APPROVAL BODY	DATE APPROVED
Academic Registry Department	05 August, 2010
Education Departmental Board	24 January 2011
Business Studies Departmental Board	24 January 2011
BOCODOL Academic Board	8 June 2011
Programmes Committee (by round robin)	17-24 June 2011
BOCODOL Board of Governors	30 June 2011
Date of Effectiveness	1 July 2011

ABBREVIATIONS USED IN THIS DOCUMENT

1   AC – Assessment Coordinator
2   BEC - Botswana Examinations Council
3   BGCSE – Botswana General Certificate in Secondary Education
4   BOCODOL – Botswana College of Distance and Open Learning
5   CA – Continuous Assessment
6   CSC – Community Study Centre
7   EA – Examinations Assistant
8   EO – Examinations Officer
9   G&CC - Guidance and Counselling Coordinator
10 GCAP - General College Assessment Procedure
11 JCE – Junior Certificate Examinations
12 LCC - Learning Centre Coordinator
13 LTC – Learner-Tutor Coordinator
14 RC - Regional Centre
15 SorEC - Special or Extenuating Circumstances
16 TMA – Tutor Marked Assignment

DEFINITION OF TERMS USED

The terms listed and defined here have not been coined by the College, but the definitions given are as understood and used at BOCODOL. Other terms not listed but used here are of common use and shall mean the same thing as in their use elsewhere.

1. **Tutor Marked Assignments [TMAs]:** These are assignments received with the study pack and are supposed to be answered after reading the study material and/or attending tutorials. The TMAs are then submitted on the scheduled dates for marking by tutors;
2. **Examination(s):** A written Assessment with fixed time-limit of no less than 30 minutes conducted under the control of the Examinations Officer in an Examination Venue in accordance with the Examination Regulations. The duration of an Examination shall be specified in multiples of 15 minutes*;*
3. **Practical-Based Examination(s):** An Assessment which assesses practical skill, such as a clinical examination, oral or recital, which is conducted in accordance with College Assessment Regulations but which is not under the control of the Examinations Officer (EO) and which is organised by the relevant academic Department;
4. **Supplementary/Re-sit Examination Period:** A period to be determined by the Academic Board in which candidates may be re-examined in failed courses or units of study;
5. **Research Project:** Any assessment which is not an Examination, Practical-Based Examination, test or TMA. This will normally take the form of a research where a write-up must be submitted at the end;
6. **Examination Period:** A period to be determined by the Academic Board which is set aside for the conduct of Examinations and Practical-Based Examinations following a specified period of study. The Examination Periods will be notified to all candidates through their Regional EA at commencement of their Programme of Study;
7. **Examination List:** a list of all eligible candidates who will be sitting for examinations in a particular

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Course. When they are ready all learners enrolled in a Course must register to write examinations. Those who register must have satisfied all Course regulations and paid the examinations fee as required by the College;

8. **Examination Venue**: A venue specified by the Exams Officer as one in which an Examination is held, this will normally be the Community Study Centre [CSC] or it can be any such designated place so chosen by the Examinations Officer or his/her representative in the Regional Centre;

9. *Piracy*: the deliberate exploitation of the ideas from others without proper acknowledgement;

10. P*lagiarism*: the copying of ideas, text, software or data (or various combinations thereof) without permission or acknowledgement; `Passing off someone else's work intentionally or unintentionally as your own for academic benefit';

11. *Misrepresentation*: any deliberate attempt to represent falsely or unfairly facts or the ideas or work of others, whether or not for personal gain or enhancement; also misrepresenting a case of mitigating circumstances;

12. F*raud*: deliberate deception, which may include the invention, fabrication, or falsifying of data, results or analysis or other work in the course of research, Introduction of material into an examination for the purpose of cheating;

13. P*rotocols*: Established set of guidelines. Failure to follow protocols may results in unreasonable risk or harm to humans, other sentient creatures generally recognized in this context, or the environment, and facilitating of misconduct in research by collusion in, or concealment of such actions by others;

14. *Removal or damage*: intentional or unauthorized removal or damage to research-related property of another including apparatus, materials, writings, data, hardware or software or any other substances or devices used in or produced by the conduct of research;

15. **Special or Extenuating Circumstances (SorEC)**: Medical or significant personal circumstances, including bereavement [death of a member of the nucleus family].

