



Mazoon College

Moderation of Students' Assessment Policy

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¹ This policy replaces the previous *Post Assessment Moderation Policy*.

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Abbreviations

HoD	Head of Department
MoU	Memorandum of understanding

Definitions

Assessment	Judgement of an individual student's performance against a set of predetermined criteria
Assessment papers	Assessment tools used to assess student performance (e.g. test paper, examination paper, assignment brief)
Assessor	Person who is responsible for grading the students' assessment
Evaluation	Judgement of a system or process
Exit level courses	Terminal course in students' final year of study
External moderation	Person outside of the institution responsible for evaluating that the assessment of student learning processes has been valid and reliable
Internal moderation	Person within the institution responsible for ensuring that the individual assessment of student learning has been valid and reliable
Reliability	The possibility of two assessors awarding the same grade for the assessment of students' learning

Validity	The alignment of the students' assessment to the learning outcomes and the content of the course.
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1. Introduction

A robust moderation system is one of the corner-stones of a quality management system in higher education. It ensures that the assessment of student learning is dealt with in a fair and reliable manner and that the processes include a developmental aspect to enhance the quality of assessment practices.

2. Purpose of policy

The purpose of this policy is to provide for a robust moderation system that ensure at students have been treated fairly in the assessment process. A further purpose is for the moderation of students' assessment to be developmental and formative in nature, where the aim is to provide advice and recommendations for the improvement of the performance of the assessor and the overall assessment system.

3. Rationale for policy

The current approach to quality assurance is based on self-assessment being made by institutions in their quest for quality. Both internal and external moderator arrangements play a significant role in the self-assessment process. Therefore, it is important to have a robust moderation policy.

4. Scope of policy

This *Moderation of Students' Assessment Policy* covers both internal and external moderation as well as pre-assessment, during assessment and post-assessment processes. It includes all undergraduate and postgraduate programs at Mazoon College.

It should be noted that:

- *All mid-semester and final assessments need to be internally moderated.²*
- *All final assessment for exit level courses for programs needs to be externally moderated.*
- *All final year capstone projects should be internal and externally moderated.*

² The moderation of students' assignments is option and at the discretion of the HoD.

5. Policy statement

In order to strengthen current quality assurance practices of the institution, all procedures associated with external assessment should be sufficiently rigorous in terms of both implementation and documentation, as expected by an evidence-based system of selfassessment. The founding principle of this policy is that it is based on an outcomes-based approach to teaching, learning and assessment. An evident-based approach to quality assurance also underpins this policy.

6. Procedures

6.1 *Internal moderation*

Internal moderation is the responsibility of the Head of Department (HoD) and includes preassessment moderation and post-assessment moderation.

6.1.1 *Pre-assessment moderation*

The HoD/Moderation Committee is responsible for pre-assessment moderation. This involves reviewing the assessment instruments (e.g. examination papers) to ensure that the assessment task is

- Valid (i.e. it is aligned to the learning outcomes for the course)
- An appropriate level of difficulty □
Free of language and technical errors
- The correct length.

6.1.2 *Post-assessment moderation*

The HoD must ensure that the grading of papers has been undertaken with care and accuracy. A sample of the students' assessments should be moderated to ensure the overall fairness in the assessment process.

An internal moderation report is prepared (see Appendix 1) and is submitted to the following:

- The departmental moderation committee
- External moderator (if applicable)
- The Quality Assurance Department.

6.2 External moderation

External moderation requires the scrutiny of an external person with knowledge and skills in the area being assessed. Where possible, the external moderator should be able, where possible, to moderate all exit level courses for a program. The external moderator from the affiliated institution of the program, or from an institution with which Mazoon College has a Memorandum of Understanding (MOU) , or HEI having similar programs, taking into account the knowledge and teaching experience of the external moderator.

