BOTSWANA OPEN UNIVERSITY EXAMINERS' HANDBOOK

First Edition

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BOTSWANA OPEN UNIVERSITY

Block 6, Gaborone, Botswana

Inspire Tomorrow, Today

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1.0.   DEFINITION OF TERMS USED

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

- ➢ **Tutor Marked Assignments [TMAs]:** These are assignments received with the study pack and are supposed to be answered after reading the study material and attending tutorials. The TMAs are then submitted on the scheduled dates for marking by tutors
- ➢ **Examination(s):** A written Assessment with fixed time-limit of no less than 30 minutes conducted under the control of the Examinations Office in an Examination Venue in accordance with these Examination Regulations. The duration of an Examination shall be specified in multiples of 5 minutes
- ➢ **Special Examinations**: Examinations granted to students who could not take scheduled examinations due to exceptional and extenuating circumstances.
- ➢ **Supplementary Examination** - An additional examination (or other form of assessment) that may be approved for a student who has come close to passing a subject.
- ➢ **Practical-Based Examination(s):** An Assessment which assesses a practical skill, such as a clinical examination, oral or recital, which is conducted in accordance with University Assessment Regulations but which is not under the control of the Examinations Office and which is organised by the relevant academic department
- ➢ **Supplementary/Re-sit/Special Examination Period:** A period to be determined by the Senate in which candidates may be re-examined in failed Courses or units of study, and/or by the end of which candidates shall re-submit any Coursework Assessment and/or TMA and/or undertake Practical-Based Examination(s); or sit a missed examination which could have been written during the immediate past examination session. Unless stated otherwise, all special examinations will be written ten(10) working days after the release of the results of the main examinations
- ➢ **Coursework Assessment(s) or Project:** Any assessment which is not an Examination, Practical-Based Examination or TMA. This will normally take the form of a research where a write-up must be submitted at the end usually with the current written examinations

- **Examination Period:** A period to be determined by the Senate 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 Assessment Officer at commencement of their Programme of Study

- **Examination List:** a list of all eligible candidates who will be sitting examinations in a particular Course. All students enrolled in a Course must register to write examinations when they are ready. Students who register must have satisfied all Course regulations and paid the examinations fee as required by the University

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

- **Examination Coaching Clinic:** an organised tutorial session at which registered candidates for a particular examination are prepared or coached to sit the examination

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

- **Plagiarism***:* 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'

- **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

- **Fraud***:* 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

- **Protocols**: failure to follow established protocols if this failure results in unreasonable risk or harm to humans, other sentient creatures generally recognised in this context, or the environment, and facilitating of misconduct in research by collusion in, or concealment of, such actions by others

- **Removal or damage**: intentional, unauthorised removal of 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

- **Special or Extenuating Circumstances (SorEC)**: Medical or significant personal circumstances, including close bereavement [death of parents, siblings, spouse or your own children]. N.B. A sick leave does NOT warranty missing an examination: the doctor must specifically state that the student is unable to write the examination. Otherwise the student can write at their place of confinement as shown under 9.0

- **Academic Year:** Period of two semesters of learning, instruction and assessment

- **Academic Probation:** Academic probation means that a student's grades and/or GPA are not high enough to continue with studies, if their grades or GPA does not improve

- **Academic warning:** Notification that a student is given when their cumulative GPA is less than 2.5

- **Aegrotat award:** Where a student is allowed to receive a qualification although they have not taken part of or all the assessment, due to medical grounds or other extenuating circumstances

- **Assessment:** Systematic collection of evidence about students' performance in respect of defined criteria to achieve specified learning outcomes and the making of decisions concerning the progress of students based on that evidence.

- **Assessment Result:** A mark or statement of competence on a student's performance with regard to specified learning outcomes

- **Assessor/Examiner:** A person registered and accredited in accordance with established criteria, assigned to collect evidence of students' work to measure and make judgement about achievement or non-achievement of specified learning outcomes

- **Continuous Assessment (CA):** On-going assessment process that measures a student's performance

- **Core courses:** Compulsory courses that are to be taken and passed by all students registered for a particular programme

- **Co-requisite Course:** A course that must be taken concurrently with another course before credit can be given

- **Co-supervisor:** A second supervisor of a student undertaking research. The Co-supervisor may come from within BOU or be external to the University

- **Course:** A basic component of a programme, which is a building block of teaching and learning activities, with content designed to achieve specified learning outcomes. Each Course will be subjected to formative and/or summative assessment within the semester(s) during which it is offered.