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1. INTRODUCTION

This Policy sets out the relationship between Botswana College of Distance and Open Learning [BOCODOL], hereinafter referred to as the College, and its learners. It is intended to provide a framework through which BOCODOL and its learners can work together to create a positive environment for learning and academic excellence. The Policy relates to all forms of assessment of all tertiary learners studying at BOCODOL, including those who may be preparing to sit for examinations administered by other Examining Boards. This Policy treats assessment as an integral part of the College's mission to pursue quality learning and promote global competitiveness and a culture of lifelong learning.

2. POLICY RATIONALE

The Policy was put in place to enhance clearly defined processes, procedures and roles in order to ensure transparency, consistency and accountability. This Policy is based on the accepted fundamental principles that guide and direct the methods and processes of assessment in higher education and elsewhere.

The purpose of assessment is to help academic staff and learners monitor and improve learning, to provide a measure of learner achievement and to help assure academic quality and standards. Assessment is at the heart of the learners' experience; it shapes the curriculum and helps define what is important for them. Assessment is thus an integral part of all learning and teaching activities. This Assessment Policy will therefore be the vehicle through which enhancement of assessment will be achieved.

3. POLICY ASSUMPTIONS

This policy is based on the following key assumptions:

3.1   academic staff are responsible and accountable for the education and academic standards required for students to achieve the qualifications they are awarded;
3.2   assessment should improve the quality of teaching and learning and foster students' learning experiences;
3.3   assessment is an important quality assurance mechanism;
3.4   assessment practices and procedures are based on outcomes-based approach to education and training;

4. POLICY OBJECTIVES

Assessment of students' performance in modules/programmes is a key element of the BOCODOL teaching responsibility. Therefore, students' assessments should have an educational value in addition to being a means of determining whether a student should progress to the next level or not. As a result, the assessment of students should achieve as many of the following purposes as possible:

4.1   To act as an educational tool for teaching appropriate skills, knowledge, values and attitudes;
4.2   To help staff and learners monitor and improve learning;
4.3   To determine minimum levels of competence;
4.4   To determine whether students have met the outcomes of a module/course;

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4.5   To provide a measure of learner achievement
4.6   To provide feedback to academic staff on the quality of their instruction and thus enhance professional development;
4.7   To monitor and detect learning problems;
4.8   To provide students with feedback on their progress and inform them on their competencies;
4.9   To contribute towards the evaluation of a course in order to improve and assure academic quality and standards;
4.10   To provide a measure of student ability for future employers;
4.11   To contribute towards decision-making related to curriculum, resources, efficiency and accountability.

5. ASSESSMENT CATEGORIES

Assessment is a generic term for a set of processes that show if learning has occurred. Assessment influences learning and may serve different functions in that it may be formative, diagnostic and/or summative. BOCODOL has adopted these terms to mean the following;

5.1   Diagnostic assessment provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems. Included in this group of assessments will be Assessment of Prior Learning (APL);
5.2   Formative assessment is designed to provide learners with feedback on progress for purposes of continuous improvement. Included in this group of assessments are TMAs, tests and other forms of assessment that recur during a semester;
5.3   Summative assessment provides a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the programme of study. Included in this group of assessments are end-of-semester examinations and research projects, including theses and dissertations, etc.

