

GHANA CHRISTIAN UNIVERSITY COLLEGE

Assessment Policy

Principles and Guidelines for Lecturers & Examiners

2017

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1. Introduction

- 1.1 One of the University's Core Values is Excellence (i.e. pursuing excellence in curricula, teaching and social life to a standard befitting an African Christian internally renowned University and in a manner that will challenge our students to deploy and efficiently harness their capabilities, potential and intellectual capacities for social transformation. In pursuance of the goals that will help us uphold this value, the following principles and guidelines describe expectations in relation to the assessment of students at the Ghana Christian University College.
- 1.2 In articulating these principles and guidelines, the University also acknowledges and accepts another core value, diversity, in relation to assessment practices throughout the institution. Consequently, where, for sound academic reasons, a particular guideline might not be appropriate, another may be employed.
- 1.3 The University also recognises that the theory and practice of assessment evolves over time, and so staffs are encouraged to be innovative in taking advantage of advances in technology and changes in the field of assessment design. Therefore these guidelines should not be seen as a constraint or discouragement against the use of innovative assessment practices.
- 1.4 These guidelines establish a University Policies for a range of assessment procedures for undergraduate and taught Masters degrees. This section applies to **all** assessment, including supplementary assessments and/or re-sit examinations, e.g. controlled and timed examinations (seen or unseen) taken in the prescribed examination period, oral examinations, assessed coursework, projects, dissertations etc.
- 1.5 It is accepted that, in practice, there will need to be departures from the guidelines arising from the precise nature of the learning outcomes, assessment methods and resource limitations at departmental level. Departures from the guidelines should be submitted for approval to the Head of Department who will, where appropriate, consult the Departmental Board of Studies or the Dean of School. It is the responsibility of the relevant Dean to notify the Board of Examiners of departures from the guidelines.
- 1.6 Assessment procedures should be transparent for all of the participants, from students to External Examiners. All Internal and External Examiners should ensure that they are fully informed on the procedures.
- 1.7 Faculties and/or Departments should establish mechanisms (such as a Board of Examiners' meeting), to scrutinise assessment tasks set, to ensure they are of an appropriate standard and are consistent with the programme aims and objectives, content, learning outcomes and assessment methods.
- 1.8 Setting assessments is the responsibility of the whole department, not individual examiners. It is not regarded as good practice to rely solely on one internal examiner for the setting of assessments.
- 1.9 External examiners should be sufficiently involved in the scrutiny of assessment tasks to enable them to fulfil their primary role in assuring the academic standards of programmes of

study. To facilitate this, they should be supplied with all of the relevant information relating to aims and objectives, contents, anticipated learning outcomes, assessment methods, marking criteria and any model answers.

- 1.10 It is helpful at the outset to be clear exactly what we mean by the various terms used to describe marking and other forms of moderation, as outlined in this document and several others.

2. Definitions

- 2.1 **Assessment** - a term for a set of processes that measure students' learning, skills and understanding measure what students know (knowledge) and are able to do (skills) in relation to identified learning outcomes at specific point during their course of study.
- 2.2 **Validity** - the extent to which assessment tasks fulfil their intended purposes, i.e. assessing fairly what the tasks are intended to assess, and the extent to which the tasks guide and motivate student learning.
- 2.3 **Reliability** - relates to the consistency and dependability of the information from an assessment task. Reliable assessment information is that which is not influenced by extraneous factors, such as, a poorly designed assessment task, and variations and/or bias in marking.
- 2.4 **Formative assessment** – This method is generally carried out throughout a course or project. It is used to aid learning and therefore sometimes referred to as educative assessment. It is generally carried out during a course with the intention of guiding the student's next steps and encouraging deeper engagement with a course. Examples of formative assessment include work which receives written comments or feedback from the marker. This type of assessment would not necessarily be used for grading purposes.
- 2.5 **Diagnostic assessment** is a common form of formative assessment. This type measures a student's current knowledge, attributes and skills for the purpose of identifying a suitable pathway of learning or learning difficulties that require support and resolution. Self-assessment is one form of diagnostic assessment which involves students assessing themselves.
- 2.6 **Summative assessment** – to determine the achievement or failure in respect of a student's performance in relation to stated objectives. This method is used to measure learning which has already taken place. They are generally carried out at the end of a course or project. Thus, these assessments are typically used to determine students' final course grade.
- 2.7 **Learning outcome** - a statement which clearly identifies the knowledge, skills and/or understanding that a student will be able to demonstrate as a result of successfully completing part of a course. Learning outcomes reflect the achievement of course objectives.
- 2.8 **Moderation** - the team teaching on a particular module each mark work independently. There is then a meeting of the team to review the marks and comments for consistency. This meeting could include a certain amount of second marking or it could result in a decision to carry out some second or double marking if there was a perceived need. Methods of moderation include:

- 2.8.1 Sampling, either by an external examiner or by an internal second marker;
- 2.8.2 Additional marking of borderlines, firsts and fails;
- 2.8.3 Additional marking where there is significant disparity between the different elements of assessment for an individual student, in a unit or across the programme;
- 2.8.4 Additional marking where there is significant disparity between the marks of different markers in a particular unit or programme;
- 2.8.5 Numerical scaling.
- 2.9 A **moderator** is a person of academic and/or professional standing who ensures that assessment tasks are valid, reliable, fair and manageable both within a course and between courses. A moderator assists in maintaining high quality standards by providing advice to the course lecturer, but may not change course grades. Moderators may be either internal or external to the institution.
- 2.10 **Team Marking** - Where a piece of work has been team marked (as may be the case in sectionalised examination scripts), the scripts should be second marked by one person scrutinising the paper as a whole.
- 2.11 **Double marking** - student work is marked first by an assessor and then a second assessor will also assign a mark and provide comments. It is advisable for each marker to keep a record of all marks awarded and to make his/her own notes to indicate the rationale for awarding each mark.
- 2.12 **Second marking** - the work is marked by the first assessor who provides comments as above. A second assessor then reviews the mark and the comments, and initials the coursework or exam script to show they agree with the proposed mark and comments.
- 2.13 **Anonymous marking** - The identity of students is not revealed to markers and/or the Board of Examiners.
- 2.13 **Mark:** An examination mark is the numerical value by which an Examiner assesses the performance of an examination candidate. Such a mark is on a scale 0-100 in accordance with the criteria specified.
- 2.14 **Final Marks** - All marks must be resolved internally before samples of work are forwarded to External Examiners.
- 2.15 **Marking criteria:** the learning outcome knowledge, understanding and skills requirements that are taken into account in awarding assessment marks.
- 2.16 **Marking scheme:** a detailed structure for assigning marks where a specific number of marks is given to individual components of the answer.
- 2.17 **Model answer:** the examiner's perception of what an answer should be, made available to and moderated by the external examiner.
- 2.18 **Results** - The term 'results' covers the range of formulations currently used in the University to reflect the outcome of examinations.

2.19 An **External Examiner** is appointed from outside the Department/School or institution to examine student work, particularly at postgraduate level. An external examiner may be required to recommend a grade, or contribute to the recommendation of a grade.

2.20 An **Internal Examiner** is appointed from inside the Department/School or institution to examine student work. An external examiner is required to recommend a grade.

2.21 **Boards of Examiners** - The term 'Boards of Examiners' refers to those departmental or faculty groups, normally including external examiners, which meet to agree on results for units at each stage in the degree, including for the final degree classification.

3. Policy Statement & Guidelines

3.1 In order to be valid, fair and reliable, assessment at the Ghana Christian University College is guided by the following principles. Staff at the Ghana Christian University College must be mindful of these principles when they plan, implement and review assessment tasks and assessment processes.

The following section seeks to set in place University assessment practices and procedures which are valid, reliable, fair, manageable and transparent.

3.2 Staff Development

3.2.1 All teaching staff should receive a copy of this assessment document before beginning teaching and assessment duties.

3.2.2 Departments/Schools should ensure that all faculty members receive appropriate guidance and training related to the marking of student work before marking is undertaken.

3.2.3 Each year, the Academic Office should provide opportunities for new and established academic staff to discuss assessment practices and enhance their assessment skills and procedures in line with the provisions of this document.

3.3 Assessment Design

3.3.1 Procedures for approving and reviewing assessment practices

- i. The principles and guidelines outlined in this document must be considered as part of the course approval or review process. This activity should occur at Departmental/School and University levels.
- ii. It is expected that proposals for new courses include information about learning outcomes, together with a rationale for the proposed assessment procedures in light of these outcomes.
- iii. The Academic Office reports annually on various aspects of assessment at the Ghana Christian University College. Summary reports are sent to the Academic Committee and to each Department/School included in the analysis. These Academic Office reports should be used as a significant source of information during course reviews.

3.3.2 Relative weightings given to different learning outcomes and each assessment task

- i. Assessment in all courses should give substantial weighting to deep learning - that is, the development of conceptual understanding and skills in applying knowledge to new situations - while not neglecting to give credit for learning core factual material.
- ii. The weightings given to different assessment tasks should be selected by the examiner to best describe students' capabilities and performance at the end of the course, and should be related to the amount of work involved in each task and the relative importance of each learning outcome.