Teaching practice, practicum, internship, industrial or any other training attachment will constitute a course

- **Course Based Programme:** A registered programme of study based on coursework
- **Course Based Graduate Programme:** A graduate programme that requires successful completion of compulsory taught courses that constitute a significant part of the requirements for graduation with or without a dissertation or project
- **Course Credit:** A unit that gives weight to the value, level or time requirements of a course
- **Course/Programme/Centre Code:** An identification for a course/ Programme/Centre
- **Coursework:** Work assigned to and done by a student during a course of study
- **Credit Bearing Short Courses:** Short courses which are awarded credits that may count towards a full qualification
- **Credit hours:** Notional hours of learning, including contact hours, time spent on assessed work, private study, revision and where applicable, sitting examinations
- **Deferred/Postponed Assessment:** An assessment that takes place at a time other than the main scheduled assessment
- **Dissertation/Thesis:** A written research report for summative assessment purposes that communicates the research undertaken, its context and outcomes, proving that the candidate is knowledgeable with the topic under investigation and the method of research in full compliance with the prescribed requirements.
- **Elective courses:** Credit bearing courses selected by students in addition to core courses
- **Field of Study/Discipline:** A defined domain of knowledge, skills and competencies
- **Main Supervisor:** A relevantly qualified academic who serves as the primary mentor to a student undertaking research and takes overall responsibility for the supervision of the student and for assistance in the provision of research resources
- **Moderator:** A person who is registered and accredited in accordance with established criteria, assigned to ascertain whether or not the assessment of outcomes is fair, valid, reliable and consistent
- **Optional courses:** Non-credit bearing courses that can be taken for academic enrichment purposes, as provided for in the programme regulations

- ➢ **Pre-requisite course:** A course that must be successfully completed in order for a student to progress to another course since the subsequent course depends on the content of the first
- ➢ **Programme:** A collection of courses, being core, optional and/or electives, in a given area of study, lasting over a specified period and leading to an award of the University. Each student will, therefore, follow a programme of study which will be composed of a number of courses
- ➢ **Programme duration:** The period which a student is allowed to take to complete a programme in accordance with the programme regulations
- ➢ **Research based graduate programme:** A graduate programme that requires successful completion of a research dissertation/thesis as the sole academic requirement for graduation
- ➢ **Research based programme:** A registered programme of study based on independent research
- ➢ **Semester course:** A course that is to be completed within one semester
- ➢ **Transcript:** A formal verifiable and comprehensive record of a student's academic performance.

2.0. LIST OF ABBREVIATIONS USED IN THIS HANDBOOK

1. AC – Assessment Coordinator, refers to the Assessment Manager
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. AO – Assessment Officer
8. EO – Examinations Officer, refers to any officer responsible for handling examination issues in the central office.
9. G&CC - Guidance and Counselling Coordinator
10. GAP - General Assessment Procedure
11. GAR – General Academic Regulations
12. JCE – Junior Certificate Examinations
13. LCC - Learning Centre Coordinator
14. LTC – Learner-Tutor Coordinator
15. RC - Regional Campus
16. SorEC - Special or Extenuating Circumstances
17. TMA – Tutor Marked Assignment
18. SRC – Student Representative Council
19. BOU – Botswana Open University
20. AMSLPP - Assessment and Moderation of Student Learning Policy and Procedures
21. AP - Academic Probation
22. APPQAC - Academic Policies, Programmes and Quality Assurance Committee
23. AW - Academic Warning
24. BGS - Board of Graduate Studies
25. BQA - Botswana Qualifications Authority
26. FD - Fail and Discontinue
27. FE - Fail and Exclude
28. GPA - Grade Point Average
29. ITS - Integrated Tertiary System
30. LMS - Learner Management System
31. NCQF- National Credit and Qualifications Framework
32. ODL - Open and Distance Learning
33. P - Proceed (Academic Good Standing)
34. RPL - Recognition of Prior Learning
35. ETP - Education and Training Provider

3.0. INTRODUCTION

This Handbook sets out rules and regulations to guide the Examiner (Internal External) in the conduct of final assessments and examinations as prescribed by the Botswana Open University General Academic Regulations, Botswana Open University Statutes and other various policies.

At Botswana Open University (BOU), the examiner is someone who is responsible for scrutinising the questions set for an examination, and then deciding whether the students have passed it. It also involves deciding on a grade to be awarded for a product submitted for final assessment by a student. This could be a project, portfolio, dissertation, thesis, or any such that must be used to judge the student's competencies.