6. PRINCIPLES OF GOOD STUDENT ASSESSMENT PRACTICE

The following principles are used to guide and govern all BOCODOL assessment practices and underwrite the credibility of student assessment as a tool for measuring and improving learning:

6.1   **Validity:** This concerns the accuracy and appropriateness of methods of assessment used to assess teaching and learning. Validity seeks to answer questions such as 'Are assessment methods assessing the right things?', 'Are they assessing what is intended to be assessed?' and 'Are they fit for purpose?'
6.2   **Reliability:** This addresses the accuracy, consistency and trustworthiness of assessment processes and procedures and whether the broad outcomes have the full confidence of all parties. Reliability seeks to answer questions such as 'Will the same results be achieved on another occasion by the same students or by another assessor?', 'Did the assessor influence the results in any way?' and 'Can the results be generalized to other performances?'
6.3   **Explicitness:** Addresses questions such as 'Are assessment methods, processes, and procedures readily accessible?' and 'Do all stakeholders clearly understand them?'
6.4   **Fairness:** This concerns the reasonableness of assessment practices and whether assessment

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procedures are conducted in an equitable manner.

6.5 **Transparency:** This seeks to answer questions such as 'Are assessment practices clearly communicated to students?' and 'Are the assessment practices open to scrutiny by all stakeholders?'

7. METHODS OF ASSESSMENT

7.1 Learners shall be assessed through a combination of tutor-marked assignments (TMAs), tests, practical based examinations, other assessments and written formal examinations. TMAs, tests, and other forms of assessment shall constitute the continuous assessment (CA);

7.2 The ratio of continuous assessment to the formal examination will be set by the College and reviewed from time to time, and may be altered without notice if there is evidence that a candidate may have obtained unfair advantage;

7.3 Learners who could not sit end-of-semester examination because of a recorded and verified Special or Extenuating Circumstance (SorEC) will be required to sit a special examination;

8. SPECIAL CANDIDATES

17.1 The College may permit adjustments to the methods of assessment for candidates with special or other support needs to enable them to demonstrate their academic achievements without compromising standards.

9. APPOINTMENT OF PERSONNEL IN ASSESSMENT

9.1 The College shall appoint examiners, moderators (internal and external) and invigilators to ensure efficient and accurate assessment of academic achievement;

10. ASSESSMENT PROCEDURES AND PROCESSES

10.1 There shall be rules and regulations to guide the conduct of assessment and administration of examinations. The Academic Registry shall be the custodians of these regulations and be responsible for their interpretation in cases of resolving assessment issues.

10.2 There shall be an items bank for each Course under the custody of the Academic Registry;

10.3 Depending on the Course or Programme of study an examination fee may be paid separately from the tuition fees;

10.4 An Examination List shall be produced for the purposes of admitting candidates to an examination session;

10.5 Candidates shall sit their examinations only in Centres that have been designated and approved as such by the Academic Registry;

10.6 Examination marks are confidential and only persons dealing directly with assessment may have access to them;

10.7 Academic appeals shall be allowed only on the basis of inaccurate record of CA or application of formula. The Examiner's professional judgement shall not be questioned;

10.8 Candidates may only be allowed to view their own CA marks before they write the final examination but not the examination marks;

10.9   Assignments are returned to candidates after they have been marked but examination scripts are retained in the Examinations Office;

10.10 Any SorEC must be reported by the candidate on the prescribed form as soon as the circumstance arises;

10.11 Dead scripts cannot be used to resolve an appeal case after 6 months and may be disposed of in such a manner as deemed fit by the College.

11. COMMITTEES

11.1   There shall be two (2) Committees responsible for ratifying all examination results and other academic decisions on assessment – these being; the Board of Examiners and the Academic Board;

11.2   The Departmental Board of Examiners shall be responsible for reviewing all examination results and related academic issues and make recommendations to the higher committee – the Academic Board - for consideration and approval;

11.3   The Academic Board shall be responsible for taking the final decisions on examination results and all academic issues;

11.4   Membership to these 2 committees shall be as determined by the sitting Academic Board as guided by the Academic Registry.