3.3.3 Timing of Assessment and Student Workload

3.3.4 The number of assessment tasks counting towards a final course grade should not exceed School guidelines.

3.3.5 There should be at least four weeks between the setting of any major assignment or essay topic and the due date.

3.3.6 Students should be given early information about the requirements of graded assessment tasks so that they can plan their course work alongside their other commitments.

3.4 Assessing Student Performance

3.4.1 Grading student performance

- i. Final course grades should indicate students' capabilities and performance at the end of the course, through an accumulation of appropriate evidence from course work and/or final examination.
- ii. Grades should be awarded only on the basis of demonstrated achievement in the task being assessed.
- iii. It is expected that the grading scale will be consistent within a Department/School and that examiners will adhere to their Department/School grading scale.

3.4.2 Feedback on course work

If students are to gain maximum benefit from assessment, they need feedback which is timely, sufficiently detailed and constructive.

- i. Test scripts and other items of course work (other than final tests or final reports) must be returned to students, normally within four weeks of the date of the test, or within four weeks of the date on which they were submitted. The work will be accompanied by sufficient oral or written feedback to allow the students to form an accurate appraisal of their performance. If possible, all course work should be returned to students before the final examination or test, so that, feedback may be utilised in revision for the final exam or test.
- ii. Where two or more assessment tasks in a course are similar in nature and intended to count towards the final course grade, sufficient time should be allowed between due dates for feedback from the earlier task to be incorporated into the later task.

- iii. In addition to receiving a mark or grade, students should, where appropriate, receive an indication of the strengths and weaknesses of their work, normally accompanied by guidance on how to perform the task or a similar task better (this could be in the form of student-specific comments, a model answer and/or a general commentary on common errors demonstrated by the class).
- iv. Students should be provided with an indication of the distribution of results for the class when each assessed item is returned.

3.5 Assessment of group work

Performance in group tasks is an acceptable component of student course grades. The percentage contribution from group tasks should be related to the learning outcomes of the course. Before individual grades are finalised, the lecturer(s) should seek and take account of additional information about the contributions of individuals to team efforts, particularly if group tasks contribute significantly towards the final course grade.

3.6 Assessment of oral and performance achievement

In the case of a formal test or examination based on an oral or performance presentation, two examiners, or an examiner and an independent witness, should be present. A video camera may be substituted for an independent witness.

3.7 Academic integrity

3.7.1 It is of critical importance that examiners are assured that the work being assessed is the work of the student to whom credit will be given. Therefore staff must provide students with clear guidelines as to what constitutes academic dishonesty, particularly in relation to plagiarism, and what actions are taken in the event of academic dishonesty being suspected. It is the responsibility of staff to ensure that the consequences and implications of academic dishonesty are explained to students.

3.7.2 As regards academic misconduct, information on what constitutes academic misconduct in respect of assessment (including clear definitions of plagiarism, collusion, cheating, impersonation and the use of inadmissible material) should be presented in departmental handbooks, together with specific guidance on the consequences of such misconduct.

3.8 Academic grievances and disputes about assessment

3.8.1 Students with concerns about assessment processes should be advised to speak with the relevant lecturer. If the matter cannot be resolved, then the student should discuss the matter with the Head of Department/School and thereafter follow the procedures outlined in the University Academic Appeals Procedures.

3.8.2 Departments/Schools and Faculties should have committees, with student representation when appropriate, to provide a mechanism for monitoring, reviewing and resolving problems in relation to assessment, including the timing of assessment and student workload.

3.9 Types of assessment

3.9.1 These guidelines are concerned with all forms of assessment. Three particular types of assessment are covered: diagnostic (identifying student abilities and skills); formative (i.e. part of the student's learning process); and summative (e.g. used as part of the final degree classification) assessment.

3.9.2 A wide range of types of work can form the basis for assessment and a range of assessment methods is available.

3.9.2 Different forms of assessment can (and where appropriate should) be used to test different types of skills.

3.9.3 Departments need not employ all of the forms of assessment. The range should be sufficient to enable the full spectrum of knowledge and skills (both subject specific and generic) embodied in the programme aims and objectives to be assessed individually or cumulatively in an appropriate way.

- (i) It is an acceptable practice in GhanaCU to rely on at least two forms of assessment within a programme.
- (ii) Programme aims and objectives, curriculum design, teaching and learning methods, and learning outcomes should be integrated with appropriate types of assessment in order to achieve an overall coherence.

4. Guidelines for Examining of Taught Programmes

4.1 Board of Examiners

- 4.1.1 All assessed work of 300 – 400 level should normally be capable of being independently moderated and made available in case it needs to be moderated by the external examiner(s).
- 4.1.2 Boards of Examiners should determine the range of assessed material and, where appropriate, the evidence relating to the award of marks for that assessed work that will be subject to moderation. The external examiner has the right to see all degree examination scripts, and any other work that contributes to the degree result. In those cases where it is agreed with the external examiner that, only a selection of scripts is to be seen by him or her, the principles for such selection should be agreed in advance. The selection should normally include all examination scripts and other assessed work, that contributes to the degree results of candidates assessed internally as borderline, first class, third class, or failures. Where practical, in addition to marks, student work should be available to the meeting of Boards of Examiners.
- 4.1.3 Boards of Examiners should establish guidelines concerning the range of scripts, that External Examiners should sample as part of the moderation process, and which scripts should be brought specifically to the attention of the External Examiners. For example, External Examiners might be asked to look at all Fail, First Class and borderline papers. Where internal double marking takes place, Externals should be asked to adjudicate on disagreements between internal examiners.
- 4.1.4 Boards of Examiners should determine which elements of the formative work that is also used for summative purposes should be subject to moderation and should establish a mechanism to verify the authenticity of that work (i.e. the students work as it was submitted).

- 4.1.5 Where formative work is also used for the purposes of summative assessment (as in the case of coursework), departments should have in place a system that ensures students' work is available for moderation, by a means that ensures the marked work is identical to that originally submitted.
- 4.1.6 Students should be informed at the outset of their degree studies and at the beginning of each academic year of any obligation to make available assessed work which might be required for the purpose of moderation.
- 4.2 Roles of the External and Internal Examiners and the Departmental/School Examinations Officer
- 4.2.1 All Examiners are subject to the University Guidelines for Examining of Taught Programmes.
- 4.2.2 The internal examiner(s) is/are normally the person/people responsible for marking a student's work in the relevant unit. The names of all internal examiners should be submitted to the relevant Faculty Board. Internal examiners are expected to attend the meeting(s) of the relevant Board of Examiners. Each Faculty Board should have a policy on quoracy of its Board of Examiners.
- 4.2.3 The departmental or school examinations officer should be appointed by the Head of Department/School. His/her role is that of organiser and co-ordinator of the department's assessment processes, from the preparation of examination papers provided by internal examiners to the accurate recording of examination marks and their presentation to the Board of Examiners.
- 4.2.4 Either an internal examiner or the examinations officer should be nominated by the Head of Department to take responsibility for liaising with the external examiner. It must be clear to all concerned who will undertake this contact role.
- 4.2.5 The examinations officer should identify marginal/borderline candidates and inform External Examiners in advance of the Board.
- 4.2.6 An External Examiner should only change a mark awarded to an individual candidate where he/she has been invited by a Board of Examiners to consider a mark for an individual candidate, or where there is disagreement between two internal markers about the mark to be awarded, or where he/she has seen all the scripts for the course in question. An External Examiner may, however, ask that the marks for all candidates for a course be systematically adjusted where, having seen either all scripts or a sample of scripts, he/she considers this to be appropriate.
- 4.2.7 In the case of a disagreement on the mark to be awarded for a particular course between two independent Internal Examiners, the dispute shall be referred to the appropriate External Examiner, as designated by the Chair of the Board of Examiners, for resolution.
- 4.2.8 The External Examiner has the right to see all work submitted for assessment except for work submitted for courses within Honours degree programmes for which the marks obtained do not contribute to the Honours classification, and should see at least a selection of such work. In those cases where it is agreed that the Chair of the

Board of Examiners should make a selection of scripts to be seen by an External Examiner, the principles for such selection should be agreed in advance.

- 4.2.9 Where a selection is made, External Examiners should normally see all scripts of borderline cases, those assessed internally as of first class honours standard or failures, and a reasonable sample of scripts from the top, the middle and the bottom of the range.

4.3 External Examiners' Reports and Minutes of Boards of Examiners

- 4.3.1 Heads of Department/chairs of Boards of Examiners should be responsible for conveying the contents of External Examiners' Reports to their departments, as part of an on-going process of assessment review. The matter should appear as an item on the agenda for a subsequent departmental or Examiners meeting, and a record of any agreed alterations in assessment practices must be kept. External Examiners should be given formal written feedback on the discussion of their Reports and consequent changes in assessment practices.
- 4.3.2 Minutes of Boards of Examiners should record adequate details of the discussion of borderline cases, and where individual medical or other extenuating circumstances are presented. A record should be kept of how any decisions were taken - i.e. by consensus or vote. Where the Board of Examiners is not the Faculty Board the minutes should be reported (as an agenda item) to the relevant Faculty Board.
- 4.3.3 It is the responsibility of the Board of Examiners to draw the Faculty Board's attention to issues it wishes to raise.

