Policy name	Academic Assessment and Moderation Policy		
Policy number	AC0007		
Contact Person	Deputy Vice Chancellor for Academic Affairs and Research		
Approval Authority	Board of Trustees		
Date first approved	29 October 2015	Last substantive review	9 May 2021
Policy Review Cycle	Two years	Next review	09 May 2023

1. Definitions

Terms / Abbreviations	Definition
Academic Assessment	The process of determining a student's academic attainment or achievement of the specified learning outcomes for a course. Academic assessment usually utilizes a range of assessment methods which may include written or oral tests, assignments, examinations, practical demonstrations, etc.
Criterion-referenced assessment	This is the assessment of a student's performance against specific criteria. At A'Sharqiyah University, these criteria are the approved learning outcomes for each course of study.
Norm-referenced assessment	This is the assessment strategy where decisions on a student's performance are based solely on the performance of that student relative to the rest of the cohort. Norm-referenced assessment is not used at A'Sharqiyah University. Criterion-referenced assessment shall be used.
Formative assessment	This is assessment designed to give a student feedback on their academic progress. Formative assessments give students the opportunity to know their areas of strengths and weaknesses and the chances to improve their learning. It also assists academic staff to target their teaching and student support mechanisms.
Summative Assessment	These are assessments that are conducted at the end of the course or program of learning. It provides a cumulative summary in judging the performance of students in meeting relevant learning outcomes. Summative assessment for one course may be seen as providing formative feedback for future courses.
Moderation	Moderation at the University will be conducted in two stages: pre-issue and post issue. Pre-issue or initial moderation ensures all summative assessments will be undertaken by an another faculty member of staff before

	the instruments of assessment are given to students. Post issue moderation is the moderation of a sample of marked scripts by a second examiner to check that the standards of assessment are appropriate; and that all components of the assessments have been assessed and graded. The remarks and grades assigned by the 1st assessor are made available for the 2nd assessor. The 2nd examiner is expected to initial the pre-issue and post issue moderation forms and the feedback sheet among the sample that has been moderated as an evidence that the moderation process has in fact taken place.
Learning outcomes	These are a set of knowledge and skills that a student has acquired and can demonstrate as a result of the learning on completion of a particular course of study.
Double marking	This is the marking of student's work by a second member of academic staff. This implies that the remarks and the grades assigned by 1st examiner are not made available to the 2nd examiner during the marking. The 2nd examiner in this case is also expected to make separate notes that justify their academic judgment and be in position to provide an independent feedback to a student in writing.
Feedback	This is information that is sent back to students on their academic progress. Feedback should be timely and designed to meet the learning needs of each individual student. The information can be in the form of grades or marks. It can also be qualitative in nature e.g. model answers, suggestions for improvement, comments, etc. Academic assessment for all courses should ideally incorporate both formative and summative assessments of learning.

2. Purpose

This policy document sets out the purpose of academic assessment and moderation at the University. It outlines the key elements of academic assessment and moderation. The policy seeks to ensure that the moderation procedures are fair and transparent and that accurate and detailed records of moderation decisions are kept.

3. Scope

The policy is applied to all assessments in all courses and programs offered at A'Sharqiyah University.

4. Policy Statement

Academic assessment serves a number of purposes and these will vary for each stakeholder. Well-designed academic assessments ensure that students engage in meaningful; productive; and deep learning. Indeed, Race (2014) asserts that assessment drives learning. For academic staff, academic assessment also provides feedback to academic staff on the effectiveness of their teaching delivery. For the University, academic assessment provides evidence that the University is achieving its institutional standards. For the wider community including employers, government,

etc., academic assessment provides evidence that the University and its teaching programs are effective and that the graduates have achieved the stated graduate attributes and that they are employable.

Academic assessment at A'Sharqiyah University will be based on the following principles:

• Academic assessment and moderation will be an integral part of designing courses and programs.
• Assessments will be designed taking into account the learning outcomes specified in the course descriptors.
• Assessments will be designed and moderated to ensure that they are appropriate to the level of course and level of difficulty.
• Students' learning and quality of teaching will not be impeded by excessive burdens of assessment tasks.
• Academic assessment instruments and processes will be subject to continuous review and improvement.
• Assessments will be valid, reliable, consistent, fair and equitable.
• Assessment tasks will be carefully designed to promote deep learning as opposed to surface or rot learning.
• Formative and summative assessments will be used taking into account professional, statutory and regulatory requirements.
• Students will receive feedback throughout their learning process. Feedback must be informative, constructive, and timely and must be designed to support a student's individual learning.
• As a guide, the distribution of marks between different levels of difficulty defined in Bloom's taxonomy of learning and level of course being examined at Undergraduate level will be as follows:

Distribution of Marks Using Revised Bloom's Taxonomy			
Lower Level			Higher Level
Remember	Understand	Apply	Analyze, Evaluate & Create
First level (100s) 20%-30%	30%-40%	10%-20%	5%-10%
Second level (200s) 10%-20%	20%-30%	20-30%	10%-20%
Third level (300s) 5%-10%	10%-20%	30%-40%	20%-30%
Fourth level (400s) 1%-5%	5%-10%	35%-45%	30%-40%

5. Key Stakeholders

University staff, Students, Board of Trustees, Board of Directors, Government Departments.

