

ST. AUGUSTINE UNIVERSITY OF TANZANIA

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INTERNAL EXAMINATION MODERATION REGULATIONS AND PROCEDURES

APRIL 2019

TABLE OF CONTENTS

1. Introduction.....	1
2. Interpretation of Terms	1
3. Rationale	2
4. The Objective of the Regulations and Procedures	3
5. Scope of Application and Status of the Regulations and Procedures	3
6. Internal Examination Moderation Process.....	3
6.1 Moderation of Examination Papers	4
6.1.1 Setting Examinations	4
6.1.2 Appointment of Internal Moderators	5
6.1.3 Submission of Examination Papers	5
6.1.4 Moderation of Examination Papers	6
6.1.5 Return of Moderated Examination Papers.....	7
6.1.6 Writing Moderation Report	7
6.1.7 Working on the Comments	8
6.2 Moderation of Marked Scripts.....	8
6.2.1 Selecting the Sample of Scripts to be moderated	8
6.2.2 Moderating the Marked Scripts	9
6.2.3 Returning Moderated Scripts	9
6.2.4 Writing the Report	9
7. Facilitation	10
8. Review and Amendment of the Regulations and Procedures.....	10
APPENDICES	11
Appendix 1: Submission of Examination Form	11
Appendix 2: Harmonised Examination Format	12
Appendix 3: Internal Moderation Report Form - Examination Papers	14
Appendix 4: Internal Moderation Report Form - Marked Scripts	18

INTERNAL EXAMINATION MODERATION GUIDELINES AND PROCEDURES

1. Introduction

St Augustine University of Tanzania (SAUT) is a secular university, which was established in 1998 as an independent higher learning institution governed by the Board of Trustees of the Catholic Universities of Tanzania. The university has grown to be one of the leading institutions of higher learning in the region based on size and calibre of faculty, number of students enrolled and the diversity and quality of programmes and courses offered. It has over the last ten years focused on the quality university education by establishing a Quality Assurance Directorate at institutional level and Quality Assurance focal points at Departmental level. SAUT is committed to quality and it embraces every credible opportunity for improvement and continuous growth in order to meet international standards in teaching, research, and community service as well as administration and management.

It is with this background that the management in its continuous audit of its critical processes has noted the need to review the current mechanism of management of the end of semester examinations and institutionalise regulations and procedures that will guarantee high standards of professionalism for quality examination processes and credibility of results. The management considers this critical step as timely and necessary for the production of competent, innovative, self-directing and responsible graduates to offer international standard service to humanity in all sectors and all parts of the world. The proposed Internal Examination Moderation Regulations and Procedures have been developed through an inclusive process of consultation and involvement of key stakeholders, namely Deans of Faculties/School, Heads of Departments/Units and course instructors/lecturers. The External Examinations Moderation Regulations and Procedures are embedded in the Academic Regulations, 2018 (see Regulation U 4.107-4.115).

2. Interpretation of Terms

In these regulations and procedures, unless the context otherwise requires:

a) Moderation

Means the process during which the reliability, correctness and validity of the examination papers and marking of scripts are checked and validated for summative assessment.

b) Moderator

Means designated academic personnel of the rank of Lecturer, Senior lecturer or Professor with satisfactory integrity and capacity to undertake moderation exercise or any other designated academic personnel with satisfactory integrity and capacity to be entrusted to undertake moderation exercise particularly where there is no Lecturer, Senior Lecturer or Professor in the department.

c) University

Means St Augustine University of Tanzania

d) Examination Paper

Means end of semester examination/delayed/supplementary examination

e) Examination confidentiality rule and requirements of the university

Means and include the requirement to ensure:

- i) Maximum confidentiality in setting examination questions and entire examination papers while the examination papers are in the hands of the respective lecturer;
- ii) Maximum confidentiality in moderation exercise while the examination papers are submitted in hands of the examination moderators;
- iii) Maximum secured and confidential office room for moderation exercise which cannot be accessed by the students or any other restricted person;
- iv) Maximum confidentiality of the moderation reports which are to be submitted to the governing authorities of the departments, faculties/school; and
- v) Maximum confidentiality during the printing and photocopying of the examination questions and examination papers.

3. Rationale

Internal moderation is the process during which the reliability, validity, correctness and fairness of university examinations are checked and validated for summative assessment. The moderation intends to scrutinise the set examination papers and marked scripts to ensure that the assessment criteria are applicable and consistently applied and that there is a shared understanding of the academic standards students are expected to meet. To adhere to quality assurance requirements, the internal moderation regulations and procedures are meant to assist academic staff in setting, delivering and managing

examinations which are of acceptable quality and therefore establishing a standard practice in handling university examinations.