As defined by the contract, all tutors are examiners as they are expected to take part in the marking of all assessments including the examinations. All lecturers are also examiners by virtue of their academic function in the University.

4.0. BASIC ASSUMPTIONS ABOUT AN EXAMINER

An examiner is a qualified professional in their field of study

An examiner is a professional with integrity and is trustworthy enough to give an accurate judgement of the students' true performance without fear or favour.

As an academic member of staff, an examiner is responsible and accountable for the education and academic standards required for students to achieve and the qualifications they are awarded.

Again, as an academic member of staff, the examiner must always show a desire to grow professionally by taking part in academic discourse and be ready to take criticism. During marking sharing of ideas will be most fulfilling when examiners open their minds to new ideas.

Examiners are organised, smart with numbers and can manage students' lists. Examiners do not really need to be mathematicians but must be able to add numbers, as these are the basis upon which they make their judgements about their students' performance.

Examiners are knowledgeable. Reading widely ensures that examiners are always up to date with information in their field of study. This ensures that students cannot be marked wrong just because they are in possession of information that the examiner does not have.

5.0. WHAT IS ASSESSMENT?

To understand their tasks examiners must first of all understand what assessment is all about. 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. BOU has adopted these terms to mean the following:

a) **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);

b) **Formative assessment** - is designed to provide learners with feedback on progress for purposes of continuous improvement. Included in this group of assessments are the Tutor Marked Assessments (TMAs), tests and other forms of assessment that recur during a semester;

c) **Summative assessment** - provides a measure of achievement or failure made in respect of a student'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.

5.1. Principles of Good Assessment Practice

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

a) **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?'

b) **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 generalised to other performances?'

c) **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 procedures are conducted in an equitable manner.

d) **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?'

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5.2. Methods of Assessment

Students 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). The CA, also called "Full Period Mark" on the student management system is managed at regional campus level and is the responsibility of the tutor/lecturer offering the course.

The ratio of continuous assessment to the formal examination will be set by the University or School/Faculty and reviewed from time to time, and may be altered without notice if there is evidence that a candidate may have obtained unfair advantage. Students 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. The Department or School may decide that a component of assessment be excluded from computing the final result if circumstances are such that the Special assessment cannot be met – **aegrotat** award.

5.3. Objectives of Assessment

The purpose of assessment is to help academic staff and students to monitor and improve learning, to provide a measure of student achievement and to help assure academic quality and standards. Assessment is at the heart of the students' 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.

Assessment of students' performance in modules/courses is a key element of the BOU 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:

a)   Act as an educational tool for teaching appropriate skills, knowledge, values and attitudes;

b)   Help staff and students monitor and improve learning;

c)   Determine minimum levels of competence;

d)   Determine whether students have met the outcomes of a module/course;

e)   Provide a measure of student achievement

f)   Provide feedback to academic staff on the quality of their instruction and thus enhance professional development;

g)   Monitor and detect learning problems;

h) Provide students with feedback on their progress and inform them on their competencies;

i) Contribute towards the evaluation of a course in order to improve and assure academic quality and standards;

j) Provide a measure of student ability for future employers;

k) Contribute towards decision-making related to curriculum, resources, efficiency and accountability.

5.4. Assessment Procedures and Processes

There are rules and regulations to guide the conduct of assessment and administration of examinations derived from the General Academic Regulations and Programme Regulations. The Academic Registry is the custodian of these regulations and is responsible for their interpretation in cases of resolving assessment issues:

a) There shall be an items bank for each Course under the custody of the Academic Registry

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

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

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

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

f) Examiners have no direct communication with students except through the marked script and the result grade thereof. The communication is done by the Examinations Office OR the AO's Office at the Region in case of assignments. Therefore, it is not expected that examiners should tell students the result of their work.

g) 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

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

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

j) Any SorEC must be reported by the candidate on the prescribed form as soon as the circumstance arises

k) 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 University.

5.5. Moderation of Students' Assessments

Moderation is 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 University.

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:

a) 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

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

c) Moderation may recommend alterations to the grades of students.

Moderation Guidelines seek to reflect best practice inside and outside the University and represent the minimum threshold expectations of best practice. The guidelines refer only to the internal moderation of completed credit-bearing assessment, exclusive of assessment by external examiners. These guidelines do not cover formative assessment for which processes of moderation both internal and external do not apply:

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

➢ 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;

➢ Moderation is undertaken by internal and/or external moderators.