4.4 Policy Regarding Ill Students

- 4.4.1 If the student claims to have been adversely affected by illness, he or she should submit a written report from an appropriately qualified medical practitioner to the Chairman of the Board of Examiners before the meeting of the Board, at which the student's examination performance is to be considered.
- 4.4.2 Students should be informed about the procedure that will be used to process any evidence that they do provide. This includes who the information will be disclosed to and how it will be stored. Departments should ensure that their procedures are arranged so the number of copies of the information is kept to a minimum. Where confidentiality is requested by the student, this should be respected.
- 4.4.3 Evidence submitted by students must be considered by a Board of Examiners or other appropriate nominated group. The Board or nominated group should establish a procedure, whereby medical or other circumstances which might influence a student's final classification are brought to the attention of the External Examiners, and dealt with at the Board in an appropriate way. Departments may wish to consider utilising a small group to scrutinise such evidence and make appropriate recommendations to the Board of Examiners.
- 4.4.4 A record of the consideration of medical or other evidence at any stage of the student's progress and the outcomes agreed must be kept.

4.5 Policy Regarding Invigilation

4.5.1 For information on Invigilation regulations see Invigilation Policy.

4.6 Rules for Conduct of Examinations

4.6.1 For information on conduct of examinations see Invigilation Policy.

4.6.2 No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.

4.6.3 Candidates must appear at the examination room at least twenty minutes before the commencement of the examination.

4.6.4 Candidates shall bring their student photo identification cards and place them in a conspicuous place on their desks.

Candidates are forbidden to take into an examination room any books, papers, calculators, or any information storage and retrieval device, or any case or bag ...unless there is an express provision otherwise in the case of a particular paper”

4.6.5 Bags and books are to be deposited in areas designated by the Chief Presiding Officer and are not to be taken to the examination desk or table. Students may place their purses on the floor under their chairs.

4.6.6 The Chief Presiding Officer has authority to assign seats to candidates.

4.6.7 Candidates shall not communicate with one another in any manner whatsoever during the examination.

4.6.8 No materials or electronic devices shall be brought into the room or used at an examination, except those authorized by the Chief Presiding Officer or Examiner. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, programmable calculators, MP3 players (such as an iPod), Personal Digital Assistants ("PDA" such as Palm Pilot or Blackberry), pagers, electronic dictionaries, Compact Disc Players, and Mini Disc Players.

4.6.9 Candidates who bring any unauthorized materials or electronic devices into an examination room or who assist or obtain assistance from other candidates or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters, including the loss of academic credit and expulsion.

4.6.10 In general, candidates will not be permitted to enter an examination room later than fifteen minutes after the commencement of the examination, nor to leave except under supervision until at least half an hour after the examination has commenced.

4.6.11 Candidates shall remain seated at their desks during the final ten minutes of each examination.

4.6.12 At the conclusion of an examination, all writing shall cease. The Chief Invigilator may seize the papers of candidates who fail to observe this requirement, and a penalty may be imposed at the discretion of the lecturer.

- 4.6.13 Examination books and other materials issued for the examination shall not be removed from the examination room except by authority of the Chief Presiding Officer.

5. Policy on Marking

5.1 General Principles

- 5.1.1 All examination scripts resulting from timed unseen examinations shall be anonymous for the purpose of marking. Candidates will be assigned random examination numbers in advance of the examinations, and answer scripts will be identified by candidate number only.
- 5.1.2 Candidates names and examination numbers shall be known to Boards of Examiners when considering medical and other concessionary evidence, and when considering the overall performance of candidates.
- 5.1.2 Candidates names but not their examination numbers shall be known to the Examiner at oral examinations, except that the External Examiner may be informed of both candidate's name and examination number.
- 5.1.3 For each student and each course, the outcome of assessment shall be recorded as a mark out of 100, except where it is agreed that a course shall be assessed on a pass/fail basis.
- 5.1.4 Where an Internal Examiner considers a script to be illegible, the case must be to the second marker or moderator, who will act as arbiter. If the second marker or moderator agrees that a script is illegible, the script may:
- (i) be awarded a mark of zero, or
 - (ii) be transcribed at the candidate's expense and under conditions laid down by the School. The transcript will be used alongside the script in marking.
- 5.1.5 For each course, except for courses within Honours degree programmes for which the marks obtained do not contribute to the Honours classification, and for each student, at least 80 per cent of the work required for assessment must be marked either by two Internal Examiners or by one Internal Examiner subject to moderation by a second Internal Examiner in accordance with the requirements. Level 300-400 courses shall be moderated by external examiners. Marking arrangements shall be made explicit by the Department or by the School.

5.2 Marking criteria

- 5.2.1 Explicit marking criteria (i.e. the broad learning outcome knowledge and skills Requirements, which are taken into account in awarding assessment marks and which form the basis for the determination of the final degree classification) are necessary in order to enable consistent standards of marking and judgement to be maintained. They can also provide students with a clear statement of what is expected of them and provide guidance on how performance can be improved.

- 5.2.2 Each School should establish generic marking criteria relating to the classification of

degrees. School marking criteria should be supplemented at the level of individual programmes and/or units, to reflect discipline specific learning outcomes. Marking criteria should take into account the subject benchmarks set by relevant collaborative partners and mentor institution of GhanaCU.

5.2.4 Marking criteria should be made available to both staff and students, and specified in departmental and/or unit handbooks.

5.2.4 Marking criteria are different from model answers and more prescriptive marking schemes which (for example) assign a fixed proportion of the assessment mark to particular knowledge, understanding and/or skills.

5.2.5 Boards of Examiners should determine whether the extent to which the marking criteria are satisfied can vary between individual candidates, whether a candidate's strengths in one area can offset shortcomings in another and whether consideration should be given to factors such as differences of approach, style and interpretation.

5.3 Significance of marking

Marking provides a judgement of how well students have completed an assessment task. The resulting marks are then used for feedback, for formative and summative assessment, and for decisions on progression and awards. The present document is directed towards summative assessment. Two aspects of marking is very significant here. The first is whether marks are awarded fairly and consistently. The other aspect is whether the absolute marks are appropriate. This aspect is ultimately handled by External Examiners in their review of marking standards and moderation where appropriate. This section deals with the former aspect.

5.4 Marking Guidelines

The following percentage marks shall be used in relation to the marking of individual courses within Honours degree programmes and for which the marks obtained contribute to the Honours classification except where it is agreed that a course is to be assessed on a Pass/Fail basis only. All courses are assessed according to the common University scale:

5.4.1 Schools of GhanaCU and their Mentors

School	Mentor University
School of Development Studies and Health Sciences (DSHS)	University of Development Studies (UDS)
School of Technology (SoT)	University of Mines and Technology, Tarkwa (UMaT)
School of Theology and Human Studies (THS)	Akrofi-Christaller Institute (ACI)

5.4.2 Classification Range

Classification	Schools		
	School of Development Studies & Health Sciences (DSHS)	School of Technology (SoT)	School of Theology & Human Studies (THS) (<i>The Seminary</i>)
	CGPA	CWA	CGPA
First Class Honours	4.50-5.00	80 - 100	70-100
Upper Second Class Honours	3.50-4.49	70 - 79	60-69
Lower Second Class Honours	2.50-3.49	60 - 69	50-59
Third Class Honours	2.00- 2.49	50 - 59	40-49
Pass	1.50-1.99	Not Applicable	Not Applicable
Fail	0.00-1.49	0 – 49	< 35

5.4.3 Classification and Descriptors

Descriptive Equivalent	Classification
Excellent. An outstanding answer in the context of course/topic aims and objectives with respect to: synthesis of material, innovative use of material, originality and critical ability. Demonstrates thorough understanding of topic with wide evidence of additional study and outstanding communication and presentation skills.	First Class Honours
Very good. A full answer to question with thorough understanding of topic, substantial detail supported by reasoned argument, with evidence of further study. Very good communication and presentation skills.	Upper Second Class Honours
Good. A full answer to question with a satisfactory understanding of topic, substantial detail supported by reasoned argument, with evidence of further study. Good communication and presentation skills	Lower Second Class Honours
Fair. Some understanding of satisfactory material. Omission of much relevant material. Use of irrelevant material. Poor communication and presentation.	Third Class Honours
Basic. Some understanding of basic material. Omission of much relevant material. Use of irrelevant material. Poor communication and presentation.	Pass
Fail. Fails to satisfy the minimum standards set by course/topic aims and objectives. Many factual errors and omissions. Very poor communication and presentation skills.	Fail

5.5 Unfinished Examination Scripts

- 5.5.1 Where the required number of questions on an examination paper has not been answered, the questions answered should be marked, and the examiner should indicate how many questions have been answered. A mark of zero should be recorded for any missing answer and the overall mark for the paper determined in the normal way. The attention of the External Examiner, where appropriate, and the Board of Examiners should be drawn to such cases by the annotation of a 'u' (unfinished) against the mark given.
- 5.5.2 Where a question has been started but not completed, the examiner should use discretion in judging whether the answer deserves to be marked. If a mark is awarded for the question, the mark should take account of the fact that the answer has not been completed, and the overall mark for the paper should be determined in the normal way. Such a paper should not be distinguished by the annotation 'u'.

5.6 Failure to Sit an Examination

In the case of failure to sit an examination or submit an extended time examination paper or an extended essay which has the status of a full paper by the deadline notified, without due cause, the candidate shall be regarded as having missed the examination, and an examination mark of zero will be awarded.

