ULK POLYTECHNIC INSTITUTE UPI

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REVISED MODERATION POLICY

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CREATION, VISION, MISSION, PHILOSOPHY, MOTTO, VALUES, OBJECTIVES, RESPONSIBILITIES AND POWERS

Article 1: Creation

ULK Polytechnic Institute (UPI) a high private technical learning institution founded on 2nd October, 2014 and now governed by the law N° 010/2021 of 16/2/2021 determining the organization of Education and the Ministerial order N° 001/MINEDUC/2021 of 20/10/2021 determining standards in Education, and the Ministerial order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualification Framework, law N°27/2023 of 18/05/2023 amending the law N° 66/2018 regulating labour in Rwanda, UPI statutes, its internal Regulations and other academic regulations.

Article 2: Vision

In line with the vision of the Government of Rwanda to promote practical skills, ULK Polytechnic Institute aims to stand out as a remarkable Institute for excellence with hands on skills and highly motivated students endowed with elevated ethical values.

Article 3: Mission

The Mission of ULK Polytechnic Institute is: to educate, teach, conduct technical projects and serve the community. The fundamental mission of ULK Polytechnic Institute is to provide the students with competitive, creative, innovative skills which will contribute to find solutions on the labor market.

Article 4: Philosophy

The philosophy of ULK Polytechnic Institute is based on four fundamental principles:

- To have faith in God;
- To know one's mission on earth;
- To live ethical values;
- To have positive thoughts.

Article 5: Motto

The motto of ULK Polytechnic Institute is "**Science, Conscience and Skills**".

Article 6: Objectives

ULK Polytechnic Institute has the following objectives:

- To contribute to capacity building hands on skills based;
- To promote projects innovation for serving the community;
- To provide middle technicians with technical trainings to meet the community needs;
- To provide service to the community; and
- Self-employers; etc….

Article 7: Responsibilities of ULK Polytechnic Institute

The main responsibilities of ULK Polytechnic Institute are the following:

1. To carry out and promote technological disciplines according to labor market demand at the national and regional level;
2. To collaborate with other institutions to ensure their dissemination in order to contribute to the promotion of development at the national, regional level and worldwide;
3. To provide the student with knowledge, hands on skills, technology and education for innovation and self-employment;
4. To promote the national culture with end-purpose of promoting technical education that meets Rwandan needs; and
5. To contribute to resolution of issues related to national development

Article 8: Powers of ULK Polytechnic Institute

ULK Polytechnic Institute has the following powers:

1. To award Advanced Diplomas, BTech degrees offered in accordance with the law;
2. To award Diploma and Certificates to candidates who successfully complete training courses;
3. To conclude cooperation agreements with different organs in charge of education, either national or foreign institutions of higher learning;
4. To organize trainings for lecturers in order to be competitive at the international level; and
5. To promote lecturers to academic ranks

Article 9: Attributions

The attributions of the Founder and President are:

i To represent legally the Institution;
ii To designate the Chancellor to be approved by the Governing Body;
iii To appoint and cancel the appointment of any member of the Governing Body;
iv To designate members of Executive Organ to be approved by the Governing Body;
v To appoint and dismiss ULK Polytechnic Institute authorities;
vi To appoint and dismiss members of the auditors committee;
vii To ratify activities, programmes and the ULK Polytechnic Institute budget;
viii To decide about the ULK Polytechnic Institute investments and extension;
ix To decide about the strategic plan of the UPI.

Article 10: Type of Institution

UPI is a private education institution which complies with education standards in Rwanda and is subject to regular inspection by the Higher Education Council (HEC).

Article 11: Cycles in each category of education

UPI comprises two cycles which are the Advanced Diploma, BTech degrees awards

Article 12: Establishment

UPI is an established private education institution undertaking the education development with a focus on courses (Construction Technology, Land surveying, Electrical Technology, Electronics & Telecommunication Technology). These courses are needed in the country and on the labour market in Rwanda.

Article 13: Management Organs

UPI management organs are the following:

1. The Governing Body,
2. Executive organ,
3. Academic Senate, and
4. Senior management committee.

The chancellor of UPI is designated by the founder and the president of ULK Ltd and approved by the Governing Body.
The chancellor of UPI is responsible for presiding over the academic year opening ceremonies, graduation ceremonies and awarding of other merit titles and may also attend other events or meetings if necessary.

Article 14: Years, Sessions, Semesters and Terms

In these regulations, the following terms shall have the following meanings:

- **Academic Year:** the length of time during which UPI offers studies of full-time Advanced Diploma, BTech degrees equivalent to a minimum of 120 credits. One credit is equated to 10 hours of notional student learning effort; thus, a minimum period of 1200 hours for an academic year;
- **Session:** The part of the academic year during which the UPI holds classes;
- **Semester**: An academic period of a half of the academic year;
- **Term**: A definite continuous period during which instruction is regularly given to students; presently a period of 1/3 of the academic year.
- **Credits**: One of the primary methods used to determine and document that students meet academic requirements
- **Module**: Any unit offered in a programme that has a unique identification code and title.

