



Policy on external moderation for non-medicine programs

TEXILA AMERICAN UNIVERSITY

**Policy on External Moderation for Non-Medicine
Programs**



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Document Revision History

Version	Description	Prepared By	Date Prepared	Reviewed By	Date Reviewed	Approved By	Date Approved
1.0	Initial Release	Dr. J. Vijay Fidelis	05-08-2024				

Standard: ISO 9001: 2015



Policy on external moderation for non-medicine programs

1. Purpose:

The purpose of this policy is to establish a standardized process for the involvement of external moderators in the pre-and post-assessment non-medicine programs offered at Texila American University (TAU). This ensures the academic integrity and quality of assessments and outcomes.

2. Scope:

This policy applies to all non-medicine programs offered by Texila American University, including undergraduate, postgraduate, and doctoral programs.

3. Positions Involved:

External Moderator

Academic Head

Controller of Examination

4. Definitions

- **Pre- Assessment Moderation:** The review process conducted by the external moderator before the final assessment is offered to students. It involves evaluating assessment methods and outcomes to ensure they meet academic standards and program objectives.
- **Post-Assessment Moderation:** The review process conducted after the assessment process is completed. It involves evaluating student performance through the conduct of the Student Promotion and Graduation Committee and feedback from the External Moderator.

5. Pre-assessment Moderation

5.1. Objectives

- Ensure that the final exam assessments are aligned with the program's learning outcomes and academic standards for all module and final exams.

5.2. Procedure

The External Moderator will:

a. Assessment are Aligned with Learning Objectives and Outcomes:

Ensure that all assessment methods are directly aligned with the stated learning objectives and outcomes to ensure that students are achieving the intended educational goals.

b. Develop MCQs Based on the Learning Objectives and Outcomes of a Course:

Create multiple-choice questions (MCQs) that are specifically designed to assess the achievement of the course's learning objectives and outcomes; and ensure that each question measures relevant knowledge and skills.



c. Construction of exams Based on Bloom's Taxonomy:

Develop exams using Bloom's Taxonomy to ensure that questions address various levels of cognitive skills, from basic recall of facts to higher-order thinking such as analysis and evaluation.

6. Post- Assessment Moderation

6.1. Objectives

- Evaluate the student outcomes in a course after it has been delivered, including assessing student performance, and overall course outcomes.
- Provide feedback to the SPGC after review of academic performance and support decision-making on student progression.

6.2. Procedure

a. Communicate the course assessment and the results with External Moderators:

Share the course assessment, item analysis and results report with the external moderators to discuss the effectiveness of the exams and gather feedback for further improvement and moderation.

b. Finalize Grades to be presented in SPGC:

Based on the feedback and moderation inputs given by the external moderators evaluate the appropriateness of the assessments in relation to the learning outcomes, ensuring accuracy and fairness.

c. Conduct of Student Promotion and Graduation Committee meeting:

Convene the Student Promotion and Graduation Committee to review academic performance and make decisions regarding student progression and graduation based on the finalized grades and overall performance metrics.

7. Selection and Appointment

- **7.1** External Moderator means an independent subject-field expert who is not an employee of the University and who is officially appointed by the University to moderate the assessment.
- **7.2** Appointments for External moderators will be made by the Academic Affairs Committee in consultation with the academic head.



8. Confidentiality and Conflict of Interest

- **8.1** External moderators must maintain strict confidentiality regarding all assessment materials and student information.
- **8.2** Any potential conflicts of interest must be disclosed immediately, and appropriate measures will be taken to address them.

9. Selection criteria for external moderators

Selecting external moderators for academic or professional programs involves careful consideration to ensure they are qualified and capable of providing objective and constructive assessments.

9.1: Educational Qualifications

- Typically, external moderators should hold advanced degrees (Ph.D.) in the relevant field or discipline. This demonstrates a deep level of knowledge and expertise.

9.2: Criteria for Selection

a) Expertise in the Subject Area:

- The moderator should have specialized knowledge in the subject matter of the program or course they are moderating. This ensures they can provide informed feedback and assessments.

b) Experience with Assessment and Evaluation:

- Experience in designing and evaluating assessments, including exams, assignments, and projects, is important. This experience ensures they understand the nuances of fair and effective assessment.

c) Reputation and Professional Standing:

- A strong reputation in their field, reflected through publications, conferences, and other professional activities, can be an indicator of their credibility and respect in the academic or professional community.

d) Previous Moderation Experience:

- Experience as a moderator or in similar roles can be beneficial. It demonstrates familiarity with the moderation process and its demands.



9.3: Job description

Key Responsibilities:

1. Assessment Review and Validation:

- Review and evaluate assessment materials, including exams, assignments, and grading criteria.
- Ensure that assessment methods and outcomes are consistent with curriculum standards and learning objectives.
- Provide feedback on assessment practices and suggest improvements where necessary.

2. Quality Assurance:

- Monitor and report on the fairness and effectiveness of the assessment process.
- Verify that assessments are conducted in accordance with established policies and procedures.
- Identify and address any inconsistencies or discrepancies in the assessment process.

3. Collaboration and Communication:

- Work closely with internal assessors, academic staff, or other relevant stakeholders to ensure understanding and adherence to assessment standards.
- Facilitate training or workshops on best practices in assessment and moderation.
- Communicate findings and recommendations clearly and constructively.

4. Reporting:

- Prepare detailed reports on assessment quality, including recommendations for improvements.
- Document and maintain records of moderation activities and outcomes.

5. Compliance and Ethics:

- Ensure all moderation activities comply with relevant regulations, standards, and ethical guidelines.
- Handle sensitive information and assessments with confidentiality and professionalism.