

**INSTITUT D'ENSEIGNEMENT SUPÉRIEUR  
DE RUHENGARI**

*Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010*



*Scientia et Lux*

**INTERNAL MODERATION POLICY**



February 2025

B.P. 155  
Ruhengeri  
Rwanda  
T : +250 788 90 30 30  
: +250 788 90 30 32  
W : [www.ines.ac.rw](http://www.ines.ac.rw)  
E : [info@ines.ac.rw](mailto:info@ines.ac.rw)



# INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGARI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

## Table of Contents

Table of Contents .....	i
Historical background of INES-Ruhengeri .....	1
1.1 Philosophy of INES-Ruhengeri .....	1
1.2 Moto of INES-Ruhengeri .....	1
1.3 Vision statement of INES-Ruhengeri .....	1
1.4 Mission statement of INES-Ruhengeri .....	1
1.5 INES' Core qualities .....	2
2 Purpose of the policy .....	2
2.1 Objectives of the Policy .....	2
3 Scope .....	3
4 Definition of key concepts .....	3
5 Policy statement .....	5
6 Moderation Process and Practices .....	5
6.1 Responsibilities of internal moderator .....	5
6.2 Moderation of assessment tasks .....	5
6.3 Guidelines on how to conduct internal moderation .....	6
6.3.1 Pre-Assessment Moderation .....	6
6.3.2 Post-Assessment Internal Moderation .....	7
6.4 Internal moderation of marking .....	7
6.5 Monitoring and Surveillance .....	8
6.6 Reporting Mechanisms .....	8
6.7 Review and Mechanisms .....	9
6.8 Intervention and reinforcement .....	9
6.9 Appeals Process .....	9
6.10 Continuous Improvement .....	9
6.11 Nomination & appointment .....	9
7 Relationship between existing policies .....	10
8 Annex .....	11
Annex I: Internal moderation form .....	11
Annex II: Moderation of marking Form .....	e



## **Historical background of INES-Ruhengeri**

### **1.1 Philosophy of INES-Ruhengeri**

Three core complementary pillars constitute the philosophical backbone of INES endeavour: to build signs of hope, to contribute to unity and reconciliation, to contribute to sustainable development. These pillars are anchored with Christian ethical values and constructive critical thinking.

### **1.2 Moto of INES-Ruhengeri**

Scientia et lux

### **1.3 Vision statement of INES-Ruhengeri**

The vision of INES is reflected in the following statement:



*“Universality in every individual;*

*Knowing in order to better serve the world”*

INES as a private Institute for Higher Education orients its academic services towards applied sciences. In the vision of INES this means that all taught sciences are applied to the population daily problems, seeking to propose and answer to them.

### **1.4 Mission statement of INES-Ruhengeri**

According to the statutes of INES the mission is expressed as follows:

*“To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well paid employment”.*

INES' mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services. The mission statement refers to the above mentioned ambitions of INES and guides the Quality Management System (QMS)



### 1.5 INES' Core qualities

The following core qualities lie at the basis of the current performance of INES:

<ul style="list-style-type: none"><li>• Quality</li><li>• Scientific excellence</li><li>• Professional consciousness</li><li>• Flexibility</li><li>• Innovation</li><li>• Entrepreneurship</li><li>• Team spirit</li><li>• Determination and perseverance</li><li>• Courage and responsibility</li></ul>	<ul style="list-style-type: none"><li>• Collaboration (among staff and with students)</li><li>• Architectural concept</li><li>• Accessibility (geographical and financial)</li><li>• Receptivity to local need</li><li>• Relation with the Catholic Church</li><li>• Culture of Transparency</li><li>• Integration of Social Sciences and Communication</li></ul>
--	---

## 2 Purpose of the policy

The purpose of the internal moderation policy is to ensure the integrity, fairness, and credibility of the assessment process within the institution. It aims to provide assurance that assessment tasks meet academic standards and effectively measure learning objectives. By facilitating both internal and external moderation, the policy promotes consistency in marking, addresses potential biases, and establishes a transparent audit trail. Additionally, it emphasizes the importance of observing examination board deliberations to ensure they are conducted fairly and legally. Ultimately, the policy seeks to uphold the institution's commitment to quality education and equitable assessment practices.