6. Procedures and Guidance

6.1. RESPONSIBILITIES OF THE COLLEGE DEAN AND/OR HEAD OF DEPARTMENT

All assessment activities and instruments used at the University will be subject to internal moderation. The Dean of College/ Head of Department is responsible for ensuring that all instruments of assessment within their College/Department are internally moderated. Each member of academic staff is also responsible for ensuring that an electronic record of the internal moderation activity for each course that they teach is included in the course file. Where a course is taught by two members of academic staff or a part-time member of staff, the course coordinator or Head of Department is responsible for completing the course file.

The Dean of College/Head of department is responsible for the following:

• To set realistic deadlines at the beginning of each semester so that academic staff have adequate time to complete their academic assessment and moderation responsibilities. For example:
(a) setting key dates for setting and marking of coursework assignments and examination papers;
(b) starting the coursework and examination paper setting activities as early as possible in the relevant semester;
(c) reminding academic staff of relevant deadlines and target dates for setting, moderating, and marking assignments and examinations;
(d) making those responsible aware of the potential repercussions should a member of staff fail to meet the agreed deadlines and procedures;

• To ensure that academic staff are trained on how to construct their assignments and examinations using the relevant approved templates. In addition, they should:
(a) provide academic staff with clear and timely information;
(b) encourage academic staff to prepare marking guidelines and solutions to ensure that any potential problems are uncovered in advance particularly for mathematical questions;
(c) encourage new academic faculty to have their examination papers being reviewed by experienced colleagues before submission
(d) submit assignments and examination papers electronically and in person to their Head of Department or College coordinator using a USB memory stick;
(e) advise academic staff NOT to email any examination materials or NOT to share them via the shared networks
(f) request that all academic staff provide marking schemes; answers to numerical questions, and indicative outline solutions to essay type questions.

• To ensure moderation of assignments and examinations are in place, pre-issue and post-issue moderation of marked assessments are done to ensure accuracy of presentations and consistency of standards. For example:

(a) By checking for any overlaps between questions both within coursework assignments, between coursework assignments for different courses, and between examination papers and coursework assignments for the same course;

(b) Checking for the following:

☐ That the questions set are designed to assess the approved course learning outcomes

☐ That the questions are stated and written correctly.

☐ That the questions are written clearly and unambiguously

☐ That the exam paper is capable of distinguishing student's abilities across the full range of student

☐ That the length and difficulty of the questions are appropriate, ~~given~~ Each question or part of the question is allotted marks

☐ That the marks for each question add up correctly

☐ That the correct statements appear on the assignment or examination rubric

• To carry out a review of the assignments and examinations being done at the end of each semester to help improve policy and procedures.

6.2 THE MODERATION PROCESS

A: Pre-Issue Moderation of assessed Coursework.

6.2.1 All assessed coursework including mid-term and final year examination throughout the academic study will be internally moderated by an another faculty member, assigned by the Head of Department/Dean of College, prior to release to students.

6.2.2. Moderation of coursework assignments are carried out to ensure that the scale and the difficulty of the assignment is suitable to the level of the course. The moderator should also check to ensure the learning outcomes of the courses are covered by the assignment tasks and ~~that~~ the requirements are clear and attainable.

6.2.3 Moderation of examination questions are carried-out to ensure that the scale of the examination (including the number of items and the tasks being assessed) are suitable to the level of study and that the stated duration of the examination is adequate and the questions are appropriate and not ambiguous. Each examination paper should be accompanied by a clear marking scheme. Marking schemes can be in the form of model answers along with the marking scale. The objective is to inform the pre-issue and post-issue moderation process of what is expected from students. Where the breadth of possible answers is wide to a particular question or assignment, this should be acknowledged in the marking scheme.

6.2.4 Evidence of the initial moderation process (completed moderation form and outcomes) should be lodged with the Dean's Coordinator /Course Coordinator and/or Head of Department. The course coordinator should include a record of moderation in the relevant course file.

6.2.5 The Head of Department or Dean of College will issue an assessment and moderation schedule for all courses delivered in a particular semester and it is essential that all academic staff comply with the schedule.