12. METHODS OF ASSESSMENT

12.1   Learners will be assessed through tutor-marked assignments [TMAs], class tests, and final [Sessional] examinations, while a practical-based task may be used in some courses;

12.2   The average of TMAs, tests, and other forms of coursework, including practical-based assessable tasks, referred to as the Continuous Assessment [CA], normally contributes 40% of the final course mark, while the examination contributes 60%;

12.3   The ratio of CA to Examination will be reviewed from time to time and may be altered without notice in situations where there is evidence that the candidate may have obtained unfair advantage.

13. SPECIAL CANDIDATES

The College may permit adjustments to the methods of assessment and arrangements for the conduct of Examinations, Practical-Based Examinations, Class Tests and TMAs for candidates with special or other support needs to enable them to have the same opportunity to demonstrate the achievement of specific learning outcomes, without compromising academic standards or affecting prescribed standards of Professional Bodies.

13.1   The arrangements to be made by the College for candidates requiring special provision in examinations, practical-based examinations, tests and TMAs shall be fully consonant with the requirements of special education provision.

13.2   Where an applicant or candidate has completed a declaration of special needs, the assessment of the need shall include consideration of any adjustments required for examinations, practical-based examinations, class tests and TMAs as part of that process;

13.3   Applications for special provision should be made on the form made available to all candidates and

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should be supported by documentary evidence, such as a report by a Medical Practitioner, a needs assessment recognized for purposes of the G&CC's Report.

13.4   Applications for special provision in examinations and/or class tests should be submitted to the Examinations Assistant (EA). The EAs are permitted to disregard requests for Specific Provision which are not supported by appropriate documentary evidence;

13.5   Where an application is made for an alternative form of assessment, this will be referred to the Lecturer/Senior Lecturer for consideration. In such cases, any arrangements for adjustments to the method of assessment shall be subject to demonstrating the achievement of specific learning outcomes and shall not compromise academic standards or affect prescribed standards of Professional Bodies;

13.6   Applications for special provision can be made at any time but it may not be possible to process applications in time for an examination, practical-based examination or test that has already been scheduled. To ensure that the necessary adjustments can be made for any form of assessment, the candidate should submit a written application to the EA and Lecturer/Senior Lecturer, as appropriate, by the end of Week Two of the start date of the Programme of Study;

13.7   Included in the list of special candidates may be those that are in confinement for medical or legal reasons. They may be allowed to write in their place of confinement. However, the Chief Invigilator must be satisfied that the environment is conducive to conduct an examination and the candidate is fit to do so [in the case of a pregnant woman or a new mother, a doctors opinion must be sought first].

14. OFFICES INVOLVED WITH EXAMINATIONS & ASSESSMENT

These are not job profiles but are simple tasks that different College officials do in their day to day duties in the line of assessing the learners' performance. The tasks are those concerned with assessment only.

15. EXAMINATIONS OFFICE

The Examinations Office deals with all learner-related administration and assessment. The core functions of the Examinations Office include:-

15.1   The maintenance of learner records;

15.2   The management of the processes of learner assessment;

15.3   The coordination of administration of all examinations within the College;

15.4   Arrangements for learner complaints and appeals concerning assessment;

15.5   Preparation of the Graduation List;

15.6   The servicing of Academic and the Examining Boards;

15.7   Maintenance and interpretation of academic regulations;

15.8   Custody and dispatch of examination papers and stationery;

15.9   Custody of Examination scripts and disposal of dead scripts;

15.10   Act in respect of cases of suspected or alleged unfair practice or misconduct as established by the College;

15.11   Oversee Regional Centre-based Examinations Assistants who deal with all issues of examinations registration and administration.