4. The Objective of the Regulations and Procedures

The objective of internal examination moderation regulations and procedures are to ensure that examinations' process is carried out with academic integrity and quality standards. More specifically, the objectives of the regulations and procedures are:

- i) To ensure that examiners follow established processes and procedures to arrive at well-founded decisions as far as validity of the instruments or question papers are concerned;
- ii) To ensure that examinations are valid in relation to their form, quality, level, content and learning outcomes;
- iii) To verify that examinations are fair, valid, reliable and practicable;
- iv) To provide for clear procedures and guidelines on internal examination moderation;
- v) To verify that marking and final results are statistically moderated; and
- vi) To ensure that all those involved in examination moderation and process are familiar with their roles and responsibilities.

5. Scope of Application and Status of the Regulations and Procedures

- i) That, internal moderation regulations and procedures shall be applicable to all certificate, diploma, undergraduate and postgraduate taught programmes offered at this university.
- ii) That, subject to part "T and U" of the St Augustine University of Tanzania Academic Regulations 2018, no deviation from any of the processes and rules contained in the regulations and procedures may be allowed without the approval of the Senate, unless otherwise stipulated.

6. Internal Examination Moderation Process

Internal moderation is a quality management process meant to ensure that national goals, learning outcomes, and teaching objectives are appropriately mainstreamed in the final/supplementary/delayed examinations. This is because these examinations are strategic instruments of evaluation whose outcome ought to reveal the correct status as far as goals, learning outcomes and objectives are concerned. Accurate examination results lead to appropriate decisions by the students, university and other education stakeholders. Inaccurate results are dangerous for the present and future, therefore, it is

the role of moderation process to set the ground for good examination and accurate results. The proposed regulations and procedures capture the details involved in the moderation of examination question papers and the marked scripts.

6.1 Moderation of Examination Papers

Examination confidentiality rule and requirements of the university shall be perpetually observed during the entire process of setting examination questions, examination paper and moderation exercise.

Moderation of examination papers shall follow the procedures below:

6.1.1 Setting Examinations

- i) That, examiners shall set examinations prior to the set date for internal moderation;
- ii) That, in setting examinations, examiners shall take into account the learning outcomes in a respective course/programme, level of students to sit for the set examination, coverage of the topics/modules from the course outline, approved examination format and cognitive levels;
- iii) That, examiners shall ensure that the university almanac is duly adhered to in this regard; and
- iv) That, the head of the relevant academic department/unit shall ensure that all examiners under his/her headship set their examination papers in time in order to avoid unwarranted delays and negligence of duty.

Apart from the approved examination format from the department/faculty/school, examiners will ensure the following specifics feature in their set examinations:

- i) Approved university headed paper which will be the same in all faculties;
- ii) The name of the faculty/school;
- iii) The name of the department;
- iv) Semester;
- v) Programme;
- vi) Year of study;
- vii) Course code;
- viii) Course title;
- ix) Date when the candidates will sit for the examination;
- x) Time allowed for the examination; and

- xi) Precise general instructions on the first page of the examination paper.

If the examiners want their students to bring in some written materials in the examination room, they should clearly indicate the kind of materials required on the question paper. If that is not indicated, invigilators shall confiscate the same when admitting students into the examination room.

6.1.2 Appointment of Internal Moderators

- i) That, moderation of examinations shall be taken as a sensitive undertaking and therefore requiring staff with high integrity and seniority in the respective department.
- ii) That, the Head of Department shall propose names of two suitably qualified persons to be approved by a relevant Faculty/School Board as internal moderators.

6.1.3 Submission of Examination Papers

- i) That, the Head of Department shall submit a list of all the taught courses in their respective departments and/or units to the internal moderators for ease of reference and to ensure that all the courses have been moderated;
- ii) That, individual examiners shall physically submit two hard copies of the following instruments to the appointed internal moderators on the scheduled date and time for internal moderation:
 - a) End of semester examination papers
 - b) Supplementary/delayed examination papers
 - c) Marking scheme for final/supplementary/delayed examinations
 - d) Course outlines
- iii) That, the submission should be done in a sealed envelope clearly indicating:
 - a) The course code and title of the examination e.g. **LL 211: Psycholinguistics**
 - b) The name and contacts of the examiner
- iv) That, internal moderators will have the duty to inform the Head of Department any examiners who will not have submitted their examinations on the specified date and time;
- v) That, the Head of Department will contact examiners in question and direct them to submit their examinations;

- vi) That, examiners who default submission of examinations to the appointed moderators shall be guilty of disobedience and disciplinary actions shall be taken against them in accordance with SAUT Academic, Administrative and Support Staff Regulations of 2015.