5.5.1. External Moderation

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

a) Monitor the credibility of assessment methods and instruments used;

b) Verify credibility and consistency of internal moderation processes;

c) Monitor internal standards of assessment;

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

e) Pronounce on the assessor's decisions;

f) Provide advice and guidance to the University, through assessors, for improving assessment practices.

5.5.2. Internal Moderation

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.

a) 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.

b) 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

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

d) The sample selection process agreed by the moderation team must be transparent and objective and the sample size should constitute at least 10% of graded assessments or 30 assessments, whichever is greater;

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

f) Notwithstanding v. 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

g) 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; 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 higher mark should stand.

h) 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.

6.0. EXAMINING BOARDS

There shall be three (3) examining boards responsible for ratifying all examination results and other academic decisions on assessment as according to the University Statutes. These being; the Departmental Board, School Board and Senate. Examiners who become Senior Examiners or Team Leaders are members of the Departmental Board where they may be expected to present a Report on the performance of their students. Membership to these Boards are as outlined in the University Statutes.

The main focus of these Boards and their involvement in University governance shall include, but not limited to, the following:

a)   Policy development, approval and review, including programme development and approval, assessment, research and innovation, quality assurance, etc.;

b)   Development, approval and review of academic standards;

c)   Curriculum development, approval and review;

d)   Monitor, supervise and review the implementation of quality assurance and enhancement provisions of the University;

e)   Process and approve for publication all students' results;

f)   Establish sub-committees, task teams, etc. and delegate specific responsibilities for teaching, research, and academic performance improvement and other areas under their direct jurisdictions.

6.1   Departmental Board - shall be responsible for reviewing all examination results and related academic issues and make recommendations to the higher Board – the School Board. Departmental Boards are chaired by the Head of the Department.

The Departmental Board is a decision-making body accountable to the School Board over academic matters of the Department and is, therefore, ultimately responsible for the content and style of teaching, assessment and research. The administration and processing of coursework, tests, and examinations is a core function of the Departmental Board. The Departmental Board must adhere to high standards of fairness, transparency and integrity, which ensure that the final results are credible, reflect student performance, and demonstrate the University's commitment to quality, equity, and consistency in assessment procedures.

The quorum for meetings of the Departmental Board shall be at least 50% of fulltime lecturers from the Department, cognate departments, part-time tutors and student representatives as stipulated in the Statutes.

6.2 **School Board** - for consideration and approval of decisions taken by the Departmental Board. The Dean of the School chairs the Board and prepares a Report to be presented to Senate for approval. School Boards are responsible for strategic planning for academic activities in their Schools and recommend new programmes of study.

The School Board shall meet in ordinary session at least twice in each semester and may meet at such other times as it may deem appropriate. The quorum for meetings of the School Board shall be at least 50% of representatives of all groups with membership to the Board.

6.3 **Senate** - shall be responsible for taking the final decisions on examination results and all academic issues. The Vice Chancellor of the University is the chairperson of Senate, with the Deputy Vice Chancellor-Academic Services as deputy and also acting as chairperson in his/her absence.

Senate is the final arbiter for all matters relating to the academic life of the University and provides academics a forum for deliberations and decision-making regarding teaching, research, scholarship and related activities. Senate is charged with the responsibility of advising the Council and University Management on all academic matters and other issues which affect the academic excellence and scholarship of the University. All University governance issues which have academic implications should be referred to Senate prior to consideration by the Council.

7.0. APPOINTMENT OF PERSONNEL IN ASSESSMENT

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

7.1. Assessment Officer

Officers from the Examinations Office are referred to as Assessment/Examinations Officers and deal with all student-related administration and assessment records. Their core functions are:

a) Maintenance of student assessment records;

b) Management of the processes of student assessment;

c) Coordination of administration of all examinations within the University;

d) Arrangements for student complaints and appeals concerning assessment; Preparation of the Graduation List;

e) Maintenance and interpretation of academic regulations;

f) Custody and dispatch of examination papers and stationery;

g) Custody of examination scripts and disposal of dead scripts as guided by the Records Retention Policy;

h) Act in respect of cases of suspected or alleged unfair practice or misconduct as established by the University;

i) Coordinate and oversee all assessment activities in collaboration with the Regional Campuses and the Academic Departments

7.2. Lecturer

The Lecturer is responsible for drawing up the Assessment Procedures for his/her Course. However, this must be in line with the University General Academic Regulations which guide all assessments at BOU. 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.

a) The Lecturer responsible for a given programme/course works closely with examiners 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;

b) Recommends for appointment, the External Examiner, Team Leader and all other examiners for his/her Course;

c) Ensures 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;

d) As a member of the Examining Boards, attends board meetings as necessary;

e) Marks any scripts of examinations/assessments written outside the normal Examination Period including Special examinations, or makes arrangements to that effect.