### 2.1 Objectives of the Policy

The objectives of this policy aim to uphold the quality, fairness, and transparency of both assessment tasks and marking processes within the institution. These include:

- Assurance of standards in assessment tasks: To ensure that all assessment tasks meet appropriate academic standards and are designed to effectively test the learning objectives of each module, providing evidence through internal and external moderation.



- Consistency and fairness in marking: To ensure that the marking of assessments is carried out rigorously, fairly, and without bias, maintaining consistent standards across different modules through internal moderation and external review where possible.
- Verification of process integrity: To maintain a clear audit trail that verifies the moderation process has been conducted, ensuring that both the assessment tasks and the marking process align with the institutional standards and are credible.
- Bias detection and elimination: To detect and address any accidental or deliberate bias in marking, whether in favor of or against a candidate, through second marking or check-marking of a sample of student work.
- Moderation of modules and programmes: To maintain the academic integrity of modules and programs through validation processes, ensuring that substantial changes between validations and reviews are externally moderated to keep the program comparable with those offered elsewhere.

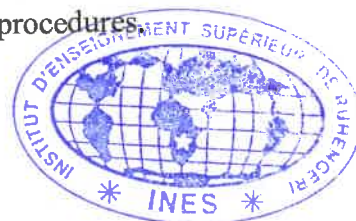
### 3 Scope

The scope of the internal moderation policy includes the processes for ensuring the integrity and quality of assessment practices within the institution. It covers the design and implementation of assessment tasks to meet academic standards and learning outcomes, as well as internal moderation procedures for questions and marking. The policy addresses bias detection in marking, provides guidelines for external moderation. It also encompasses the moderation of modules and programs during validation and review processes, promoting continuous improvement through feedback. Overall, the policy aims to uphold academic standards and foster quality education.

### 4 Definition of key concepts

**A moderation of academic assessment** is a quality review and assurance process by which the institute shall ensure that its assessment procedures and practices are valid and reliable, and are complementary to set standards, principles and ethos.

Moderation shall involve pre-assessment and post-assessment procedures.







**Validity** refers to the “appropriateness of the inferences, uses and consequences that result from assessment “. Each assessment should be designed so that it provides candidates with the opportunity to show they have achieved the stipulated learning outcomes at a given level.

An assessment is valid when:

- It is appropriate to a set purpose (e.g: a practical assessment should be used to assess practical skills)
- It authenticates the candidates’ performance measurable against the academic contents and standards
- It allows candidates to prove acquisition of necessary skills and knowledge required to satisfy standards at a given level
- It facilitates making reliable decisions by all assessors for all candidates
- It is administered to all candidates simultaneously at a given level and comparable conditions.

**Reliability** refers to the consistency and dependability of the assessment.

**Practicability:** for assessment to be practicable (i.e. capable of being carried out both efficiently and cost-effectively) there must be adequate resources and time. The assessment system should have flexibility to meet the needs of all candidates.

**Academic standards:** are specified in terms of content, performance and learning outcomes. Content, performance and learning outcome standards describe what the students should know and be able to do.

**Pre-assessment moderation** is a quality assurance process that aims to ensure the appropriateness, fairness, clarity and standard of assessment tasks and resources before they are used for assessment.

**Post-assessment moderation** includes quality assurance process during and after marking to ensure consistent and accurate assessment decision in accordance with the set marking criteria and the institute’s academic standards.

**Moderator(s):** the person(s) appointed to conduct pre-and /or post-assessment moderation, an internal moderator is a member of the teaching team.



## **5 Policy statement**

The institution is committed to maintaining the highest standards of academic integrity and quality in its assessment practices. This internal moderation policy is designed to ensure that all assessment tasks are rigorously evaluated for appropriateness and alignment with learning objectives. The policy establishes a framework for internal and external moderation processes, aimed at promoting consistency, fairness, and transparency in marking while actively identifying and addressing any biases. By fostering a culture of continuous improvement and accountability, this policy supports the institution's dedication to delivering quality education and ensuring equitable assessment for all students.

## **6 Moderation Process and Practices**

### **6.1 Responsibilities of internal moderator**

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 INES-Ruhengeri examination template
- Check the level, credit value and grades awarded for the exam to establish that INES standards are maintained

### **6.2 Moderation of assessment tasks**

Assessment tasks will be subject to routine pre-assessment review to ensure that they reflect appropriate assessment practices, including their fit with unit learning outcomes, focus on higher-order learning, use of appropriate marking criteria and appropriateness in relation to progressive learning and assessment during the course.