6.1.4 Moderation of Examination Papers

- i) That, the Deputy Vice Chancellor for Academic Affairs (DVCAA) shall set appropriate dates for the moderation exercise in all the faculties and include the same in the university almanac;
- ii) That, moderation of draft examinations should occur in enough time to allow examiners to make necessary changes or corrections before the examinations are administered to candidates;
- iii) That, upon receipt of the package from the examiner, internal moderators shall first ascertain that the examiner has adhered to directives on section 6.1.3 (ii a-c) above. Thereafter, internal moderators shall start the exercise of moderating the examinations in a strictly confidential manner.
- iv) That, in exercising their mandate, the moderators shall check whether:
 - a) the examiner has followed the approved format for setting examination from the relevant department/unit;
 - b) examination instructions are clear to each question;
 - c) the examination adequately covers the course outline provided;
 - d) the examination fits the standard of the programme in question;
 - e) the examination is fair in terms of the proportion between the content and time allocated to answer the questions;
 - f) the examination is fair in terms of allocation and distribution of marks to each question;
 - g) the questions set in the examination are relevant in terms of course objectives and learning outcomes as indicated in the course outline submitted;
 - h) the list of references used in the course outline are relevant, adequate and up-to-date;
 - i) the marking scheme is adequate enough to guide a fair marking of the examination;
 - j) the examination has been set according to various cognitive levels of Bloom's Taxonomy;

- k) the examination has suitable range of difficulty and it is likely to discriminate between candidates' ability levels;
 - l) whether the examination is free from typological errors, grammatical mistakes, repetitions and ambiguities; and
 - m) the examiner has not set the same questions in the final and supplementary/delayed examinations.
- v) That, moderators are allowed to correct, modify and make comments on the question paper, marking scheme and/or course outline provided that whatever is written is clear, readable and unambiguous to aid the examiner to make an intended change/correction;
 - vi) That, any examination moderator shall be required to observe the utmost confidentiality before, during and after the moderation exercise. Failure to observe this regulation will make him/her liable for disciplinary measures.
 - vii) That, moderators can recommend a particular examination paper to be reset and resubmitted for moderation if they feel that the examination in question is of low quality and requires major corrections.

6.1.5 Return of Moderated Examination Papers

- i) That, after the moderation exercise, internal moderators shall have audience with individual examiners to discuss, in a collegial atmosphere, the strengths and weaknesses noted in the package submitted;
- ii) That, if the examiners feel that some weaknesses pointed out are unclear and probably could compromise the quality of their examinations, they have to convince the moderators that their point of view is the case. Otherwise, the moderators' decision shall be taken to be final and included in the moderation report.

6.1.6 Writing Moderation Report

- i) That, the moderators shall be required to write a comprehensive report for all examination papers reviewed.
- ii) That, the report will indicate general observations portrayed from examination papers and specific issues in an individual examination.
- iii) That, the moderators will, to a great extent, be guided by specifications outlined in section 6.1.4 (iv a-1) above. However, they should feel free to include any

other issues encountered during review of examination papers, marking schemes and course outlines.

- iv) That, additionally, moderators should make some recommendations regarding examination format, setting of examinations, preparation of the marking schemes and the moderation exercise in general. The recommendations will inform relevant university organs to make necessary modifications for reliability, validity, correctness, and fairness of university examinations.
- v) That, the moderation report shall be submitted to the relevant Head of Department, who shall forward it to the Dean of Faculty/School. The Dean of Faculty/School shall convene a Faculty/School Board to discuss the report and forward the same with recommendations to the DVCAA.

6.1.7 Working on the Comments

- i) That, all examiners shall be responsible to work devotedly on the comments and corrections from internal moderators. Subsequently, they will keep their examinations in safe custody and adhere to examination regulations as contained in the SAUT Academic Regulations of 2018.

6.2 Moderation of Marked Scripts

Moderation of marked scripts is the other category which is equally important. The same internal moderators who reviewed the examination papers shall be responsible to go through the marked scripts of all the taught courses in the respective department according to the regulations and procedures in section 6.2.1. Examiners for all taught courses in the departments shall, immediately after marking, avail all the scripts to moderators. Moderation of marked scripts will follow the following procedures:

6.2.1 Selecting the Sample of Scripts to be moderated

The selection of the sample of scripts for moderation shall depend on the number of students taking the course. As it is a common practice and an ideal recommendation elsewhere, 10% of the scripts shall be randomly selected and moderated. However, in the case of the course with 15 or fewer students, all the scripts shall be moderated rather than a sample.