16. LECTURER

16.1 The Lecturer is responsible for drawing up the Assessment Procedure for his/her Course. However, this must be in line with the General College Assessment Procedures [GCAP] which guide all assessments at BOCODOL. This will normally be done during the launch of a new Course and will not be changed during the year unless the Course is under review;

16.2 The Lecturer responsible for a given programme/course works closely with tutors to build an items bank while course delivery is in progress. From this items bank the Lecturer will construct [or give instruction to that effect] the relevant number of assignments and Examination Papers as determined by the Course structure;

16.3 The Lecturer is also responsible for recommending for appointment, the External Examiner, Chief Examiner and all other examiners for his/her Course;

16.4 The Lecturer is also responsible for ensuring that assignments and examinations are marked objectively and to the right standard. The Lecturer may run training workshops for marking for new examiners who may not be familiar with techniques of marking;

16.5 The Lecturer is a member of the Examining Board;

16.6 The Lecturer will arrange for marking any scripts of examinations/assessment written outside the normal Examination Period including Special examinations

17. MODERATION GUIDELINES

17.1 Introduction

17.1.1 These guidelines seek to reflect best practice inside and outside the College and represent the minimum threshold expectations of best practice;

17.1.2 The guidelines refer only to the internal moderation of completed credit-bearing assessment, exclusive of assessment by external examiners;

17.1.3 These guidelines do not cover formative assessment for which processes of moderation both internal and external do not apply.

17.2 Moderation

17.2.1 A means of assuring students, the public, and other stakeholders of the appropriateness, reliability, consistency, and credibility of standards expected of and achieved by students. Moderation can also be used to share good practice among colleagues within and without the College;

17.2.2 This is a process by which an individual or group that initially took part in setting or grading of an assessment task confirms the following:

17.2.2.1 The assessment task set and the criteria used to determine grades are of the standard consistent with the level concerned and that the task tests what it intends to test, and

17.2.2.2 The assessor or assessors have consistently awarded grades to students for completing the task.

17.2.3 Moderation may recommend alterations to the grades of students;

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17.2.4   Moderation is based on a sample of the graded work although moderators can access all grades awarded for the module;

17.2.5   The minimum sample size is at least 10% of the graded assessments or 30 assessments, whichever is greater. However, for modules of less than 30 it may be appropriate to moderate all assessments;

17.2.6   Moderation is undertaken by internal and/or external moderators;

17.3 Types of Moderation

17.3.1   External Moderation (Examination)

External moderation of assessment is a quality assurance mechanism through which an external examiner is used to:

17.3.1.1 Monitor the credibility of assessment methods and instruments used;

17.3.1.2 Verify credibility and consistency of internal moderation processes;

17.3.1.3 Monitor internal standards of assessment;

17.3.1.4 Ascertain if the activity is appropriate to assess student performance against intended learning outcomes of the unit or module and level;

17.3.1.5 Pronounce on the assessor's decisions;

17.3.1.6 Provide advice and guidance to the College, through assessors, for improving assessment practices.

17.3.2   Internal Moderation

17.3.2.1 **This involves a** member of a department or another academic department with relevant expertise in the field, who independent of the member or group of staff who devised and/or marked the assessment, is engaged to monitor consistency in assessment within an assessor or between assessors within a course, module or programme.

17.3.2.2 **internal moderation of** assessment marks generated by a first marker are scrutinised in order to verify the appropriateness of the marking based on consistent application of clear, fair, common, and transparent assessment criteria and marking schemes drawn from relevant intended learning outcomes, and understood by both students and markers.

17.3.3   Internal Moderation of Marked Assessments: The Organisation

17.3.3.1 Within three weeks of the commencement of a semester the Lecturer shall identify and recommend to the Head of Department (HoD) all those who are responsible for moderation of all the module's assessment elements and components;

17.3.3.2 Dates and deadlines for moderation should be determined before the commencement of the semester.

17.3.4   Internal Moderation of Marked Assessments: The Process

17.3.4.1 The sample selection process agreed by the moderation team must be transparent

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and objective and the sample size should constitute at least 10% of graded assessments or 30 assessments, whichever is greater;

17.3.4.2 The first marker is not allowed to participate in the selection of sample of work for moderation;

17.3.4.3 Notwithstanding 6.5.1 above, the sample must cover the range of all grades awarded AND all failure cases and those scoring above 80% should be included in the moderation sample;