6.2.1 Appointment procedures for external moderator other than affiliates and institutions with MoUs

A formal request should be made, at least two months before the final assessment by the Head of Department in which the courses are located, in writing, to the person selected as a possible external moderator. This request should be acknowledged by the external moderator. A letter stating the College's expectations in relation to the work required of the external moderator, should be sent to the external moderator prior to the assessment. An external moderator can be act for a period of three years.

6.2.2 Focus of external moderation

The external moderator should evaluate the overall fairness of the assessment process for preassessment and post-assessment. The following documents should be provided to the external moderator at the time of the external moderation:

- Course specifications
- Assessment instrument
- Sample of student scripts
 - o courses with 10 or less students – all scripts
 - o courses with 11 – 50 students – six (2 per category i.e A, B,C &D)
 - o courses with 51 – 100 students - 25 % spread across the grades)
- Previous question paper moderation reports (if required).

6.2.3 Feedback from external moderation

Feedback from the external moderator is provided on the specified form (see Appendix 2) to the HoD who will retain a copy and send a copy to the Quality Assurance Department. On the basis of this feedback, an action plan should be developed to maintain and improve on the current standard of assessment.

7. Implementation guidelines

7.1 Roles and responsibilities

7.1.1 The assessor

The assessor is required to provide the assessment instrument, the assessment grading scheme and the sample of student assessments as per the procedures, within the deadlines specified by the HoD.

7.1.2 Internal moderator

The HoD is responsible for the pre-assessment moderation process as outlined in the procedures above, as well as for ensuring that the administration of the assessment is effective and efficient. The HoD is responsible for endorsing the internal moderator's report.

7.1.3 The affiliated institution

The affiliated institution is responsible for recommending an external moderator to the department at Mazoon College. It is also responsible for ensuring that the external moderator provides Mazoon College with the External Moderator's Report timely.

7.1.4 External moderator

The external moderator is responsible for studying the documents provided to him or her and preparing the external moderation report. This report is then returned to the HoD.

7.1.5 Departmental Moderation Committee

The Departmental Moderation Committee receives the internal moderation report. This committee also deals with any border line cases where the student is within 2% of the next symbol.

7.1.6 Quality Assurance Department

The Quality Assurance Department is responsible for receiving internal and external moderation reports and departmental action plans that arise from the reports. It is also responsible for archiving the documents.

8. Monitoring and review

This policy will be reviewed on a four-yearly cycle using one, or a combination of the following methods (at least):

- Impact study
- User survey □ Document analysis
- Benchmarking exercises.

APPENDIX-1



MAZOOON COLLEGE

MODERATION OF QUESTIONS PAPERS

-----Department

Examination	Fall/Spring/Summer	Term	Mid Term/End term
Date of Submission		Course code	
Date of Exam		Course Name	

Criteria	Met	Not Met	Remarks
1. Coverage of learning outcomes according to CIS			
2. Coverage of topics according to CIS			
3. Variety of questions (i.e. knowledge, analysis, evaluation application, etc.)			
4. Fair mark distribution.			
5. Clear mark distribution.			
6. Correctness and clarity of language			
7. Mixed level of difficulty of questions (low, medium, high)			
8. Time allocation to solve questions.			

Name & Sign of the Moderator:

Faculty Response:

.....
.....

Name and sign of the faculty

verified after the corrections.

.....

Name & Sign of the Moderator:

Approved

Name & Sign of the HoD

APPENDIX-2



MAZOON COLLEGE
POST ASSESSMENT MODERATION (Internal/External)
-----**Department**

Examination	Fall/Spring/Summer	Term	Mid Term/End term
Date of Submission		Course Code	
Date of Return		Course Name	
No. of Copies Received.		No. of Copies Returned	

No.	Criteria	Remarks
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1.	Was the marking fair?	
2.	Was the marking reliable (Consistent)?	
3.	Was the marking valid according to the marking scheme?	
4.	Do you have any further comments?	

Assessor's Name & signature	
Moderator's Name & signature (Internal/External)	
Date	

Endorse By HoD