All assessment tasks in a module will normally be moderated on a regular basis by an independent moderator/s prior to implementation with students.



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 assessment task /question paper is elaborated by the academic staff member responsible for the module (module). 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. Assessment tasks / Question papers must be drawn up in conjunction with the program objectives or competences. INES module objectives are determined following the Bloom's revised taxonomy.

### **6.3 Guidelines on how to conduct internal moderation**

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

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

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

#### **6.3.1 Pre-Assessment Moderation**

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

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

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

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.

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 Office to ensure a smooth operation of the examination.

### **6.3.2 Post-Assessment Internal Moderation**

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.

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

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.

All irreconcilable moderation matters should be referred to the Dean of the faculty. It is the responsibility of the Dean of the faculty and the Director of Quality Assurance to act on assessment moderation results.

### **6.4 Internal moderation of marking**

Post-assessment moderation always includes self-review by the lecturer(s) and Faculty processes as required by the Assessment Policy and Procedures.



It adds to the work of the staff, however, so it should not become so extensive as to double the marking load.

It is suggested that a sample of about twenty scripts is appropriate: all of a very small class (up to about 25 students) or a sample of about twenty from a larger class. All assessment tasks counting for more than 10 per cent of the module score should be double-or check-marked in this way. The sample should contain two elements; (a) fails, distinction (marks of 80+) and cases from either side of border-lines (to maintain standards), and (b) a random sample chosen by the second marker from the main run of marking, plus all script handed in late, to assure against bias in individual cases.

The sample shall be composed of all levels of performance (low, middle and high) and one script nearest above and below each borderline (50, 60, 70, and 80).

Because the count for a substantial proportion of the final marks, all final year projects should be second-marked. The most expeditious way of arranging this is for them to be marked by both the potential examiners for the oral defense, who will need to read them in any case for that reason.

Moderation processes will lead to specific recommendations to improve assessment practice.

### **6.5 Monitoring and Surveillance**

Regularly monitoring activities, interactions, or content to identify any violations of policies or standards.

### **6.6 Reporting Mechanisms**

Providing channels for users or members to report violations, concerns, or issues they encounter.

- i. Moderation of assessment tasks should be completed by filing and signing the “Moderation of assessment tasks form” (Annex I) which is available with the Head of department.
- ii. The moderation of assessment report should be submitted to the Dean of Faculty for onward transmission to the Head of department who will ensure the implementation of corrections (if any).



- iii. Moderation of marking should be completed by filing and signing the “Moderation of marking form” (annex II) which is available with the Head of department.
- iv. The moderation of marking report should be submitted to the Dean of Faculty for onward transmission to the Head of department who will ensure the implementation of corrections (if any).

## **6.7 Review and Mechanisms**

Assessing reported incidents or flagged content to determine their validity and severity, often involving human moderators or automated systems.

## **6.8 Intervention and reinforcement**

Taking appropriate actions in response to violations, which can include warnings, content removal, account suspension, or other disciplinary measures

## **6.9 Appeals Process**

Offering recourse for individuals who believe they have been unfairly penalized, allowing them to challenge moderation decisions and seek resolution

## **6.10 Continuous Improvement**

Iteratively refining moderation policies and procedures based on feedback, data analysis, and evolving challenges or trends

## **6.11 Nomination & appointment**

- i. Moderators shall normally be appointed for all modules at the beginning of a given year normally be tenable for 3 academic years.
- ii. Moderators shall normally be nominated by the Head of department in consultation with the module Leader.
- iii. All such nominations shall be approved by the Faculty Council
- iv. Moderators shall normally be appointed by the Dean of Faculty.



## INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

### 7. Relationship between existing policies

- Quality Assurance Manual of INES Ruhengeri
- National qualification framework and Law
- INES-Ruhengeri General Academic Regulations
- Assessment Policy

Done at INES-Ruhengeri, on 20<sup>th</sup> February 2025



**Dr. MAZARATI Jean Baptiste**

**Chairperson of INES-Ruhengeri Governing Body**



## **8. Annex**

**Annex I: Internal moderation form**

**Annex II : Marking Moderation form**

*This form is used to moderate assessment materials before there are used for assessment.*





# INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

## DIRECTORATE QUALITY ASSURANCE

### INTERNAL EXAMINATION MODERATION REPORT FORM

#### GENERAL INFORMATION

Faculty: .....

Department: .....