17.3.4.4 If the marks of the second marker differ by at least 10 percentage points in more than 25% of the sample, the whole batch of scripts should be second marked;

17.3.4.5 If the difference between the marks given by first and second markers is ≤ 5%, the awarded mark shall be the average of the two;

17.3.4.6 If the difference between the marks given by the first and second markers is >5%, the board of examiners should agree a final mark;

17.3.4.7 Any changes to the marks of the sample resulting from the internal moderation process must be applied to the rest of the cohort, to ensure equity and consistency in the assurance of academic standards;

18 EXTERNAL EXAMINERS

BOCODOL programmes are subject to external examination (verification) of students' assessments by recognised experts in the field. Moderation by external examiners on all summative assessments (those contributing towards the award) are undertaken after internal moderation is completed.

18.1 Purpose of External Examination

18.1.1 To ensure awards granted by the College are comparable in standard to those awarded by local, regional and international providers;

18.1.2 To pronounce on effectiveness and appropriateness of the assessment system;

18.1.3 To assure learners, employers, and wider community of the quality of standards and credibility of the College's awards

18.1.4 To ensure the relevance, fairness, and consistency in assessment procedures;

18.1.5 To pronounce on credibility of assessment methods and instruments

18.2 Procedure for Appointment of External Examiners

18.2.1 Nominations for the appointment of new or replacement of External Examiners shall be made on appropriate nomination forms and forwarded by HoD, after consultation with the course organiser to the Academic Dean;

18.2.2 An External Examiner shall be appointed for an initial period of not more than three years with the possibility of a one year extension for a fourth and final year;

18.2.3 The Lecturer shall advise the HoD at least two (2) semesters in advance of the expiry of the term of office of an External Examiner;

18.2.4 The Lecturer shall present two nominations to the HoD for approval and forwarding to the Academic Board at least one semester before the date of commencement of the assignment;

18.2.5 Authority for appointment of External Examiners resides with the Academic Board, which shall direct the Academic Board Secretary to cause the issuance of a letter of offer to the External

Examiner;

18.2.6 Appointment for external examinership may be terminated when services rendered no longer provide value to the College or when the examiner has not satisfied the expectations.

18.3 Criteria for Appointment of External Examiners

18.3.1 External Examiners are experienced senior academics, normally at least senior lecturer or equivalent, who command expert authority;

18.3.2 External Examiners may be appointed from recently retired academics, while those appointed from outside higher education (especially for vocational or professional programmes) should be part of a team that includes External Examiners with extensive experience in higher education;

18.3.3 Nominees should have expertise and previous external examining experience in assessment at the appropriate level or extensive internal examining expertise and experience or other relevant experience;

18.3.4 To safeguard impartiality, nominees should normally have no personal association with sponsorship of College students or close involvement with the College in the previous five years, as a member of staff, Board member, student, close associate of an internal examiner or External Examiner on related programme in the College;

18.3.5 A new External Examiner should normally not come from the same institution as the outgoing External Examiner;

18.4 Duties of External Examiners

The duties of External Examiners fall into four broad categories; general, moderating exam questions papers and scripts, moderating coursework and moderating other forms of assessment, including projects, etc.

18.4.1 General

18.4.1.2 To receive and make recommendations on all examination question papers, including marking schemes for individual papers, model answers and assessment criteria;

18.4.1.3 To determine the extent to which assessment questions cover the syllabus and their appropriateness as a means of testing if learners satisfied the objectives of the programme;

18.4.1.4 To comment on the effectiveness of the sampling and moderation procedures;

18.4.1.5 To scrutinise the agreed sample of scripts for each module and sample of coursework and determine whether the standard of marking is satisfactory and internationally comparable;

18.4.1.6 To pronounce on internal moderation and adjudicate over unresolved differences between marks awarded by the first and second markers;

18.4.1.7 To sign lists of results indicating agreement prior to publication of results;

18.4.1.8 To attend all Examining Board meetings at which candidates examination grades are determined;

18.4.1.9 To submit to the Head of the College within four weeks of the conclusion of the external examination exercise, a full report and a confidential report, as appropriate.