Article 15: Purpose of the Policy

The purpose of this Moderation Policy is to establish a comprehensive framework that ensures all assessment practices at UPI are fair, valid, reliable, transparent, and aligned with intended learning outcomes. Moderation serves as a key quality assurance mechanism to uphold academic standards, enhance consistency in marking, and promote continuous improvement in teaching, learning, and assessment.

Article 16: Objectives of the Policy

This policy aims to:

i. Ensure alignment between assessment tasks and learning outcomes;

ii. Promote fairness, transparency, and consistency in marking;
iii. Minimize bias in assessment decisions;
iv. Strengthen internal and external quality assurance systems;
v. Ensure compliance with national higher education standards;
vi. Enhance academic integrity, including in digital and AI-supported assessments.

Article 17: Scope of the Policy

This policy applies to:

i. All summative assessments conducted across face-to-face, blended, and online learning environments;
ii. All academic programmes and qualifications offered by UPI;
iii. All academic staff, external examiners, and quality assurance personnel involved in assessment processes.

This policy complements and should be read alongside the UPI Examination and Assessment Integrity Policy. It also aligns with national quality assurance requirements, ensuring comparability of standards within and across higher learning institutions.

Article 18: Definitions

For the purpose of this policy:

1. **Moderation** refers to the process of reviewing assessment design, marking, and grading to ensure consistency and fairness.
2. **Internal moderation** refers to moderation conducted within UPI.
3. **External moderation** refers to moderation conducted by independent external examiners.
4. **Assessment evidence** refers to student work used to determine achievement of learning outcomes.

Article 19: Guiding Principles

Moderation at UPI shall be guided by the following principles:

i. **Validity:** Assessments measure intended learning outcomes;
ii. **Reliability:** Consistency of assessment results across examiners;
iii. **Fairness:** Equal treatment of all students;

iv. **Transparency:** Clear criteria and documented decisions;
v. **Accountability:** Responsibility for decisions and processes;
vi. **Integrity:** Ethical conduct in all assessment practices.

Article 20: Institutional Responsibilities

UPI shall:

i. Establish and implement moderation procedures;
ii. Ensure availability of qualified moderators;
iii. Provide training on assessment and moderation;
iv. Maintain moderation records for audit and accreditation;
v. Ensure alignment with national quality assurance standards.

Article 21: Responsibilities of Academic Staff

Academic staff shall:

i. Design valid and appropriate assessment tasks;
ii. Participate in moderation processes;
iii. Apply marking criteria consistently;
iv. Maintain confidentiality of assessment materials;
v. Implement feedback and recommendations from moderation.

Article 22: Responsibilities of Moderators

Moderators shall:

i. Review assessment design and marking processes;
ii. Ensure consistency and fairness of grading;
iii. Provide constructive feedback to assessors;
iv. Recommend improvements to assessment practices;
v. Verify compliance with institutional and national standards.

Article 23: External Examiners

External examiners shall:

i. Provide independent evaluation of assessment standards;
ii. Review samples of student work;

iii. Validate fairness and consistency of marking;
iv. Submit formal reports with recommendations;
v. Participate in examination boards where applicable.

External examiners shall meet eligibility criteria including independence, expertise, and absence of conflict of interest.

Article 24: Moderation Planning

Each programme shall develop an annual moderation plan which includes:

i. Pre-assessment moderation of tasks;
ii. Post-assessment moderation of marking;
iii. External moderation schedules;
iv. Sampling strategies and timelines;
v. Reporting procedures.

Article 25: Sampling for Moderation

Moderation shall be conducted using a systematic and representative sampling approach to ensure fairness, consistency, and reliability of assessment decisions across all modules and programmes. The sampling strategy shall be designed to provide sufficient evidence that marking standards have been applied appropriately.

The sample selected for moderation shall include:

i. All failing scripts, to verify the accuracy and fairness of decisions leading to non-passing grades;
ii. High-performing scripts (distinctions), to ensure that excellence is appropriately recognized and consistently awarded;
iii. Borderline cases, particularly scripts around key grade thresholds (e.g., pass/fail, credit/distinction), to confirm that grading decisions at critical cut-off points are justified;
iv. Random samples of other scripts, to provide a broad and unbiased representation of the overall marking distribution.

In addition to the above:

1. For small classes (e.g., fewer than 25 students), all scripts may be moderated;
2. For larger classes, the sample size shall normally be between 10% and 25% of scripts;
3. The sample shall include scripts from different markers where more than one examiner is involved;
4. All late submissions, special cases, or reassessed scripts shall be included in the moderation sample;
5. For assessments contributing significantly to final grades (e.g., dissertations, projects, or assessments exceeding 30% weight), more extensive sampling or full second marking may be required;
6. In digital or AI-supported assessments, sampling shall also consider authenticity checks, including the use of plagiarism detection tools and verification of originality.

The selection of samples shall be documented and justified, ensuring transparency and enabling audit and quality assurance review. Moderators may expand the sample size where inconsistencies or concerns are identified during the moderation process.