5.6 Marking

- 5.6.1 Anonymous marking should be employed wherever practicable. Where anonymous
- 5.6.2 marking is not practicable, departments should justify their practice as a departure from these guidelines.
- 5.6.3 The less prescriptive the assessment (i.e. the lower the expectation of conformity to a model answer), the more necessary it is to ensure an effective moderation strategy.
- 5.6.4 The University recognises that in the case of summative assessment, some examination boards will choose to adopt double marking as academically desirable.
- 5.6.5 Marks on classification borderlines (49, 59 etc.) should be avoided or awarded purposefully. Each Faculty should have a clear policy on whether or not borderline marks may be used, and whether this policy applies to elements, units or programmes, or combinations of the three. If borderline marks *are* awarded, their status as raisable marks at each level of assessment must be defined.
- 5.6.6 Detailed marking criteria for assessed group work and peer (student) assessment, should be established and made available to students and examiners.

5.7 Standardisation of marks

Weighting of course marks will follow the weighting published in the Course Outline. Where pieces of work are double-marked, the assessors should discuss the marks and agree an average mark.

5.8 Guidelines for re-marking

- 5.8.1 All requests for re-marking of exams must be handled officially. Therefore, it is important that you do **not** accept requests for re-marking directly from students, but direct them to their Departmental Examinations officer.
- 5.8.2 All re-marking is done anonymously.
- 5.8.3 Within a few weeks of the exam results being published, you may receive one or more scripts for re-marking, each with a reply sheet.
- 5.8.4 You (rather than a moderator) re-mark your own exams, using the same marking scheme etc. that you used originally.
- 5.8.5 You only re-mark the answers for the students who have officially requested re-marking (not all of them, or even a sample of them).
- 5.8.6 If you identify any discrepancy of more than 5% (e.g. 3/60) in the paper overall - either increasing or reducing the mark - then the marks for that student should be officially changed.
- 5.8.7 Whether the marks should be changed or not, you should fill in and return each reply sheet with the question books etc. to the departmental office as soon as possible.

5.9 Processing Assessment Marks

- 5.9.1 A designated member of the Board of Examiners must take responsibility for overseeing the processing of marks at all stages of the assessment procedure.
- 5.9.2 Procedures at departmental level must be established to enter and check the marks for each individual piece of assessed work which form the basis for Examiners' Meetings.
- 5.9.3 Back-up systems should be put in place when electronic storage and transmission systems are in operation.

5.10 Disclosure of Marks and Results

- 5.10.1 No marks that contribute to examination results should be disclosed to students, unless they have been agreed by Boards of Examiners or are clearly identified as provisional.
- 5.10.2 In order to maximise learning opportunities, it is good practice to provide students with feedback on assessed work. Feedback on diagnostic and formative assessment should provide students with a clear idea of how their performance can be improved in the future. Guidance should be given on both the academic content and the presentation of that content.
- 5.10.3 All formatively assessed work should be returned according to a declared schedule. The department should have a mechanism for auditing adherence to this schedule.
- 5.10.4 Markers are reminded that students have a right to see all marks and written

comments made about work submitted, including, but not limited to, marks and comments on examination scripts.

- 5.10.5 No results contributing to the award of the final degree should be published. To obtain a breakdown of the results contributing to the award of the final degree, students should be directed to consult designated staff as soon as possible following the meeting of the Board of Examiners.
- 5.10.6 Examination results other than results contributing to the award of the final degree may be published on departmental noticeboards or websites at the discretion of the relevant department(s).
- 5.10.7 The anonymity of the student must be protected in the publishing of marks and results on departmental noticeboards or websites. All assessment marks published by Departments should be identified by a candidate's University number rather than by name except where explicit provision has been made for variance from this practice.
- 5.10.8 Departments should arrange for designated staff to be available on the next working day/two days following the meeting of the Board of Examiners to advise students of the results agreed by the Board of Examiners for individual papers or units and, where appropriate, whether the Board of Examiners took account of any extenuating circumstances. Publication of degree classification results on website (electronic campus) must precede any communication of marks by Departments.
- 5.10.8 Designated staff should also advise students of any recommendations already reported to or going forward to the Progress Committee or Faculty Board regarding any failure; investigate whether there were any extenuating circumstances not previously known, and advise them of their right to make representations. Faculty Offices will arrange, in appropriate cases, for this advice to be communicated in writing to the student, stating clearly the date by which they should make representations either in writing or in a personal interview with designated staff.

(i) Arrangements should be made by departments to send examination results to any student who have provided a stamped addressed envelope for the purpose.

(ii) Students are provided with official transcripts of their marks by the Faculty Office on request. Students may be provided with up to one free transcripts within a year of their graduation. Subsequently, a charge will be applied for the provision of transcripts.

5.11 Late Submission or Failure to Submit Work for Assessment

- 5.11.1 Students should be aware of the existence of penalties for not meeting deadlines. These should be clearly specified in writing to students and staff at the beginning of the programme and unit.
- 5.11.2 The Board of Studies in various departmental or Head of Department with his/her programme Leaders shall be responsible for setting deadlines for the submission of items of coursework.
- 5.11.3 Candidates shall be required to submit work for assessment by the deadlines which

shall have been notified to them.

(i) *Students* - Coursework deadlines are set by Programme Leader. Failure to meet a deadline results in the loss of 10% of the marks for the piece of work concerned. Work handed in more than a week after a deadline will not ordinarily be marked. Programme Leader check with a student's Society Mentor when an appeal is made on the basis of unavoidable absence through ill health etc.

(ii) *Staff* - Coursework must be returned to students as soon as possible and in no case later than three weeks after the submission deadline.

- 5.11.4 In the case of late or non-submission of work without reasonable cause, candidates will forfeit that proportion of the total marks for the course represented by the extended essay or dissertation.
- 5.11.5 In the case of failure to submit required work in accordance with 5.11.3 above, a mark of zero will be recorded for that work. Where the work is later submitted, and a concessionary plea is made, the Chair of the Board of Examiners shall decide whether a **prima facie** case exists and, if he/she so decides, the work shall be marked in the normal manner. The Board of Examiners shall decide, in accordance with its usual concessionary procedures, what use to make of such a mark.
- 5.11.6 If a student provides evidence of illness or other misfortune which prevented the submission of written work by the due date, the Board of Studies (Departmental Board) and Faculty Board may extend the period of time for submission of the work by so long as it thinks fit.
- 5.11.7 Where a student has failed to complete all assessment requirements for a course, for example by failing to attend an examination or failing to submit required work, but claims that this was due to illness or other mitigating circumstances, the Board of Examiners may adjust the student's overall mark for the course provided that it is satisfied that the adjusted mark properly represents the student's achievement in the course as a whole and that the student has submitted written medical or other evidence to substantiate any claim of illness or other mitigating circumstances. Marks will be adjusted normally according to objective criteria such as the exclusion of the piece or pieces of assessment affected by the illness or other mitigating circumstances from the calculation of the final course mark.

6. Double Marking Policy

6.1 General Policy Statement

All summative assessments for undergraduate and postgraduate stages courses to be double marked on a sampling basis, the sample size being either the square root of the total number of students (rounded to the nearest whole number) taking the assessment or 10 students, whichever is the greater.

6.2 Objective

The main objective of double marking is primarily to confirm that the level of marks and the feedback are appropriate, ensuring that marking is fair, valid, reliable and consistent and that the standards applied are appropriate for the level assessed.

6.2 Implementation of Policy

6.2.1 The policy statement in 6.1 above, represents the minimum expected within the University. Schools that already undertake a greater proportion of double marking should continue at the same level. Schools and Course/Programme Management Teams that wish to carry out more extensive double marking, are encouraged to do so and to work towards second marking of all 300-400 Level stage scripts in the future.

6.3 General Principles

6.3.1 Given that we have limited resources and time scale in which to work, we cannot double-mark every piece of assessed work and cannot guarantee that no mistakes are ever made in marking. The process, therefore, is one of moderation.

6.3.2 Since double-marking inevitably adds to the pressures of various examination marking, the University double marking policy will, until further notice, concentrate on double marking only end of semester examinations and dissertations. The University also requires markers to return marked work within 3 weeks.

6.3.3 Electronically marked assignments do not fall within this system and therefore, should be carefully checked at moderation.

6.3.4 Normally, a course is taught by only one lecturer, therefore in addition to the course lecturer as a marker, a second marker will be appointed by the Programme Leader or the Head of Department and will normally be the internal moderator.

6.4 Project courses

All projects must be double-marked. Presentations must be made to a minimum of two members of staff.

6.5 Team taught courses

6.5.1 Course lecturer must ensure that for each marker a sample is double-marked by someone in the team.

6.5.2 Sets of scripts will need to be kept separate at this stage, and ideally, the average mark for each marker would also be reviewed. The course lecturer's or course team must agree whether the marks need changes or not. (A team member may be double-marking the course lecturer's marking.) If disagreements are not resolved, the Programme Leaders must be informed and must make the final decision.

6.6 Solo courses

6.6.1 Normally, the only person other than the course leader who can reasonably be expected to double-mark, is the internal moderator who approves the assignment or examination and hence, should have some idea what is, or is not, an appropriate standard. By doing the double-marking, internal moderators will improve their knowledge of the course and hence, the usefulness of their moderation. However, Programme Leaders in association with Heads of Department will appoint the second markers.