Academic Year: ..... Semester: .....

Year of study: .....

Category of the Assessment: CAT ☐ Final Exam: ☐

Unit/Module code: .....

Module title: .....

Moderator's name: .....

Signature: ..... Date: .....

Examiner's name: .....

Signature: ..... Date: .....

#### ITEMS RECEIVED

- i. Course outlines
- ii. Examination paper
- iii. Examination marking guide
- iv. Continuous assessment test paper and marking guide

Within the examination paper and marking guide/scheme, the following items are to be checked and ticked against:

Item	Exam paper	Marking guide/scheme
Correctness of Instructions		
Appropriateness of number of question papers		
Appropriateness of Marks per question		
Correctness of question numbering		
Correctness of grammatical syntax		



## INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

Suitability of the application used for typing (Word, equation, latex etc)		
---	--	--

### OTHER DETAILS

1. Appropriateness of time allocation

Moderator's comments

.....  
.....  
.....

2. Alignment of examination items to the learning outcomes as listed in course outline  
(Depth)

Moderator's comments.....

.....  
.....  
.....

3. Clarity of examination questions (Un ambiguity), logical sequence and guidance to the  
examinee

Moderator's comments .....

.....  
.....  
.....

4. Comprehensiveness and appropriateness of the examination as per the course outline,  
content and learning outcomes (breadth of coverage and testing methods) Moderators  
comments .....

.....  
.....  
.....

5. Standard of examination as to examination papers for other sections of the same course  
(INES STANDARDS)

Moderators comments .....

.....



## INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

6. Appropriateness of the examination to the level it is set for

Moderator's comment .....

7. Test of levels of knowledge (Comprehension, analysis, synthesis, application, evaluation etc)-Refer to blooms taxonomy attached

Moderator's comment .....

8. Marking guide's provision of adequate detail and direction for any other examiner to mark the exam (Clarity, link to learning outcomes and students' expectations)

Moderator's comment .....

9. Marks allocation and sufficiency of credit awarded to student's efforts

Moderators comments .....

10. Examination versus capabilities students (excellent, average and below average students) Moderator's comment .....

11. Is there progressive assessment? Repeat of questions from the previous examination and topics adequately covered in either continuous assessment or examination

Moderator's comment .....



# INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

## 12. Corrections, suggestions and comments by the moderator (List)

### Internal moderator's verdict (Tick)

- Examination is inadequate ☐
- Examination is inadequate subject to proposed corrections ☐
- Examination is adequate and can be administered as it is ☐

### Action taken by the examiner

### Signature:

**Lecturer Name**.....

Signature.....

Date.....

**Moderator Name**.....

Signature.....

Date.....

**Dean (or HoD) Name**.....

Signature.....

Date.....



## INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

### Annex II: Moderation of marking Form

*This form is used to moderate the assessed work of students*

#### Section A: General information

Programme :	Examiner/Assessor Name:
Module Title:	Examiner/Assessor Phone:
	Examiner/Assessor e-mail:
Module Code:	Moderator Name:
Level: Semester:	Moderator phone:
Assignment/Examination:	Moderator E-mail:

#### Section B: Moderation

Item	Yes/No	Comments
Are the awarded marks of the assessed work appropriate?		
Has the marking scheme been applied appropriately?		
Have all sections of the assessment activity been covered?		
Have all required question been answered?		

Assessment decision supported? Yes ☐ No ☐

Issues to be addressed (if any):

General comments:

Recommended actions to improve future assessments (if any):

Moderator's names:

Signature:

Date:





## INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

B.P. 155, Ruhengeri, Rwanda

T : +250 788 90 30 30, 788 90 30 32, W : [www.ines.ac.rw](http://www.ines.ac.rw), E : [info@ines.ac.rw](mailto:info@ines.ac.rw)

### References

McDonald, D. (2016). *Assessment moderation as a quality management process in non-self-accrediting higher education institutions in Australia* (Doctoral dissertation, Southern Cross University.).

Devos, A. (2003). Academic standards, internationalization, and the discursive construction of "the international student". *Higher Education Research & Development*, 22(2), 155-166.

<https://www.ines.ac.rw/mission-vision/>

<https://auca.ac.rw/academics/auca-policies/>

[https://www.piass.ac.rw/policies\\_guidelines](https://www.piass.ac.rw/policies_guidelines)

<https://uok.ac.rw/policies/>