Article 26: Pre-Assessment Moderation

All assessment tasks shall be moderated before administration to ensure:

i. Alignment with learning outcomes;
ii. Appropriate level of difficulty;
iii. Clarity and absence of ambiguity;
iv. Compliance with institutional standards.

Article 27: Post-Assessment Moderation

Post-assessment moderation shall:

i. Review marking consistency;
ii. Verify fairness of grades awarded;
iii. Identify discrepancies and recommend adjustments;
iv. Ensure marking criteria were properly applied.

Article 28: Moderation of Digital and AI-Supported Assessments

Moderation shall also apply to digital and AI-supported assessments to ensure:

i. Compliance with institutional AI-use policies;
ii. Authenticity of student submissions;
iii. Use of plagiarism detection tools;
iv. Design of assessments that minimize academic misconduct.

Article 29: Moderation Meetings

Moderation shall involve formal meetings where assessment standards are discussed; discrepancies are resolved; and final decisions are agreed upon and documented.

Article 30: Examination Moderation Procedures

i. All examination papers shall be moderated prior to administration;
ii. Moderation shall take place at least two (2) days before the examination;
iii. Moderation shall be conducted in the Examinations Office;
iv. At least two lecturers with expertise on the material shall be appointed as moderators on a rotational basis.

Article 31: Moderation Decisions

Moderators shall classify examination papers as:

i. Approved;
ii. Approved with minor corrections;
iii. Rejected (with justification).

Rejected papers must be revised and resubmitted.

Article 32: Moderation Actions

Moderation outcomes may include confirmation of marks; adjustment or scaling of marks; revision of assessment tools; recommendations for improvement; and staff development interventions.

Article 33: Handling Discrepancies

Where significant discrepancies occur:

i. A third marker may be appointed;
ii. Marks may be reviewed or adjusted;
iii. The case shall be documented and reported.

Article 34: Moderation Records

All moderation activities shall be documented using official UPI forms, including:

i. Moderation reports;
ii. Samples reviewed;
iii. Decisions taken; and
iv. Recommendations made.

Article 35: Reporting and Follow-Up

i. Moderation reports shall be submitted to programme leaders and academic authorities;
ii. Departments shall respond to recommendations;
iii. Actions taken shall be tracked for continuous improvement.

Article 36: Quality Assurance

Moderation shall be integrated into UPI's quality assurance system to:

i. Maintain academic standards;
ii. Support programme review processes; and
iii. Provide evidence for accreditation.

Article 37: Staff Development

UPI shall provide continuous training on assessment design; moderation techniques; and use of digital and AI tools in assessment.

Article 38: Confidentiality

All moderation processes shall ensure protection of student identity; secure handling of assessment materials; and compliance with data protection regulations.

Article 39: Ethical Conduct

All participants shall avoid conflicts of interest; act with integrity and professionalism; and ensure impartial and unbiased judgment.

Article 40: Final Provisions

All members of UPI academic community (staff and students) are required to comply with this Moderation Policy. By participating in assessment processes, they acknowledge their understanding of and adherence to its provisions.

Article 41: Policy Review and Modification

This policy shall be subject to periodic review to ensure alignment with national higher education standards; technological advancements in assessment (including AI); institutional development priorities; and emerging best practices in quality assurance.

Any amendments shall be approved by the relevant academic authorities of UPI.

Done at Kigali, May 27, 2026

Prof. Dr MBEREYAHO Leopold
Chairperson of UPI Governing Body

APPENDICES

APPENDIX 1: EXAMINATION MODERATION FORM

School: …… **Department: ……..……**

Academic Year: ……/…… **Class: ……**

Semester: …… **Lecturer: ……**

Module/Unit Title: ……

Module/Unit Code : …… **Moderation Date : ……..**

Section (√): Day: ☐ **Evening:** ☐ **Week-end:** ☐

Item	**Yes/No**	**Comments/Observations**
Type of assessment		**CAT 2:** ☐ **FAT:** ☐
Institutional Logo is mentioned		
School and department are mentioned		
Module/Unit Title is mentioned		
Module Code is mentioned		
Lecturer's names are mentioned		
Academic year is mentioned		
Semester is mentioned		
Class/level is mentioned		
Maximum marks are indicated		
Clear instructions are provided		
Appropriate assessment duration is provided		
Assessment date is mentioned		
Font size 12 is applied		
Line spacing of 1.5 is applied		
Times New Roman Font style is applied		
Test alignment is "Justified"		
Page numbers are inserted		
Compliance with UPI assessment Format (having section **A** and **B**)		

Section A question (a case study where possible) has at least 2 sub-questions?		
Section B has at least 4 questions from which a student choses 3		
Marks are allocated for each question or sub-question and commensurate with the expected responses		
Assessment is appropriate to the level it is set		
Question statements are clear (provide adequate guidance to the examinee)		
Question statements are free from grammatical errors		
Questions reflect the learning outcomes of the module/unit		
Questions are set from simple to complex		
The entire assessment has never been done before		

Decision: Accepted ☐ **Accepted after minor corrections** ☐ **Rejected** ☐

Moderation Team

S/N	Names	Academic Rank	Telephone	Signature
1				
2				
3				
4				