6.6.2 The course lecturer should select a sample of the scripts (as identified above) and give them, together with a copy of the double-marking form, listing the student numbers of the sample, a copy of the assignment and detailed assessment criteria or mark scheme, to the second marker. Either the second marker agrees that the marks (and feedback for coursework) are satisfactory and signs the form or the course lecturer, and second marker must meet and discuss their differences and reach agreement. If no agreement is reached, the Programme Leaders or Head of Department must be informed and must arbitrate.

6.7 Other

Courses, which do not fit precisely into any of these categories, should be double-marked with common-sense applied to the precise method, but within the general principles stated above. (If in doubt, consult Programme Leaders).

6.8 Role of the second marker

6.8.1 The sampled scripts should be checked taking account of:

- (i) whether the marking corresponds to the criteria stated to the student
- (ii) whether the marking corresponds to the detailed marking criteria or mark scheme. (It is necessary that these are written down and given to the second marker)
- (iii) does the resulting total mark seem appropriate? In particular does a first class mark reflect first class quality? Does a bare pass achieve a quality that has met the assessment criteria adequately?
- (iv) on coursework, is the feedback helpful and sufficient for the individual student to know what was well done and what was poorly done?

6.8.2 It is necessary to record that, the double-marking has taken place and its outcome. Comments on the marking should be written on the form for coursework and **NOT ON THE SCRIPT**.

6.9 Sampling Methodology

6.9.1 The sample of work to be double marked must be selected after first marking has been completed.

6.9.2 A stratified random sampling methodology can be adopted by Schools that wish to ensure a range of scripts is marked. The sample should represent different levels of student attainment (for example, stratification by grade/ mark).

6.9.3 From any one marker approximately 10% of the scripts should be double-marked subject to a minimum of 5 scripts and a maximum of 10. This sample should be chosen by the course leader after the first marker completes the marking and should include a high mark (first if available), a clear fail and several around the 40% mark. It may be preferable to use around 35% if the course has only one coursework.

6.10 Identification and Resolution of Marking Inconsistencies

6.10.1 Where significant disagreements are identified between first and second markers, these two people must meet to discuss these disagreements. Marking inconsistencies might constitute: differences in recommended mark. For second marking undertaken on a sampling basis where agreement is reached between first and second markers regarding the nature of the marking inconsistencies, then the first marker must amend/adjust marks/grades on all scripts accordingly.

6.10.2 *Where no agreement can be reached* between first and second markers, on the reasons for marking discrepancies, a third party should mark the work and adjudicate. The third person must have appropriate subject expertise and standing, i.e. Programme Leader. The third marker should meet with the first and second markers before reaching a final decision. The decision of the third marker is final.

6.10.3 If the third marker finds the first marking to have been valid, then no further action is required of the first marker. If the third marker identifies problems with the first marking, then the first marker must amend/adjust marks/grades on all scripts accordingly.

6.10.4 Where second marking has been applied to all scripts, rather than a sample, resolution should be on a case by case basis, involving a third party, as above, when agreement cannot be reached by the first and second markers.

6.11 Possible Actions on Changes of Marks

6.11.1 If marks are to be changed, then either

(i) the internal marks are changed and the total is changed – or

(ii) if a whole subset of scripts is to have the mark increased or decreased, the total mark may be changed with a clear crossing out and a new mark and the comment ‘changed at moderation’, or some such phrase, added.

6.11.2 If the second marker has serious reservations about any of the above, the first and second markers must meet and they are expected to come to an agreement about whether changes are needed and if so what changes. Arbitrary averaging of conflicting marks is not enough as the problem identified may well affect a whole set of marks. Obviously a larger sample may be reviewed at this stage. If no agreement is reached or if either person is still seriously concerned, the matter must be referred to the Programme Leader.

6.11.3 None of the scripts for the course can go back to the students until second marking is complete. There will be major problems if scripts are returned and then changes are needed to all or a subset of the marks (or worse, a complete re-marking is required).

6.11.4 After full agreement has been reached, when the scripts are ready to hand back to students, the double-marking forms should be completed.

6.12 Documenting Double Marking Practice

6.12.1 The first, second (or double) and third party (when required) markers must be provided with all requisite documentation relating to the summative assessment, i.e. the brief and any guidance the students received; marking guidelines, criteria, scheme, model answer etc. (which must be approved by the External Examiner); and the Course Descriptor which shows which outcomes are being assessed by the

instrument of assessment. Ideally, a pre-meeting for all those involved in marking should be held in order for a common understanding to be reached regarding marking criteria/strategy.

6.12.2 Detailed records should be kept regarding:

- (i) the marks and comments of all markers;
- (ii) the resolution of disagreements;
- (iii) concerns regarding marking practice and remedial mechanisms adopted.

This information should be appropriately monitored at School level.

6.13 Operational details

6.13.1 After the double-marking process has been completed the scripts, marks sheet and double marking form should be handed in to the programme leader. A sample of coursework scripts for all courses will be photocopied for the external examiner. The coursework scripts will then be distributed from administration. If academic staff wish to distribute coursework scripts themselves they should either indicate that they would like to receive the scripts back after copying etc has been done or copy a sample themselves and ensure that copies, marks sheet and double marking form are with the programme assistants within the four week deadline.

6.13.2 If academic staff do choose to distribute coursework themselves then they **must** use a process which ensures that the right person, and only the right person, receives the coursework. The process must include, after a reasonable length of time, returning uncollected scripts to administration.

7. Moderation Policy

7.1 Schools in GhanaCU are required to develop good internal moderation procedures. Each School will establish and agree its own moderation policy, which must meet the minimum requirements set out below, and this will be endorsed by the Vice President for Academic Affairs. As a University Policy it needs to be incorporated into the practices of collaborative programmes, which may require changes to existing Practice and Operations Manuals.

7.1.1 In order to improve our confidence in the marking of papers and to meet the requirements of the University Academic Standards Code of Practice, GhanaCU has in place a system of academic moderation by sampling. Academic moderation will apply to all Penultimate year (300 level) and Final year (400 Level) papers, and to first and second year papers being marked by inexperienced staff.

7.1.2 Wherever possible, academic moderators will be staff who do not have a large marking load in the relevant exam period.

7.1.3 To ensure the accuracy and consistency of marking, moderation should normally be undertaken by experienced examiners.

7.1.4 The moderator will vouch for the accuracy and consistency of marking.

Where he or she cannot, the matter will be referred to the Chair of the Board of Examiners concerned. The Chair will arrange for all the work to be double-marked, normally by the moderator, but, where the Chair deems there to be good reason, by a third party. Where differences of opinion between the first and second-marker cannot in this circumstance be resolved, recourse should be made to the External Examiner.

7.1.5 When returning course marks, the Departmental Exams officer should inform the Board of Examiners who the moderator was and that agreement was reached for each assessment.

7.1.6 Samples of work, including coursework, for only Final Year (400 level) undergraduate courses and all postgraduate courses may be made available to the External Examiner in the subject as part of the regular examining procedure.

7.2 Internal Moderation

7.2.1 Staff should consult appropriate peers when setting assessment tasks, (including examination questions) and when deciding how to grade student responses to assessment tasks.

7.2.2 Where two or more staff (including tutors) share the marking of an assignment or examination question, these activities must be moderated for consistency of standards and quality of feedback provided.

7.2.3 Where students are offered a choice of examination questions, the marks awarded for the different options must be compared and adjustments made if necessary to allow for variations in question difficulty.

7.2.4 Departments/Schools should review the distributions of grades in courses at each year level, making adjustments where necessary.

7.3 External Moderation and Accreditation

7.3.1 Departments/Schools must regularly undertake external moderation of their courses. External moderation of 300 - 400 level and all postgraduate courses is also encouraged.

7.3.2 In cases where professional courses are subject to moderation of assessment by external bodies, assessment must also comply with the requirements of these bodies.

7.4 Dissertations

Theses are blind double-marked by the supervisor and another assessor. After assigning marks, the two assessors agree on the final mark to be awarded. If they cannot agree, the dissertation is assessed by a third assessor.

7.5 Examinations

7.5.1 Where there are a number of experienced staff involved in marking exam scripts for a particular course, the ideal form of moderation consists of a moderation meeting in which a sample of scripts are reviewed and preferably second marked. Provided no significant inconsistencies are identified, the agreed marks can then be submitted. A short record of the meeting should be kept and enclosed with the information sent to the external examiner where necessary.

7.5.2 Where all the exam scripts for the course are marked by one assessor, or the assessment team are inexperienced, a sample of the work should be double marked (or if that is not possible, second marked) by a second experienced assessor. If the assessors cannot agree individual marks, it may be necessary to make use of a further assessor. The external examiner should be informed which scripts have been double- or second-marked.

7.5.3 It is recognised that, timescales are very short for moderating undergraduate exams before the marks need to be submitted. If there is insufficient time to complete the moderation process at this stage, the un-moderated marks should be submitted, and the moderation carried out before the Semester Examination Committee Meeting, at which the outcome of moderation should be reported.