7.3. Internal Moderator

The Internal Moderator is a Senior Examiner chosen from amongst the other examiners in the course by the supervising lecturer. At BOU the Team Leader of a group of examiners in a particular course will serve as the Internal Moderator for that particular examination period and compile the assessment report for the course. Team Leaders are therefore the first point of the quality assurance process in assessment and their work is to scrutinise scripts marked by the first marker to ensure compliance to the agreed marking scheme.

Internal moderators must, in addition to being invited as examiners receive a separate letter appointing them as Senior Examiner or Team Leader. The duties of a Team Leader include the following:

a) Lead their teams during discussions in a standardisation meeting to verify understanding of the marking scheme. [failure to attend standardisation leads to automatic disqualification from marking]. Note that collegiality must reign supreme in all your discussions and no examiners must feel overruled. Contentious issues must be resolved by the lecturer-in-charge. But first seek consensus from the team.

b) Mark dummies and check that all team members mark according to the agreed marking scheme.

c) Issue scripts to team members equitably and record on the Script Allocation Form. NO scripts must be issued for marking until 2. Above has been completed.

d) Mark a small number of scripts to familiarize with the marking scheme; the main task is 5.

e) Take samples of marked scripts from each examiner in your team (10% of their total scripts) and scrutinise to check that the marking is according to the agreed standard and the marking scheme is followed. Ensure that you are with your team always – you do not go away to come back when they have finished! You must moderate as they mark so that work does not pile, and errors do not pile only to be seen at the end.

f) The sampled scripts must cover low, middle and high performance and must also be representative in terms of centres. Picking from one centre may not be able to pick peculiar issues.

g) Caution any team member who consistently falls below the allowed mark range – 5marks difference with the Team Leader. If the difference persists the team member must be asked to re-mark all their scripts. That may also mean that the Team Leader must increase the number of sampled scripts for such a team member. However, the Team Leader must consult with the lecturer-in-charge before increasing the sample.

h) The Team Leader must maintain a check-list of all the moderated scripts on the Script Selection for Moderation Form.

i) Transcribe marks from the scripts you marked to the mark-sheet issued and sign against each mark recorded.

j) Check that you have recorded all the scripts you marked on the mark-sheet

k) Receive all marking claim forms for the team, check, sign and submit to the lecturer-in-charge. The Team Leader must only receive the claim form if they are satisfied that the member has completed his/her work.

l) The course mark-sheet is the responsibility of the Team Leader. No examiner must leave before entering all marks for their students. The Script Allocation Form must be used to check who was marking the scripts for any particular centre. All scripts must be accounted for on the mark-sheet; where there are blank spaces reconciliation must

be done using the Attendance Register to check if the student wrote the exam.

m) Receive all reports from team members to make a consolidated report for the team on the performance of the students. This Report must be written in the prescribed format as per the School guidelines.

7.4. Examiners

All tutors are examiners on account of having signed a contract to teach and assess students in the courses that they are offering. All tutors who are active in a particular semester must take part in all the assessments of their courses.

Tutors do not need any extra invitation to take part in marking of examinations except just to remind them of the dates and venue for marking and also to officially inform their employers about the activity. Marking activities take place during weekends or at any such time as may allow completion of the activity. The duties of an examiner are listed below:

a) Attend standardisation meeting for the discussion of the marking scheme [failure to attend standardisation leads to automatic disqualification from marking]

b) Mark dummies and alter the marking scheme as agreed in your group, or as directed by your Team Leader.

c) Count and record the number of scripts that have been issued to you for marking on the Script Allocation Form.

d) Mark the scripts issued to you, and adjust your marking as directed by your Team Leader [failure to follow the marking scheme may lead to termination of the contract immediately]

e) Transcribe marks from the scripts you marked to the mark-sheet issued and sign against each mark recorded.

f) Check that you have recorded all the scripts you marked on the mark-sheet

g) Capture the marks from the mark-sheet into the student management system for computation of final results

h) Write a report about the marking exercise and performance of the students in the examination on the prescribed form and submit to the Team Leader with your marking fee claim forms

7.5. External Examiners

BOU 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.

