers; and to ensure that the questions that have been set are suitable, appropriate and relevant for the level for which they are intended to be addressed.

4. **Blind Moderation:** Moderation process where the second marker does not see the first markers results during moderation.

5. **Double Moderation:** Moderation process by which two markers mark the same piece of work. Comments made on the original piece of work are seen by the second marker.

6. **Exchange Moderation:** Moderation process by which two markers exchange certain pieces of work for marking.

7. **Setting** (of examination papers): The process of preparation of semester examination papers.

8. **Setter**: The person who prepares the examination paper. Most often the setter is the Lecturer who delivered the lecture series for the student in the particular semester concerned.

9. **First Examiner**: The person who does the marking of answer scripts for the first time. Most often this activity is done by the person who performed the role of Setter.

10. **Second examiner**: The person who does the marking of answer scripts for the second time. Most often this activity is done by the person who performed the role of Moderator.

X.   INTERNAL MODERATION

11. Internal moderation can be defined as a process undertaken by a providing organization in which assessment practices and decisions are regularly sampled and evaluated and findings are acted upon to ensure consistency and fairness

12. Deans of faculties and Heads of Departments have operational responsibility for internal moderation.

13. Deans of faculties and Heads of Departments ensure that the appointed moderator/s review and report on the results, and monitor the assessment performance of modules

Practice of Internal Moderation

14. The following activities must take place to underpin the internal moderation process:

a) *Planning for Internal Moderation*

15. A simple plan of internal moderation activity must be developed and discussed by the faculty committee. It indicates:

- What will happen
- When it will happen
- Who will be involved

b) *Induction of new tutors and part-time lecturers*

16. New module tutors and part-time lecturers must:

- Be supplied with the units and assessment materials.
- Clearly understand assessment requirements and procedures.
- Have information about accessing support materials.

c) *Update for all module tutors*

17. All module tutors should:
- Know the name of the person who will manage the Internal Moderation process and the name of the Internal Moderator.
- Know how internal moderation will happen, when it will happen and who will be involved.
- Be informed about issues raised through previous internal and external moderation activity.

Responsibilities of internal moderator

18. The Internal Moderator(s) should:

- Check if the assessment is appropriate, consistent and complete.
- Check the relationship between the questions and the specific learning outcomes/objectives that were elaborated in the module syllabus
- Check if all objectives that were elaborated in module syllabus are measured
- Check if the form of question paper respect the standards of AUCA
- Check the level, credit value and grades awarded for the exam in order to establish that AUCA standards are maintained

Procedures for moderation

19. The moderation process must involve a person/s other than the original marker. The person/s selected for this role must have assessment competency in that their skills base should be such

that they are competent to detect errors, discrepancies or ineptitude in the marking process of a particular subject.

20. Internal moderation of assessment will be undertaken for all modules. This may take the form of pre and post assessment moderation. Pre-assessment internal moderation occurs before the assessment is undertaken by students and may include moderation of content and assessment design moderation. Post-assessment internal moderation occurs after an assessment is undertaken (but before grades are released) and includes exchange marking, double marking or blind marking. The selected sample for moderation can focus on grade bands or selected assessment items. The sample for grade band moderation should consist of a selection of top grades, mid-range grades and borderline pass/fail grades and must match the scope of moderation as outlined in this Policy.

21. The assessment task /question paper is elaborated by the academic staff member responsible for the module(module)

22. When a subject is taught by more than one academic staff member, all academic staff members responsible for that subject (module) must develop a common assessment task/question paper

23. Assessment tasks / Question papers must be drawn up in conjunction with the program objectives or competences.

24. AUCA module objectives are determined following the Bloom's revised taxonomy.

25. Examination questions are classified based on the various cognitive levels: **creating, evaluating, analyzing, applying**, **understanding and remembering**

CREATING (Putting together ideas or elements to develop an original idea or engage in creative thinking)	Assemble, construct, create, des
EVALUATING (Judging the value of ideas, materials and methods by developing and applying standards and criteria)	appraise, argue, defend, judge, s
ANALYSING (Breaking information down into its component elements)	appraise, compare, contrast, crit question, test, differentiate, orga
APPLYING (Using strategies, concepts, principles and theories in new situations)	Choose, demonstrate, dramatize write, execute, implement
UNDERSTANDING (Understanding of given information)	Classify, describe, discuss, expl interpret, exemplify, classify, su

	REMEMBERING	define, duplicate, list, memorize
	(Recall or recognition of specific information)	

26. The academic staff member responsible for the module submits to the Dean of faculty his/her question paper for moderation together with the form that shows how the different levels of cognition are incorporated in an assessment task following the example below:

	LOW		MEDIUM		HIGH		
Question	**Remembering**	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**	
Q1							
Q2							
Q3							
Q4							
Q5							
Etc							
Total marks							
Target	**20% of paper**		**40% of paper**		**40% of paper**		

Guidelines on how to conduct internal moderation

27. Moderation of examination papers is done by a Moderator appointed by the Faculty committee.

28. Moderator is an Academic staff member whose field of expertise falls in the modulearea of the examination paper.

29. Moderator shall ideally be an academic staff member other than the setter of the examination paper.

Pre-Assessment Moderation

30. Moderation of examination papers should be done after an interactive session between the Setter and Moderator.

31. During the Moderation process Moderator and Setter should pay attention to the following focal points:
    - Compliance with a prescribed standard format
    - Clear instructions to the candidates in the rubric
    - Time allocation against the number of questions
    - Mark allocation for questions and distribution of marks within sections and sub sections of a main question
    - Availability of a detailed marking scheme. (Should submit with the paper)
    - Consistence between the examination instruments and the marking scheme
    - The validity and reliability of the assessment instruments

32. The process of moderation of examination papers should be done as an interactive session between the setter and the moderator without any prejudices.

33. During the process, the moderator should present constructive criticisms to improve the standard of the question paper in a friendly yet in a professional way to avoid any misunderstanding or ill feelings in either party.

34. During the process of moderation both setter and moderator collaborate with each other to achieve timely printing of examination papers and offer fullest cooperation to the Examination Department of the university to ensure a smooth operation of the semester examination.

Post-Assessment Internal Moderation

35. The process of post-assessment internal moderation will include exchange marking, double marking or blind marking which can result in the adjustment of student grades if recommended by the Examiners' Committee.

36. As part of the moderation process, adjustments to student marks will occur before the marks have been released to students.

37. Where major differences emerge in moderation the Dean of faculty/Head of Department will determine strategies to resolve the final grade in consultation with the Deputy Vice Chancellor for Academics.

38. All irreconcilable moderation matters should be referred to the Dean of the faculty.

39. It is the responsibility of the Dean of the faculty and the Registrar to act on assessment moderation results.

XI.   EXTERNAL MODERATION

40. External moderation is the process through which internal assessment is monitored to ensure that it meets required standards and through which adjustments to marks are made where required to compensate for any differences in standards that are encountered.

41. The academic committee will appoint an External Moderator for each area who will moderate a sample of assessment for a minimum of two modules from that area per semester (across all campuses).The appointment of External Moderators is reviewed every year by the academic committee.

42. External moderation must apply to a selected sample of exam papers that were used in a given semester.

43. Each end of semester, the number of modules to be moderated is determined by the faculty committee and approved by the AUCA academic committee. They are finally recommended to the AUCA administrative committee.

44. Examination moderation is based on the examination paper, module syllabuses and the Module Outline as it is stipulated in AUCA bulletin. The moderator must be presented with the complete examination paper, including all instructions and associated materials (including solutions and marking rubrics where applicable), and the Module Outline.

45. Moderation of all assessments other than examinations will be based on the information in the Module Outline. The moderator must be provided with a complete Module Outline, and assessment guide including full assessment criteria and marking rubrics.

Purpose of external moderation

46. The purpose of external moderation is to:
   - Give an ongoing and accessible source of critical advice for the University in order to support the continuous improvement of the assessment process.
   - To verify assessment decisions and monitor the internal moderation process.
   - To verify the achievements of students leading to the award of credits.

Process of external moderation

47. The faculty committee proposes to Academic committee an external moderator for each Department who will moderate a sample of assessment for at least two modules from that Department per year (across all campuses). The modules chosen for moderation are rotated (different every semester) so that all modules are moderated externally at least once per two year.

48. For each subject undergoing external moderation, the moderator will be provided with:

   - A copy of all assessment items submitted by a sample of students. This sample must include the full range of grades awarded across all campuses at which the modulewas delivered.
   - Module Outlines for the modules chosen for moderation.
   - Assessment guides that include the explicit assessment criteria provided in the Module Outline.

- Complete examination paper (including all instructions and associated materials such as solutions and marking rubrics).

49. External moderation is to be undertaken at the end of the semester after grades are released. Therefore no changes may be made to marks through this process.

50. External moderators should be provided with the original assessment items. Prior to appointment, each external moderator must sign an agreement to return all documents provided to him and to keep all information confidential.

60. The external moderator should submit his report within two weeks from the moment he received the assessment items to moderate.