B: Post-issue Moderation of Marked Assignments and Examination Papers

6.2.6 For every course assessment (including assignment or examination paper) a 2nd examiner is assigned to check that all elements of the assessment have been correctly marked and assigned a grade. The second examiner in consultation with the first examiner, will select and moderate a square root sample (or five assessments whichever is greater) of each assignment. The sample will include all the assessment in which the student were assigned by the first examiner a grade A and F, along with a representative sample of all other grade assigned.

6.2.7 Presentations, performances, practicals; etc.
All student non-written activities such as oral presentations or viva must be evaluated by two examiners at the point of presentation otherwise it has to be recorded and be evaluated similar to other marked assessments

6.2.8 Placements
All the report written during the training/placement need to be reflected in a written portfolio which will be considered similar to item 6.2.6

6.2.9 Dissertations, Capstone Projects, and Final Year Research Projects
All projects such as dissertations, capstone projects, final year research projects or equivalent or must be double-marked.

6.2.10 In all cases of moderation, both examiners (First & Second Examiner) will call for meeting during which they will go over all aspects of the assignments or examinations that has been marked and they shall discuss the grades awarded to the sampled work. In all cases of double marking the first and second examiners should meet to confirm that all elements of the assessments that they are discussing have been duly marked and compare and discuss the grades awarded to the work in each case.
6.2.11 After reaching agreement between both examiner, they needed to place their initial and sign the feedback sheet for the coursework assignment or front of the examination script. The names of examiners should be clear. The moderation record form should then be completed and included by the course co-coordinator in the course file.

6.2.12 During circumstance in which the first and second examiner's does not match or can't reach agreement about grades, then they needed to meet again to compare and discuss the grades of the work.

6.2.13 If the first and second examiner are unable to reach agreement after discussion, a third examiner will be appointed by the Head of Department/Dean of College to double mark the disputed work. The first, second and third examiners shall then meet to agree the grade.

6.2.14 After having the steps described in 6.2.12and/or 6.2.13 are complete, the procedures starting at paragraph 6.2.10 should be followed.

6.2.15. Where appropriate, during the moderation, the second examiner may provide additional written feedback to the student whereas during double marking, the second examiner should provide independent written feedback to the student which both must be included on the feedback sheet.

6.2.16. Throughout the moderation or double-marking, the moderation forms should be completed and included in the course file by the course coordinator.

6.2.17. All work that is resubmitted by a student will follow the procedures described in 6.2.6 – 6.2.16 above as appropriate.

APPENDIX

1. The pre-issue assessment moderation form will be completed by examiner and the moderator prior to the assessments instruments being issued to the students.

2. The marked assessment moderation form will be completed by be examiner and the moderator after the assessments have been marked by the examiner.

3. The template on page 12 will be used as the cover sheet for all examinations in the University.

4. The examination information sheet will be completed and attached to the envelope containing the examination papers once they have been moderated and printed by the College Examinations Officer.

5. The template on pages 13 and 14 will be used as the cover sheet for all continuous assessments / assignments in the University.

6. The Assignment Front Cover Sheet should be completed and signed by every student submitting their coursework to the relevant College.

7. All relevant forms which are part of this policy can be found in ASU Forms and Templates on the University's shared folder.

COLLEGE OF XYZ
PRE-ISSUE ASSESSMENT MODERATION FORM

This form should be forwarded by the <u>Examiner</u> to the <u>Moderator</u> with the assignment and / or examination paper, outline solutions, and the course descriptor.

It is the responsibility of the course coordinator to ensure that this form is completed by the **deadline designated by the Head of Department /College Dean.**

Academic Year	
Semester	
Course Code and Title	
Type of the assessment moderated	Assignment / Mid-term Exam / Final Exam

Please confirm each of the following if you are fully satisfied by ticking ☒ or give further details:

☐	The examination questions assess all the relevant learning outcomes.	
☐	The questions are structured properly and are expressed clearly.	
☐	The marks allocated for each question are appropriate and add up correctly.	
☐	The questions are at the right standard and make it possible to distinguish across the full range of student ability.	
☐	Correct statements appear on the rubric of the examination paper.	

Any other comments:

Name and Signature of the Examiner	
Date	
Name and Signature of the Moderator	
Date	
Name and Signature of the HOD	

Date	

<div align="center">

COLLEGE OF XYZ
MARKED ASSESSMENT MODERATION FORM

</div>

This form should be forwarded by the <u>Examiner</u> to the <u>Moderator</u> with the sample of marked assignments and / or examination papers to be moderated.

It is the responsibility of the course coordinator to ensure that this form is completed by the **deadline designated by the Head of Department / College Dean.**

Academic Year	
Semester	
Course Code and Title	
Assessment moderated	Assignment / Mid-Term Exam/ Final Exam
Number of scripts reviewed	

Please confirm each of the following if you are fully satisfied by ticking ☒ or give further details:

☐	All scripts in the sample have been marked	
☐	The criteria for awarding marks is clear	
☐	The marks have been added correctly.	
☐	The marking is fair and consistent.	
☐	The full range of marks and/or grades has been used in the marking.	