7.5.1 Purposes of External Examination:

a) Ensure awards granted by the University are comparable in standard to those awarded by local, regional and international providers;

b) Pronounce on effectiveness and appropriateness of the assessment system;

c) Assure learners, employers, and wider community of the quality of standards and credibility of the University's awards

d) Ensure the relevance, fairness, and consistency in assessment procedures;

e) Pronounce on credibility of assessment methods and instruments

7.5.2 Procedure for Appointment of External Examiners

Nominations for the appointment of new or replacement of External Examiners shall be made on appropriate nomination forms and forwarded by the HOD, after consultation with the course organiser (Lecturer) to the Academic Dean:

a) 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;

b) 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;

c) The Lecturer shall present two nominations to the HOD for approval and forwarding to Senate at least one semester before the date of commencement of the assignment;

d) Authority for appointment of External Examiners rests with Senate which shall direct the Secretariat to cause the issuance of a letter of offer to the External Examiner;

e) Appointment for external examiner position may be terminated when services rendered no longer provide value to the University or when the examiner has not satisfied the expectations.

7.5.3 Criteria for Appointment of External Examiners

External Examiners are experienced senior academics, normally at least senior lecturer or equivalent, who command expert authority in their field of study:

a) 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;

b) 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;

c) To safeguard impartiality, nominees should normally have no personal association with sponsorship of University students or close involvement with the University 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 University;

d) A new External Examiner should normally not come from the same institution as the outgoing External Examiner.

7.5.4 Duties of External Examiners

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

a) General

- ➢ receive and make recommendations on all examination question papers, including marking schemes for individual papers, model answers and assessment criteria
- ➢ 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
- ➢ comment on the effectiveness of the sampling and moderation procedures
- ➢ 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
- ➢ pronounce on internal moderation and adjudicate over unresolved differences between marks awarded by the first and second markers
- ➢ sign lists of results indicating agreement prior to publication of results
- ➢ attend all Examining Board meetings at which candidates' examination grades are determined
- ➢ submit to the Head of the University within four weeks of the conclusion of the external examination exercise, a full report and a confidential report, as appropriate.

b) **Moderation of Examination Question Papers and Scripts**

➢ The External Examiner who moderates scripts should receive examination question papers and marking schemes for comment

➢ They should comment on the appropriateness of the examination question paper to the level of the programme

➢ The 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

➢ Notwithstanding a) 4. above, scripts selected for moderation by the 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.

7.5.6 Moderation of Coursework

a) The 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;

b) The External Examiner shall consider, comment, and approve all Coursework that contributes to the final mark.

7.5.7 Moderation of other forms of Assessment

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

b) They must have sufficient information, including interviewing students, so as to adequately judge the quality and fairness of internal marking of projects.

7.5.8 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 University 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:

a) General information on the Department;

b) 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.;

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

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

University 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.

7.5.9 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 University.

7.5.10 Oral Report

The External Examiner presents a brief oral report focusing on;

a) Impressions on the assessment process, including its fairness, accuracy and efficiency;

b) Opinion on the scholarship of the group of students whose work was under external examination;

c) Professional judgement of the quality of teaching, as inferred from examination of students' performance;

d) Suggestions to Examining Board on areas of improvement in teaching and examination processes.

7.5.11 Formal Written Report

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

a) Whether the standards set are appropriate for its awards, or award elements, by reference to published national benchmarks,

University programme specifications and other relevant information;

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

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

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

7.5.12 Response to the External Examiner's Reports

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

The Chairpersons of the Examining Boards (School and Departmental) are required to respond to the points raised in the External Examiner's report within four weeks after the submission of the report. The Deans and HODs are supposed to report to the DVC-Academic Services what actions have been planned to close the gaps identified or even to ignore the recommendations and stating why.

8.0. THE MARKING PROCESS

Marking of students scripts at BOU can either be centralised – where all examiners from all five (5) Regional Campuses congregate in one place to mark examination scripts and any final assessments; but it can also be decentralised to the Regional Campuses. Communication from the Examinations Office will always indicate whether there was need to congregate in one place for a centralised marking or not.

The process of marking is normally done in three (3) consecutive stages – starting with standardisation of the marking schemes, followed by the live marking, then the administrative work (which includes recording the marks scored on each candidate, and writing a report & claims). These are described below:

8.1. Standardisation

This refers to the process by which examiners marking a particular course would come together to discuss the marking points on the marking guide and agree on mark allocations. Each examiner must know their group

members and Team Leader and also know the lecturer in-charge of the course.