Furthermore, when the examiner is a new member of staff who is not accustomed to the university marking practices, it may be appropriate for the moderators to increase the

sample size as considered appropriate after consultation with the Head of Department. The Heads of Departments/Units shall be responsible to inform the moderators the new members of staff in their departments/units.

6.2.2 Moderating the Marked Scripts

Once the moderators have established the sample to be moderated, they will start reviewing the scripts taking into account whether:

- i) comments from moderation of examinations papers were adequately incorporated;
- ii) all the scripts were properly marked;
- iii) marking was fairly and consistently done; and
- iv) all the marks were counted and added up correctly.

Where all the students' scripts are moderated, it is legitimate for the moderators to amend the marks. However, where moderation occurs only through sampling, it will be unfair to change the marks of the sampled scripts only; because not all the students had their marks satisfactorily reviewed. If the moderators find out that the examiner's marks are extremely not appropriate to the university examination standards, and the first marking indicates serious anomalies that cannot be overlooked, remarking by a different examiner of all the scripts should be recommended clearly in the report with strong evidence. The decision, as to whether all scripts should be remarked or not, shall be taken by the Faculty/School Board.

6.2.3 Returning Moderated Scripts

Moderators will return reviewed scripts to the examiners in the departments after moderation exercise. However, if moderators feel that there are some scripts which were not properly marked by the examiner, they will submit them to the Head of Department concerned as evidence. However, if the course is taught by the Head of Department, such evidence should be submitted to the Dean of Faculty/School. The Head of Department or the Dean of Faculty/School, as the case may be, shall forward the case to the Faculty/School Board with his/her recommendations for deliberations.

6.2.4 Writing the Report

Internal moderators shall write a detailed report guided by hints in section 6.2.2 (i -iv). The report shall be submitted to the respective Head of department. Heads of

Departments will submit moderation report to the Dean of Faculty/School. The reports shall be discussed in the relevant Faculty/School Boards. The Dean of Faculty/School shall then compile the reports from all departments/units and submit them to the DVCAA.

7. Facilitation

SAUT will facilitate the moderation process.

8. Review and Amendment of the Regulations and Procedures

- i) That, the university reserves the right to amend the current internal examinations moderation regulations and procedures as it deems necessary.
- ii) That, these regulations and procedures shall be due for review as determined by Senate but not more than five years from the effective date.

=====

APPENDICES

Appendix 1: Submission of Examination Form

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FACULTY:

DEPARTMENT:

INTERNAL MODERATORS: 1..... 2.....

SN	CODE	COURSE TITLE	NAME OF LECTURER	SIGN - IN	SING - OUT

Appendix 2: Harmonised Examination Format

1. Introduction

The format provides, among other things, benchmarks on the appearance (physical structure of the examination), the number of questions, compulsory questions, and time allowed.

A need to adopt a uniform standard is of great significance. However, where special requirements dictate otherwise, the proposed format could be modified to address specific departmental/faculty/school needs. In this case, the HoD concerned should communicate the same to the Faculty Board and get approval before a different format is adopted.

2. Setting Questions

All examiners shall set **SIX (6)** questions and students will attempt **FOUR (4)** questions in three hours' time. Each question should carry 25 marks. Please note that certificate and diploma students can have essay questions which are not equally demanding as those of degree programmes. Where necessary, objective questions can be tolerated for them **but NOT multiple choice or true and false questions**. The course learning outcomes should feature clearly in the examination set.

3. Question levels

Examination questions should be set on two levels: in level one students are tested on knowledge, comprehension, and application of what has been learned whereas level two tests understanding and a student is tested on the ability to analyse, synthesize, and evaluate the knowledge acquired, solve a problem using the ideas, or create a proposal, hypothesis, or composition. Examiners are not allowed, to compose **True and False** or **Matching Items** unless such questions are accompanied with explanation.

4. Typographical Issues

Lecturers are advised to set their examination(s) ahead of time to avoid typographical errors in the end of semester examinations or supplementary/delayed examinations. Use **Times New Roman** with **1.5** space and font size of 12.

The front page should indicate the university headed paper, name of the faculty and department, semester, programme, year of study, code, course title, date, time, and instructions (see Appendix 1). The questions should begin on the **second** page.