Any other comments:

Name and Signature of the Examiner	
Date	
Name and Signature of the Moderator	
Date	
Name and Signature of the HOD	

Date	

Student Identification No: _____

Name of Candidate: _____

A'SHARQIYAH UNIVERSITY
COLLEGE OF XYX

COURSE CODE
COURSE TITLE

Academic session: ………………….   Exam date: …………………………………..

Exam duration: ………………   Exam time: …………………………………

Exam location: …………………………………..

Please read all the instructions before you start to write.

Exam paper information
• Total number of pages: • Number of questions: • Attempt X Questions out of Y.
Special instructions   •
Special items   •

Examiner: ………………………………………………………

A'SHAQIYAH UNIVERSITY
COLLEGE OF XYZ
Examination Information Sheet

Exam Venue	
Date and Time	
Course Title	
Course Code	
Examiner's Name	
Moderator's Name	
Invigilators	
Number of Students	
Number of Scripts	
Number of Answer sheets or Booklets if any	
List of Additional materials	

A'SHAQIYAH UNIVERSITY
COLLEGE OF XYZ

Assessment Information Sheet

1. Course code	
2. Course title	
3. Course coordinator	
4. Lecturer/Professor responsible for this assessment	
5. Assessment title	
6. Assessment Weighting: **a) Overall assessment of the course** **b) For this assessment**	
7. Size and/or time limits for assessment	*Your report must not exceed ………words or ……pages. The quality of the report is more important than its length.*
8. Deadline of submission **Your attention is drawn to the penalties for late submission**	
9. Arrangements for submission	*Your completed coursework should be submitted to:* *..* *Your assignment must be submitted with a completed cover sheet.*

	You are advised to keep a copy of the coursework as your submitted work will not be returned.
10. Assessment Regulations	*All academic assessments are subject to the University Regulations.*
11. The requirements for the assessment	*Your attention is drawn to A'Sharqiyah University's Academic Integrity Policy.* *The assignment will be scrutinized independently by the Moderator appointed by the Head of Department and / or College Dean.*
12. Special instructions	*The course coordinator will be happy to provide further advice and support and answer queries of a general nature relating to the assignment.*
13. Return of work	*The course coordinator will endeavor to provide written feedback to all students within <u>three weeks</u> of its submission.*
14. Assessment criteria	

COLLEGE OF ABC
ASSIGNMENT FRONT COVER SHEET

Student Name:

Certification: *I confirm that the whole of this work is the result of my individual effort and that all quotations from books, periodicals etc. have been acknowledged*.

Student Signature: **Date:**

Student Identification Number:

Student email address :

Program :   **Year/Level :**

Academic Year :   **Semester :**

Course title :   **Assignment no. :**

Course code: **Word guide:**

Percentage Weighting of this assignment for the course :

Issue Date: **Return Date:**

Lecturer / Professor :

Moderator :

Notes for students:

1. Please staple your assignment in the top left corner and submit a hard copy to the College or relevant course coordinator.
2. Satisfactory use of language and good presentation are highly recommended. Only credible sources of information should be used as sources for all referenced work.
3. Students should ensure that they comply with the A'Sharqiyah University Academic Integrity policy.
4. The recommended system of academic referencing at the University is the Harvard system of referencing.

7. References
Race, P. (2014), *Making Learning Happen: A Guide for Post-Compulsory Education*, Third Edition, London, England: Sage Publications Ltd.

8. Revision History

Version	Author/ Reviewer	Revision(s) made and justifications	Date
1	University Learning and Teaching Committee	To amend the definition of Norm-referenced assessment as below; This is the assessment strategy where decisions on a student's performance are based solely on the performance of that student relative to the rest of the cohort. ~~Norm referenced assessment shall not be used at A'Sharqiyah University~~. A combination of criterion-referenced and norm-referenced assessment shall be used at A'Sharqiyah University.	22 June 2017
2	DVC	Reviewed - No change.	3 October 2017
3	University Teaching and Learning Committee	Prior to this amendment, the policy stated that a combination of criterion- referenced and norm-referenced assessment was used at ASU. This is not accurate. ASU utilizes a system of criterion-referenced assessment. Norm referenced assessment is not used as ASU. This policy position has been clarified on page 1 of the policy. We have implemented a system of curving of grades for the last three years. Section 6.3 has been added to clarify the rationale for curving of grades. The policy has also been moved to the new ASU approved template.	23 December 2019
4	University Teaching and Learning Committee	This policy has been amended to make some parts of the policy easier to understand. The main changes relate to double marking of assessments. The University's grading system has also been added for completeness.	9 May 2021