7.6 Written Coursework

In the case of any single item of coursework which contributes 40% of the course mark, there should be a moderation process, the form of which will depend on the nature of the teaching team as outlined for examinations above. For items which contribute less than 40% to the final mark, there does not have to be a moderation process.

7.7 Other Forms of Assessment

For other forms of assessment, *e.g.* oral examinations, presentations, or recitals, which contribute 40% or more of the module mark, there should normally be the involvement of at least 2 assessors, who should agree the final mark for each piece of work. The external examiner should have access to the agreed comments of the assessors, which should be available as feedback to the student.

7.8 Size of Sample

The sample of work to be moderated by the above mechanisms should normally consist of a selection of items from across the range of marks of sufficient size to judge the validity and reliability of the marking (normally not less than 10%). For courses with relatively small numbers of students, the sample should not normally be less than the work of 5 students and should contain at least one example of each grade, if available. For courses with very large numbers of students (*e.g.* more than 250) a sample of 25-30 will normally be sufficient.

7.9 Re-marking

Where there is clear evidence during the moderation process, from the sample selected, that there are serious discrepancies in the marks being awarded to a particular piece of work, the school should arrange for all the items affected to be remarked. This must be reported to the examination committee.

7.10 Role of External Examiner

The size of the sample of assessed work to be reviewed by the external examiner(s) should be agreed with them at the start of the course. It must be emphasized that, their role is to gauge the overall standard of the students' performance on the course, and to monitor the effectiveness of the assessment process, but not to act as another assessor in cases where the

internal assessors cannot agree a mark or to suggest changes to individual assessments on the basis of the sample they receive. If the case is made that, the overall marking of an assignment (including exams) needs further moderation, then all the marks for that course should be moderated using a mechanism agreed by the examination committee.

7.11 Examination and Assignment Moderation

7.11.1 External Exam moderation is applied to all Penultimate year (300 level) and Final year (400 Level) papers. However, internal moderation is applied to all first and second year papers being marked by staff who are below the rank of Assistant professor/ Senior lecturer.

7.11.2 The lecturer must provide the name of his/her internal moderator when handing in the examinations questions – this internal moderator can be any member of the academic staff except those with whom the lecturer shares the setting of the exam. The moderator will be asked to proof read and approve the content/standard of the questions.

7.11.3 Departments should determine whether students should be required to submit two copies of written coursework assignments.

7.11 Answer Scripts Moderation

7.12.1 *Moderation of assessed work, including exam scripts:* Unless assessed work is double-marked, marks should be moderated by a second marker (often, an external examiner). The first marker, the lecturer of the course, should use sufficient annotation on the work to make clear the reasoning behind the mark awarded.

7.12.2 The basis for the moderator's assessment of the accuracy and consistency of marking will be the departmental/subject criteria for assessment alongside the detail of the learning objectives of the assessment modes contained in the course descriptor.

7.12.3 Departments may determine that 'borderline' pieces of work should be included in the samples of work to be seen by moderators where the term 'borderline' is meaningful in relation to a particular piece of work.

7.12.4 Academic moderators will be as far as possible staff, capable of interpreting the answer scripts and the marking scheme for the papers concerned. A sample of the answer scripts will be taken comprising:

- (i) All the scripts if the total number is less than 10.
- (ii) 10 papers if the total number is 10-100.
- (iii) 10% otherwise.

7.12.5 The sample should represent a reasonable distribution of marks including a script with top marks, and one with poor marks but representing a reasonable attempt at the paper (i.e. not a paper with less than 10%).

7.12.6 The question setter or first marker will supply the moderator with a detailed marking scheme showing the breakdown of the marks allocation. Ideally this will be sufficiently detailed to see how individual marks are allocated. If the marking scheme

is modified or refined during the marking process it will be the marking scheme actually used for the marking.

- 7.12.7 The moderator will check that the marking of the sample is consistent with the marking scheme. The moderator will initial every question on the papers checked in this way. The moderator will sign the front cover of the script. If any mark is changed as a result of this moderation process, then all the scripts will be moderated, not necessarily by the original moderator. This will effectively be a non-blind double marking of the papers or a selected question if a problem relates to a specific question. As many staff will be used as necessary to complete this moderation in time.
- 7.12.8 The moderator will complete the moderation within 24 hours.
- 7.12.9 If the moderator identifies any discrepancy of more than 2/20 in any question or more than 5% (e.g. 3/60) in the paper overall, then this will be brought to the attention of the Departmental Exams officer. If on further investigation the marker, the moderator and the exams officer agree that original mark stands no further action need be taken. It is open to first markers to seek advice from the moderator on the marking of work by particular candidates.

8. Notifying Students of Assessment Policy and Procedures

- 8.1 In each course, students must receive specific, clear and early information about course assessment requirements, e.g. due date, weighting, length, presentation. If it is not prudent to provide this information in the Course Outline, it should be provided in a separate assignment handout.
- 8.2 If minimum levels of attendance or completion of practical or other specified work are required before a final examination can be sat, or a course grade awarded, these requirements should be detailed in course information. There should be a clear rationale for such requirements and they should be communicated clearly to all students to whom they apply.
- 8.3 Students should be notified of University assessment policies and Department/School practices and procedures. To this end, Departments/Schools will provide the following information in a timely manner to students and staff through notification in Handbooks, Course Outlines, web pages or any other appropriate means, e.g. noticeboards, handouts:
- 8.3.1 Department/School
- (i) Grading practices including the grading scale, explanation of grading criteria, scaling of marks and grades, and moderation
 - (ii) Policy on the granting of extensions of time for submitting assessed work
 - (iii) Penalties imposed for the late submission of work.

8.3.2 University

- (i) Provisions for reconsideration of grades
- (ii) Appeal provisions
- (iii) Provisions for students with disabilities, particularly in relation to the sitting of tests and exams
- (iv) Expectations regarding academic integrity, especially in relation to plagiarism and including procedures in the event that dishonest academic practice is suspected.

9. Invigilation

These instructions are intended to be read in conjunction with the *Assessment Policy*.

Please read these instructions carefully BEFORE the examination session.

9.1. Role of the Senior Invigilator

In each examination room, one invigilator shall be appointed Senior Invigilator, who shall have overall responsibility for ensuring that the procedures described below are carried out, and for the distribution of duties among the other invigilators. The Senior Invigilator is also responsible for the maintenance of silence amongst invigilators, examiners and candidates, so that candidates are not disturbed (this includes preventing the use of mobile phones by invigilators or examiners inside or within the vicinity of the examination room). The Senior Invigilator should report the non-attendance of any of the other invigilator(s) to the Academic Office (Examinations Section).

9.2. Before the Examination

- (a) Invigilators should arrive at the examination room 20 minutes before the scheduled start of the examination session, in the case of large venues, and 15 minutes before in the case of other venues (40 or 35 minutes before respectively in the case of a session including an examination with Reading Time). An Academic Office representative will also arrive at the same time.
- (b) Duties are divided between the Academic Office representative and the invigilators as follows:
 - i. **The Academic Office representative:**
 - A. Brings the copies of the question papers to the examination room.
 - B. Posts outside the examination room a list of candidates for each examination taking place showing the desk number assigned to each candidate.
 - C. Ensures that the porters have set out the appropriate stationery on the desks, and that any special requirements (statistical tables, photographs, etc.) have been provided.
 - D. Ensures the Senior Invigilator is aware of different finishing times, different types of examination (Reading Time papers, Open Book papers, Seen papers), and any special arrangements for individual

candidates.

ii. **The invigilators:**

- A. Under the direction of the Senior Invigilator, set out the correct question paper on each desk in accordance with the label on the examination packet (the label will state the precise seat numbers for that paper). Question papers should be set out face down.
- B. Obtain from the examiners (who should be present to check their papers) the telephone numbers at which they may be contacted in the event of a query arising during the examination, and ask the examiners to remain outside the examination room for the first **ten** minutes of the examination, in case any candidates have questions. The Senior Invigilator should also check with the examiners whether there are any corrections to be announced to the examination papers. If there are any corrections or special instructions, the Senior Invigilator must ensure that, any candidates sitting the examination in their department(s) or in central special exam arrangement rooms are informed (by telephoning both the relevant Departmental Secretary and the Academic Office (Examinations)).
- C. Admit the candidates to the examination room when (and only when) the Senior invigilator is satisfied that the room is properly prepared. Candidates for papers with Reading Time shall be admitted to allow 15 minutes undisturbed Reading Time before the scheduled start of the main session, i.e.15 minutes before all other candidates are admitted to the examination room.
- D. Check that candidates do not bring into the exam room any bags, books, papers, etc., except for those materials which they are expressly permitted to have with them (in the case of calculators and Open Book examinations, however, this shall be the responsibility of the examiner).

Candidates have been reminded of the Regulation that they should not normally bring bags into exam rooms. Please use your discretion in this respect, however, where students may have a legitimate reason for bringing a bag with them (such as a special needs arrangement permitting them to bring something to cope with a disability (e.g. a back-rest or cushion etc), or as circumstances may dictate.

Candidates are also forbidden to bring mobile phones into examination rooms; if any disobey this instruction, they must ensure the phone is turned **off** and leave it at the front of the room on the invigilators' desk during the examination.