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18.4.2 Moderation of Examination Question Papers and Scripts

18.4.2.1 External Examiner who moderates scripts should receive exam question papers and marking schemes for comment;

18.4.2.2 External Examiner shall comment on the appropriateness of the examination question paper to the level of the programme;

18.4.2.3 External Examiner determines the appropriateness of the examination paper as a means of testing whether students have attained the objectives of the course or module;

18.4.2.4 notwithstanding 6.2.5 above, scripts selected for moderation by External Examiner normally cover the top, middle, and bottom range and include all borderline candidates, those assessed as failures or first class and those where internal examiners show significant differences in the marks awarded.

18.4.3 Moderation of Coursework

18.4.3.1 External Examiner has the right to request for any items of coursework produced by a student and is normally expected to do so for all borderline cases;

18.4.3.2 External Examiner shall consider, comment, and approve all Coursework that contributes to the final mark;

18.4.4 Moderation of other forms of Assessment

18.4.4.1 External Examiner is expected to read a sample of project reports, including all borderline cases;

18.4.4.2 External Examiner must have sufficient information, including interviewing students, so as to adequately judge the quality and fairness of internal marking of projects.

18.4.5 Documentation Sent to External Examiner

Soon after appointment has been confirmed, a new External Examiner should be carefully briefed on his/her roles, responsibilities, and College expectations. It is the role of the Lecturer to supply documentation listed below to the External Examiner following acceptance of appointment and thereafter at the start of each Academic Year;

18.4.5.1 General information on the Department;

18.4.5.2 Information given to students, including the departmental handbook (or equivalent), and the regulations for the programme of study to be examined, statement of learning outcomes, methods of assessment and syllabus, etc.;

18.4.5.3 The programme's aims and learning outcomes, together with their syllabuses and the means by which the programme will be assessed;

18.4.5.4 All copies of the draft examination question papers and TMAs and tests, including marking schemes for approval;

18.4.5.5 College calendar of activities, including deadlines for submission and return of work to and from External Examiners, the dates of meetings of various internal committees, etc.

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18.4.6 External Examiners' Reports

External Examiner's reports take two main forms; oral report presented to the Examining Board after all deliberations on students' results have been concluded and a formal written report to the Head of the College.

18.4.6.1 Oral Report

The External Examiner presents a brief oral report focusing on;

18.4.6.1.1 impressions on the assessment process, including its fairness, accuracy and efficiency;

18.4.6.1.2 opinion on the scholarship of the group of students whose work was under external examination;

18.4.6.1.3 professional judgement of the quality of teaching, as inferred from examination of students performance;

18.4.6.1.4 suggestions to Examining Board on areas of improvement in teaching and examination processes;

18.4.6.2 Formal Written Report

External Examiners are required to submit to the Head of the College, a formal written report on a proforma form not later than four weeks after the conclusion of the exercise. External Examiner reports, forming an important part of the College's quality assurance framework, shall contain information that includes;

18.4.6.2.1 Whether the standards set are appropriate for its awards, or award elements, by reference to published national benchmarks, College programme specifications and other relevant information;

18.4.6.2.2 The standards of candidate performance in programmes of study or parts of programmes which they have been appointed to examine;

18.4.6.2.3 The comparability of the standards with those of similar programmes of study or parts of programmes in other higher education institutions;

18.4.6.2.4 The extent to which its processes for assessment, examination, and the determination of awards are sound and have been fairly conducted.

18.4.7 Response to External Examiners' Reports

18.4.7.1 The report shall be discussed at the Departmental Board meeting and departmental response prepared for the attention of the Chairperson of the Examining Board;

18.4.7.2 The Chairperson of the Examining Board is required to respond to the points raised in the External Examiner's report within four weeks after the submission of the report.

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