61. All reports of external moderators are discussed during the faculty committee.

Responsibilities of the External Moderator

62. The External Moderator has the overall responsibility for ensuring that candidates are assessed impartially and fairly and the standards of the awards/credit achievement are maintained. The external Moderator is an experienced assessor who should:
- Have knowledge of the modules/he is to moderate and has a level of experience to recognize likely sources of evidence and an understanding of what is sufficient, valid and authentic evidence.
- Have an understanding of the National Qualifications Framework.
- Have previous experience of assessing at the level required.
- Be familiar with the Institution's assessment procedure.
- Have understanding and knowledge of current developments in the area of assessment.

63. The External Moderator has the following responsibilities with regard to:

Assessment Instruments

64. The moderator receives question paper/s for both summative and formative assessment from the Internal Moderator two weeks in advance.
65. The moderator shall ensure that questions set for each module fall within the curriculum on the basis of which the module was developed. Due regard shall be given to reliability and validity.
66. The moderator shall ensure that the assessment tools are valid (reflect learning outcomes) and that the marks allocated are fair and reflect the demands of the questions or instructions.
67. The moderator shall work within the time frame stipulated in the examination schedule or calendar in operation at the time.
68. The moderator shall note his or her comments on paper for forwarding to the internal moderator for consideration and action.
69. The moderator shall receive feedback from the internal moderator of what action has been taken and shall record it for inclusion in his/her report.

Marking Schemes

70. The moderator shall receive the marking scheme, including suggested/model answers, from the internal moderator and ensure that the marks allocated are fairly distributed and consistent with the corresponding questions. Due regard shall be given to validity and reliability.
80. Should he or she consider it necessary for modifications to be made to the suggested/model answers and to the distribution of marks, the moderator shall note his/her comments on paper for forwarding to the internal moderator for consideration and action.

90. The moderator shall receive feedback from the internal moderator of what action has been taken and shall record it for inclusion in his/her report

Answer Scripts

91. The moderator shall receive a sample of marked answer scripts from the internal moderator selected on the basis of the following criteria and his/her comments on the individual scripts and overall performance of the participants:
   - Work assessed by each different assessor where applicable.
   - Work of students across the ability range a sample of which should be at least10% of the marked scripts.
   - Borderline marks for passes and fail
   - The external examiner has the right to ask for more samples and any other assessment instruments that contribute to the module result (e.g. assignments).
92. The moderator shall ensure that all answers submitted by the candidates are marked in accordance with the marking scheme.
93. The moderator shall check the sampled marked scripts for consistency of marking and shall also check the arithmetical accuracy of the total marks.
94. The moderator shall examine the computation of results and credits awarded that participants have achieved in order to verify their accuracy.
95. The moderator shall enter his or her marks in the relevant column on the answer script.
96. The moderator shall return the reviewed scripts to the Dean of faculty within two weeks.
97. The external moderator shall act as adjudicator where there is disagreement between the internal moderator and module lecturer.

Reporting

98. The moderator shall prepare and submit a report to the internal moderator a week after completion of moderation the contents of which shall cover at least the following:
   - Standards of the participant performance within the module.
   - Appropriateness of standards set for the award by reference to the national qualifications framework (where applicable).

- Validity and reliability of the assessment instruments.
- Validity of the assessment scores.
- Consistency of marking.
- Strengths and weaknesses / challenges.

XII.   EXAMINATION SUBMISSION FOR MODERATION FORM

1. General Information

  i.   Faculty of   :   Program :

  ii.   Academic Year: Semester:

  iii.   Module Title   :_____

        Module Code   : _____Credits ☐

  iv.   Category of the Assessment: Mid-sem Exam ☐   Final Examination ☐

	LOW		MEDIUM		HIGH		Observation of the moderator
Question	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	
Q1							
Q2							
Q3							
Q4							
Q5							
Etc							
Total marks							
Target	20% of paper		40% of paper		40% of paper		

XIII.   EXAMINATION MODERATION FORM

2. General Information

i.   Faculty of   :   Program :

ii. Academic Year: Semester:

iii. Module Title   :_____

Module Code   : _____Credits _____

iv. Category of the Assessment: Mid-sem Exam _____   Final Examination _____

3. Moderation Checklist

Items to be checked	Number
✓ Number of questions requiring general understanding	
✓ Number of questions requiring application skills	
✓ Number of questions requiring analysis skills	
✓ Number of questions requiring synthesizing skills	
✓ Number of questions requiring evaluation skills	
✓ Number of questions requiring creative skills	
Total number of questions	

Opinion of moderators(check the corresponding answer	Yes	No
✓ The assessment reasonable covers the whole content to be assessed		
✓ The set questions assess all expected learning outcomes		
✓ The time allocated is reasonable considering the assessment load		
✓ The questions asked correspond to the level of study		
✓ The assessment is accepted to be administered		

4. Signatures

Position	Name	Date	Signature
The Instructor of the module			
The Instructor who set and participated in the moderation			
Approved by the Head of Department/ Dean of Faculty			