9.3. Starting the Examination: Announcements

9.3.1 When the candidates have been admitted and have taken their seats, the Senior Invigilator should make the following announcements, exactly as written below in bold:

(a) **Please read carefully the instructions printed on the back of the attendance slip.**

Allow students a minute or so to digest these instructions, which therefore do NOT have to be read out. The instructions are as follows:

- (i) Please leave your University Card (or other photograph – bearing identification) on your desk during the examination: **REMEMBER TO TAKE IT WITH YOU WHEN YOU LEAVE.**

- (ii) You may not leave your examination within the first half hour, nor in the last quarter of an hour of the examination session.
 - (iii) If you finish the examination early and wish to leave altogether, you must first take your script(s) to the Senior Invigilator and report that you are leaving.
 - (iv) If you are sitting short examinations which finish mid-session, you should remain seated in silence at your desk, holding your script(s) in the air, until you have handed it to an invigilator. You should then leave the examination room quickly and in silence.
 - (v) When you finish you must wait until you have handed your script to an invigilator before leaving your desk. If you have used more than one answer book, you should fasten them together with the treasury tag provided.
 - (vi) If you have a query or need the assistance of an invigilator in any way, please raise your hand. Do not leave your seat unless absolutely necessary.
 - (vii) Please check that you have the correct examination paper, and that your copy of it is complete.
 - (viii) Please read the instructions at the head of your paper, and make sure you understand and follow them.
 - (ix) If you need to do any rough work, use the back page(s) of your answer book(s) and either cross through the rough work, or identify it clearly as such before handing in your script; you may not use paper of your own for rough work.
- (b) (Any amendments to question papers which have been notified by the examiners should now be read out. It is the responsibility of the Senior Invigilator to ensure that any amendments to question papers are relayed to any students sitting the examination in another room(s) – see 2. (b) ii. B above).
 - (c) **Please fill in your attendance slip.**
 - (d) **You may start.**

Where students are admitted early for Reading Time announce to them "**you have 15 minutes reading time during which you may make notes on the question paper, but may not start to write your answers until ALL students are told to begin**". The usual announcements (a) (c) and (d) above are then made at the conclusion of the Reading Time, and after any other candidates have entered the room and seated themselves.

9.4. Control of Attendance

9.4.1 As explained above, each candidate is assigned a numbered desk, and a list of candidates' names with their University card numbers, and desk numbers is displayed outside the examination room. Since the University's adoption of anonymous examinations, two conjoined copies of the candidate list (these being for annotation by the Senior Invigilator) are provided inside the examination room. If a candidate does not appear on the seating list, the Senior Invigilator should refer the matter to the Academic Office representative who will endeavour to find out why the candidate is missing, and make any necessary arrangements.

9.4.2 Each desk will have on it an Examination Attendance Form, which will be filled in by the candidates at the start of the examination. These should be collected by the invigilators **after half an hour, no candidate being permitted to leave in that time.** The attendance forms should then be checked against the conjoined candidate list.

The invigilators should note on **both** halves of the conjoined candidate list students:

- (a) who are absent,
- (b) who arrive late,
- (c) who leave early.

One half of this list (the “anonymised” portion) is intended for the examiner, and the other (which includes student names) for retention as the Academic Office central record, and it is for this reason that the information should be recorded on **both** portions, **which therefore should NOT therefore be separated until after the end of the examination session.**

Candidates are required to bring their University cards to each of their examinations (or another photograph-bearing form of identification) and have this on their desks during the examination; invigilators are **not** expected to check every student’s card, but students are informed that they may be subject to checking, and invigilators should make a note on the candidate list of any student they find not in possession of an University card or other photo-bearing ID, and about whose identity they may be suspicious.

Variable-length Papers

Many individual examinations have two or even three lengths, the duration for a particular student being dependent on the number of sections (s)he is taking, or the amount of assessed work (s)he has submitted for the module the paper is examining. The length for each student (in the case of variable length examinations) or the sections each is taking (in the case of sectioned examinations) will be indicated on the candidate lists.

Should a candidate claim the length or section(s) appearing for them on the list is incorrect, s/he should be permitted to take the length of paper/section(s) s/he claims is appropriate, **any amendments to what is printed on the list being noted by the invigilators on both portions of the conjoined candidate list,** so that examiners will be aware of them.

9.5. During the Examination

(a) Leaving the Examination Room

Students may not leave the examination room, except when they have finished their examination, unless accompanied by an invigilator. Students leaving the examination room finally before the end of their examination must take their script(s) to the Senior Invigilator, who should note the time of their leaving on **both** portions of the conjoined candidate lists.

(b) Students with Medical or Emotional Difficulties

9.6 Exams on Monday to Friday

9.6.1 If extremely serious, an invigilator should call 999 and request an ambulance (it is assumed that the student will not be continuing with the examination).

- 9.6.2 If serious, and care is immediately necessary (but not severe enough to warrant an ambulance), then an invigilator should:
- (a) Clarify immediately the name and practice of the GP with which the student is registered.
 - (b) Contact the University Medical Centre to establish whether they will see the student immediately (they are not obliged to do so if the student is not registered with them).
 - (c) If the Medical Centre confirms it is able to see the student, then the student should be escorted (if appropriate) to the Medical Centre.
- 9.6.3 If the student is simply in some distress and medical attention as such is not considered necessary, the invigilator, if unable to deal with the situation him/herself, should contact Security and ask them to contact the on-call Student Support Officer. The invigilator should make it clear where the examination is taking place and provide a contact number where s/he can be contacted. The on-call Student Support Officer will then contact the invigilator to see what support is needed. In this case, the student may be able to resume the examination.
- 9.6.4 If a student has to leave an examination because of medical/emotional difficulties as under 2 above, the Senior Invigilator should give the student a copy of the form “Medical Certificate for Conditions Affecting Examinations”, copies of which will be available in each exam room (this form can be completed by the student’s Physician/nurse, by the Dean of Student Support and Societies or by the Senior Tutor for subsequent submission by the student to his/her department).

9.7 Exams on Saturday

- 9.7.1 If extremely serious, an invigilator should request an ambulance (it is assumed that student will not be continuing with the examination).
- 9.7.2 If serious and care is immediately necessary (but not severe enough to warrant an ambulance) then an invigilator should:
- (a) clarify immediately the name and practice of the Physician with which the student is registered.
 - (b) contact University Security who will call the Physician/Nurse if the student is registered with the Medical Centre and take such subsequent actions as might be required; if the student is not registered with the Medical Centre, Security will advise the student to attend an NHIS walk-in centre or to contact his/her own Physician).

In this case, it is assumed that the student is extremely unlikely to be continuing with the examination.

9.7.3 If the student is simply in distress and medical attention as such is not considered necessary, the invigilator, if unable to deal with the situation him/herself, should contact Security asking them to contact the on-call Resident Duty Tutor. The invigilator should make it clear where the examination is taking place, and provide a contact number where s/he can be contacted. The on-call Resident Duty Tutor will then contact the invigilator to identify the nature of the issue, seeking advice from a more senior member of staff if necessary.

In this case, the student may be able to resume the examination.

9.7.4 If a student has to leave an examination because of medical/emotional difficulties as under 2 above, the Senior Invigilator should give the student a copy of the form “Medical Certificate for Conditions Affecting Examinations”, copies of which will be available in each exam room (this form can be completed by the

student's Physician/nurse, by the Director of Student Support or by the Senior Tutor for subsequent submission by the student to his/her department).

(c) Late Arrivals

The General Examination Regulations state that normally no candidate may be admitted to the examination room after the first half hour. However, if candidates turn up after this and no other unaccompanied candidate on that examination has left the room between the end of the first half hour and their arrival, they may be admitted at the discretion of the Senior Invigilator, who should make a note of his action on both sections of the conjoined candidate list. Any candidates who are excluded because other students have already left the examination, should be advised in their own interests to report to his/her department as soon as possible or to contact the Academic Office Student Enquiry desk. **There is no obligation to allow a late candidate additional time at the end of an examination to make up for that lost through late arrival.**

(d) Queries in the examination room

Invigilators should take seriously all queries from candidates even though in some cases they may seem trifling. It is particularly important if a query is raised about the interpretation of an examination question or a rubric that, the responsible examiner is contacted. It may seem appropriate to use "common sense" on such occasions, but this can lead to students being wrongly advised, and it is better to err on the side of caution.

The Senior Invigilator should ensure that, at all times at least one of the assistant invigilators is watching the room to spot students wishing to attract attention. In large rooms one or two of the invigilators should station themselves towards the back of the room.

(e) Disturbances (including fire alarm)

In the case of external disturbances from building noise, other students etc, the invigilator should inform the Academic Office (Examinations) so that appropriate action can be taken.

Any student causing a disturbance in the examination for whatever reason should be required to leave the examination room. A full report should be made to the Academic Office of any such occurrence.

In the case of fire or other alarm, all materials, coats, etc, must be left in the room, and candidates and invigilators should leave in accordance with the instructions of the staff responsible for the building in which the examination is taking place and/or the instructions posted in the building. Once an all-clear is received, candidates should (if it is practical) be allowed to resume the examination and additional time allowed to compensate for the stoppage. In such a case, the Senior Invigilator should make a written report to the Academic Office (Examinations), so that the relevant academic departments can be informed of the occurrence.