5. Compulsory questions

QUESTION ONE shall be compulsory, that is, all students **MUST** answer it. It remains the discretion of the examiner to determine how a compulsory question should be set. However, no extra marks shall be given to the compulsory question. Marks distribution shall be as indicated in the sample below.

6. Sample of Examination paper:

The front page should follow the **sample** below:

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FACULTY
DEPARTMENT
END OF FIRST/SECOND SEMESTER EXAMINATION

Programme:
Year of Study:
Code:
Course Title:
Date:
Time Allowed: **3.00 Hours**

Instructions: (each lecturer to indicate here what is considered important directives to the candidates)

- i) This paper consists of **six** (6) questions
- ii) Attempt **Four** (4) questions only
- iii) **QUESTION ONE** is **compulsory**
- iv) Each question carries **25** marks
- v) All answers must appear in the booklet provided
- vi) Do not write anything on the question paper

The questions shall be numbered as below and should begin on a **second** page:

QUESTION ONE
QUESTION TWO
QUESTION THREE
QUESTION FOUR
QUESTION FIVE
QUESTION SIX

You can have some parts in a question. For example:

QUESTION ONE

- a)
- b)
 - i)
 - ii)
 - iii)
- c)

QUESTION TWO

- i)
 - ii)
-
-

Appendix 3: Internal Moderation Report Form - Examination Papers

ST. AUGUSTINE UNIVERSITY OF TANZANIA

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MODERATION REPORT FORM - EXAMINATION PAPERS

Faculty/School:

Department:

Programme:

Course Code:

Course Title:

(NB: If the space provided is not enough, please use a separate sheet)

1. Has the examiner followed the approved format for setting examination from the relevant department/unit?

Moderation Comments:

.....

.....

.....

.....

2. Are examination instructions are clear to each question?

Moderation Comments:

.....

.....

.....

3. Does the examination adequately cover the course outline provided?

Moderation Comments:

.....

.....

.....

4. Does the examination fit the standard of the programme in question?

Moderation Comments:
.....
.....
.....
.....

5. Is the examination fair in terms of the proportion between the content and time allocated to answer the questions?

Moderation Comments:
.....
.....
.....
.....

6. Is the examination fair in terms of allocation and distribution of marks to each question?

Moderation Comments:
.....
.....
.....
.....

7. Do the questions set in the examination relevant in terms of course objectives and learning outcomes as indicated in the course outline submitted?

Moderation Comments.....
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.....
.....
.....

8. Is the marking scheme adequate enough to guide a fair marking of the examination?

Moderation Comments:
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.....
.....
.....
.....
.....

9. Has the examination been set in accordance with various cognitive levels of Bloom's Taxonomy?

Moderation Comments:

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

10. Does the examination have suitable range of difficulty to discriminate between candidates' ability levels?

Moderation Comments:

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

12. Is the examination free from typological errors, grammatical mistakes, repetitions and ambiguities?

Moderation Comments:

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

13. Has the examiner set the same questions in the final and supplementary/delayed examinations?

Moderation Comments:

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

14. List any corrections observed:

- i)
- ii)
- iii)
- iv)
- v)
- vi)
- vii)
- viii)
- ix)
- x)

Moderation Team

Signature

- 1.
- 2.

.....

DATE

Appendix 4: Internal Moderation Report Form - Marked Scripts

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MODERATION REPORT FORM - MARKED SCRIPTS

Faculty/School:

Department:

Programme:

Course Code:

Course Title:

(NB: If the space provided is not enough, please use a separate sheet)

1. Did the examiner adequately incorporate all the comments and changes as suggested by the moderators of the examination papers?

Moderation Comments:

.....

.....

.....

.....

2. Did the examiner mark properly all the scripts?

Moderation Comments:

.....

.....

.....

3. Was marking fairly and consistently done?

Moderation Comments:

.....

.....

.....

4. Were all the marks counted and added up correctly?

Moderation Comments:
.....
.....
.....
.....

5. List any other anomalies observed:

- i)
- ii)
- iii)
- iv)
- v)
- vi)
- vii)
- viii)
- ix)
- x)

Moderation Team

Signature

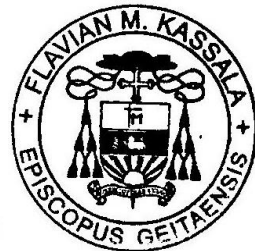
- 1.
- 2.

.....

DATE

Approved by the SAUT Council in its 61st Meeting held on 11th May 2019

Flavian M. Kassala



Rt. Rev. Flavian Kassala

Chairman of the SAUT Council