As a team member, the examiner must contribute to the discussions on the most suitable responses to the examination questions. The examiner's professional expertise is valuable in this regard. If need be the lecturer should be requested to provide the course module to clarify issues. All possible responses should be considered so that no candidate is disadvantaged.

8.2. Dummy Marking

A dummy is a copy of a script selected for the purpose of practice marking before the actual exercise. This is to check that the team members understand the marking scheme in the same way and are able to award marks on the same points on the candidate's responses. Marking the same dummy should not result in differences that exceed 5 marks. After marking each dummy, the team should come back to discuss the marking scheme again and see where each mark was awarded. All changes to the marking scheme – additional responses OR those modified/removed must be recorded as part of the Chief Examiner's Report. Each member must record these modifications to the marking scheme.

8.3. Live Marking

Live marking should start as soon as the team is satisfied that all members agree on the marking scheme and are able to apply it in the same way. The team members should share the scripts equally with the Team Leader getting a few because s/he has an additional task of checking that all members are marking according to the agreed marking scheme (moderation). A record of the script allocation must be maintained by the Team Leader who should be mindful of equity while at the same time the speed of each team member. Slow markers should have the same number of scripts as everyone else – but they should not be allowed to keep scripts which they will not be able to mark in the remaining time. By the end of Saturday everyone should be sure about their speed and can clearly tell whether they will finish or not. While marking, each examiner must keep a sheet of paper for recording any points that they feel worthy of noting for the Chief Examiner's Report. The report must be submitted to the Team Leader after marking has been completed.

Team Leaders are warned to keep each of their team members in check and must stop anyone who deviates from the marking scheme and remind them about the agreed standards. Should a Team Leader find that a member has consistently awarded a mark where it was not supposed to be awarded or not awarded a mark where it was supposed to be awarded

s/he has the authority to ask the member to go over all the scripts that may have been marked before discovering the discrepancy.

It is always best to mark as many scripts as possible when the live marking begins, i.e. when examiners are still energetic than to leave things for later; there is only the weekend to complete the whole task. There is no limiting on the closing and starting times, therefore examiners are expected to mark until late or start as early as they can; keys will be at the front desk. However, it is expected that at peak hours everyone must be there so that any issues arising can be discussed by the group while every member is present. Peak hours are 8am to 12pm, and 2pm to 8pm.

8.4. Recording Marks

As Examiner once you have marked your scripts; and have passed 10% to the Team Leader for moderation and corrected all discrepancies if any, your work is done. Enter your marks on the score-sheet for your course; your marks must be entered under M1 and the moderated mark under M2 - moderated scripts will have 2 marks; yours in red and the Team Leader's mark in green.

Sign against each mark that you have entered on the mark-sheet. A student who cannot be located on the mark-sheet should be listed at the bottom of the sheet (this should be the last resort) in the same format - student number as written on the script, regional centre, answer book serial number, and the marks. NO script should be left unrecorded or unaccounted for.

8.5. Making Your Claim

When you are satisfied that you have completed your work write down your claims - travelling and subsistence claim, at public transport and government rate (rates as stated on notice boards), and marking claim per script for degree, diploma, and certificate courses. Add honorarium to the marking claim per day at the applicable rates.

Warning: Claims that have not been completed accurately negatively contribute to unnecessary delays in payments. Therefore, record each script (the student number) individually and accurately because these are checked during reconciliation. Your claim must be signed by your Team Leader and lecturer before being submitted to for processing.

9.0 APPENDICES

A. Examiner's Reply Coupon

	BOU	Page 1 of 1
Botswana Open University		Doc. AR/FRM/43
	EXAMINER'S REPLY COUPON	Revision No: 1
		Effective Date: 20/04/2018

I ....will be able to take part in the Standardization and Marking exercise for this Examination Session. Your duties as examiner are listed below;

- ✓ attend standardization exercise for the discussion of the marking scheme[failure to attend standardization leads to automatic disqualification from marking]
- ✓ Mark dummies and alters the marking scheme as agreed in your group, or as directed by your Chief Examiner.
- ✓ count and record the number of scripts that have been issued to you for marking
- ✓ mark the scripts issued to you, and adjust your marking as directed by your Chief Examiner[failure to follow the marking scheme may lead to termination of this contract immediately]
- ✓ transcribe marks from the scripts you marked to the mark-sheet issued
- ✓ check that you have recorded all the scripts you marked on the mark-sheet
- ✓ write a report about the marking exercise on the prescribed form and submit to the Chief Examiner with your marking fee claim forms

Complete the Table below appropriately to indicate your Regional Centre and the course you will be marking also indicate whether you need any special diet:

Region	Course			Any Special diet	
Francistown		NO		If YES, briefly describe your diet below;	
Gaborone					
Kang		YES			
Maun					
Palapye					

Signature: ……………………………………………..   Date: …………………………….