(f) Cheating

Invigilators should check the aisles during the early part of the examination session to ensure that candidates have not brought in, either accidentally or deliberately, any prohibited materials.

Where invigilators suspect a candidate of cheating they should, after informing and consulting the other invigilators, warn the candidate that a full report will be made. The candidate may then be permitted to finish the paper. A full written report of the circumstances should then be made to the Academic Affairs Director immediately after the

examination. The student should be informed that, (s)he has the right to submit a written statement to the Investigating Committee that may be called to consider the case.

(g) Calculators

It is the responsibility of each academic department to control whether students are using permissible calculators, since the criteria may vary from examination to examination (see 2b.ii.D above). It is the students' responsibility to make sure their calculators are working and have fresh batteries. Students are not permitted to share calculators, or pass them between each other in an examination. Use of a non-permissible type of calculator or other electronic devices will be regarded as cheating.

(h) English Language Dictionaries

Students whose first language is not English are permitted to use a bilingual dictionary during University examinations, except that bilingual dictionaries may not be used in certain examinations in which their use would negate the purposes of a particular examination (such prohibitions will be published to students in departments and outside exam rooms).

A bilingual dictionary is defined as a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and the student's first language. Students are required to provide their own dictionaries, and a student's academic department is required to confirm a student is an appropriate user of a bilingual dictionary, and to certify students' dictionaries as suitable for examinations use prior to the examinations taking place (in a similar fashion to the licensing system in use for calculators). The student's name and University card number should be clearly indicated on the inside front cover of a dictionary, together with a departmental stamp and authentication by the signature of the Departmental Chief Examinations Correspondent (or other nominated departmental authority).

Departments should also make clear to the students that a dictionary may be checked by any member of staff before, during or after an examination.

Examination Invigilators are not expected to check all dictionaries routinely (but are of course free to check a student's dictionary if they have reason to do so).

(i) Smoking

Smoking is not allowed in examinations.

(j) Mobile phones

Students are forbidden to bring mobile phones into examination rooms (and are informed of this on their personal examination timetables); if any disobey this instruction, they must ensure the phone is turned **off** and leave it at the front of the room on the invigilators' desk during the examination

(k) Additional Answer Books

Please use **green** cover answer books if students need additional copies, irrespective of the colour of the main answer book (the colour merely indicates the number of pages – those with green covers have the fewest pages). When issuing a second answer book please make sure the student is issued with a treasury tag to attach the answer books together, and please make sure that all the answer books the candidate already has have been used.

(l) Open Book Examinations and Seen Papers

Open Book examination papers are printed on different coloured papers so that, the invigilators can tell at a glance which students are permitted to bring books and materials into the examination room. **Yellow** paper denotes an examination where students may use any notes and texts except Ghana Christian University College library books. Open Book examinations where the number and nature of the books is restricted and only particular texts are permissible are printed on **blue** paper (in this case the paper rubric will state which texts are permitted).

The Seen element of an examination paper is printed on **pink** paper and circulated to the students a specified time before the examination. The students may not use this copy of the question paper in the examination itself (so any pink copies on students' desks should be removed).

9.8. Terminating the Examination

It is the responsibility of the invigilators to make sure that each group of students leaves the examination room at the correct time. A brief announcement should be made 15 minutes before the end of the session as a whole to remind students that they are not allowed to leave during those fifteen minutes. At the end of the session, students should be reminded to wait until they have handed their scripts to an invigilator before leaving their desks; do not permit students to leave the room before their scripts are collected. Please also remind students that, all unused answer books and other University examination materials must be left on their desks and must NOT be taken from the room. Where there is more than one finishing time in the session, an announcement should be made 15 minutes before each finishing time. A guide to timings is provided at the end of this document (Appendix 1). Please ensure that if a group of students is leaving mid-session that when you make the announcement that you remind them they must leave the room quickly and IN SILENCE, since other candidates will still be working.

9.9. After the Examination

9.9.1 At the end of the examination session, the Senior Invigilator should arrange for the scripts for each examination to be collected in (instructing invigilators to ensure that candidates remain at their desks until their scripts have been collected). Where an examination script comprises answers in separate answer books, the invigilators should, if it is practical to do so, cross-check with the annotated candidates' lists that there are the correct number of books, joined together with a treasury tag. A final check of the room should be made in case any further completed answer books have been left on desks.

9.9.2 Invigilators should check the number of scripts before allowing examiners to separate multi-section answers (Senior Invigilators may care to identify clearly before the examination session finishes who among their colleagues will be their primary helper(s) for script checking). It is not the responsibility of invigilators to check that students have answered the correct sections, or to divide examination scripts comprising more than one answer book into the various sections.

9.9.3 In the case of short examinations which end mid-session, scripts should be collected with due regard to avoiding disturbance to other candidates.

9.9.4 When all scripts have been collected and counted, the total number for each examination should be entered on the examination room record sheet together with the number of absences from the room for that paper (if any).

9.9.5 The responsibility for accounting for examination scripts is that of Senior Invigilators, who must therefore satisfy themselves that the numbers of scripts shown on the examination room record sheet tallies with the numbers of candidates present in the room.

9.9.6 Examiners are encouraged to collect their scripts directly from the examination room, but not until all the examinations in that room have finished. Otherwise, the scripts will be returned to the Academic Office for delivery later to the examiner's department. In both cases it is the responsibility of the Senior Invigilator to ensure that the correct number of scripts is handed over, and in those cases where the examiner collects directly from the examination room, to see that the examiner signs the examination room record sheet as a receipt for the scripts. In the case of examination papers in separate sections, where these have been answered in separate books, the answer books should be joined together by students with treasury tags, and counted as single scripts, and handed over as such to the examiner responsible.

9.9.7 Examiners collecting scripts should also be given the anonymised portion of the annotated candidate list (marked "Examiner's copy) for that examination, and any spare copies of the question paper.

9.9.8 All attendance slips, any invigilators' reports, the portion of the annotated candidate list bearing students' names (marked "Academic Office copy") and the examination room record sheet should be returned to the Academic Office representative, together with any uncollected scripts.

IMPORTANT

No scripts should be handed over to examiners until the Senior Invigilator is satisfied that (s)he has collected in the correct number of scripts for every examination in the room. It is also very much in the interest of the Senior Invigilator to make clear to examiners that this will be the case. A group of insistent examiners rushing the checkers can make the task of clearing up after an examination session more difficult than it need be, and can lead to the making of unnecessary errors, and for this reason the University Examinations Committee ruled that examiners are required to remain outside the examination room at the end of the examination until permitted to enter by the Senior Invigilator.

APPENDIX 1

GHANA CHRISTIAN UNIVERSITY COLLEGE

Guide for Senior Invigilators: Timings

Morning		Afternoon
Start	Lay out examination papers on desk	Start
	Get examiners' names and phone numbers on exam room record sheet	
	Get any corrections to papers	
*9.05 (for 9.10)	Let in reading time candidates	*1.35 (for 1.40)
+*9.25 (for 9.30)	Let in other candidates	+*1.55 (for 2.00)
9.30	Announcements, corrections, start	2.00
10.00	End of "no leaving" period	2.30
	Collect attendance slips	
10.15	Warning for those leaving after 1 hour	2.45
10.30	End of 1 hour	3.00
10.45	Warning for those leaving after 1 1/2 hours	3.15
11.00	End of 1 1/2 hours	3.30
11.15	Warning for those leaving after 2 hours	3.45
11.30	End of 2 hours	4.00
12.15	Warning for end	4.45
12.30	End	5.00
<u>End</u>	Collect all scripts: when all checked release to examiners.	<u>End</u>
	Make sure examiners and invigilators sign the room record sheet.	

* Allow 1 minute for about 40 students to enter,

+ 2 minutes for announcements.

APPENDIX 2

Guidance published to students regarding bags in examinations:

IMPORTANT NOTICE ABOUT EXAMINATIONS: PLEASE NOTE

Bags in Examination Rooms

Please remember that the University's Regulation 10.2 states that:

“Candidates are forbidden to take into an examination room any books, papers, calculators, or any information storage and retrieval device, or any case or bag ...unless there is an express provision otherwise in the case of a particular paper”

Please note that the University Senate has also resolved that students **shall not be permitted take mobile phones into examinations.**

Candidates therefore should not take any bags, cases, or rucksacks etc into examination rooms.

The only exceptions to this are:

- (a) small pencil cases may be used for pens, pencils and rulers etc;
- (b) if necessary plastic carrier bags may be used to carry permitted texts or other material into open-book examinations

(unless you have been given special individual permission to have any other kind of bag with you in connection with an approved special examination arrangement).

You are therefore strongly recommended not to bring bags with you to examinations. If you do, you will not be permitted to bring them into the exam room (other than as noted above). Also you must not leave bags outside exam rooms where they may cause any kind of obstruction.

There is some limited space in the vicinity of exam rooms where if you have to you may leave bags, **AT YOUR OWN RISK**, as follows:

If you leave anything in the places specified above this is at your own risk and YOU SHOULD NOT LEAVE ANY VALUABLES. The University will not accept any responsibility for belongings left in the above locations.

However, please remember that the storage spaces noted above are LIMITED in capacity and you are asked not to bring bags to examinations.

The above arrangements are for the benefit of candidates as well as the proper conduct of examinations and your co-operation is appreciated.