Please complete and fax back reply coupon attached for the attention of:

Keletso Banda at the Examinations Office
Tel.3646012, Fax. 3191089

Compiler:	Assessment Manager	Approving Officer:	The Vice Chancellor
Department		ACADEMIC REGISTRY	

B. Script Allocation Form

Botswana Open University

SCRIPT ALLOCATION FORM

Name of Course: ....

Batch No.	No. of Scripts	Ranges of scripts	Name of Examiner	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Page 1 of 2   BOU Examinations

C. Script Selection for Moderation

	Botswana Open University	Page 1 of 3
botswana open University	**Script Selection for Moderation**	Doc. AR/FRM/14 Revision No: 01 Effective Date: 01/1/2009

Name of Course: .... Examination Session: ....

Name of Senior Examiner: .... Date: ....

Details of scripts:

	STUDENT NO.	NAME OF EXAMINER	REGIONAL CAMPUS	M1	M2	VAR'
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Total Number of scripts selected: ....

Signature of Course Coordinator: .... Date: ....

Compiler:	Assessment Manager	Approving Officer:	The Vice Chancellor
Department		ACADEMIC REGISTRY	

D. Sample of a Mark-Sheet

EL121 Mark Sheet - May, 2020

No	Surname	First Name	F/M	Student No.	RC	P/A	M1	M2	Examiner's Signature
1	BALESENG	Kebonye	F	201421474	GP				
2	DITSHEGO	Neo	F	201421544	GP				
3	FERNANDO	Martha	F	201421427	GP				
4	GABANTHEETSE	Tirelo	F	201421456	GP				
5	GASEJEWE	Matshediso	F	201101096	GP				
16	SECHOTLHO	Goitsemodimo	F	201421857	GP				
17	TAWANA	Boitumelo	F	201421443	GP				
18	MAKGETHO	Keoletile	F	200703896	PP				
19	RAMAKGALA	Pearl	F	201202810	PP				

SIGNATURE: _____   DATE: _____

Team Leader

SIGNATURE: _____   DATE: _____

Lecturer-in-Charge

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E. Sample of an Examiner's Report Template

	BOTSWANA OPEN UNIVERSITY	Page 1 of 1
Botswana Open University		Doc. SOB/FRM/04
	Markers' and Chief Examiner's Report	Revision No: 00
		Effective Date: 01/07/2018

DEPARTMENT OF BUSINESS STUDIES
Markers' and Chief Examiner's Report - Format
Introduction

_____

Level of the examination
- Is the exam pitched at the expected level (certificate, diploma, etc.)?

_____

Timing of the examination
- Is the time allowed (e.g. three hours) adequate?

_____

Learner preparedness
- What evidence is there that learners were prepared for the exam?

_____

Learner performance
- What is the overall performance of learners in the exam as a whole?

_____

Scope of the examination paper
- Does the paper adequately test the knowledge areas and skills covered in the syllabus?

_____

Item-by-item comment
- How did learners perform in each item?
- How valid was each item?

_____

Recommendations
To include what can be done to improve the examination and the processes involved in conducting the examination, e.g.
- Examination format
- Ways of preparing learners for the examination
- Logistics of handling the examination (e.g. standardization)
- Programme Regulations
- External moderation, etc.

_____

Compiler:	HOD SOB	Approving Officer:	Vice Chancellor
Department	School of Business		

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F. Examiner's Claim Form

	BOU	Page 1 of 1
Botswana Open University	Examiner's Claim Form	Doc. ACRFRM/37
		Revision No: 1
		Effective Date: 20/04/2018

•Please tick (√) appropriately on the box

EXAMINER ☐   SENIOR EXAMINER ☐ FP ☐ GP ☐   KP ☐ MP ☐ PP ☐

Examiner's Full Names: ....

Address: ....

Telephone/Cell No.: ....   Email Address: ....

Course: ....   No. of Days for Marking: ....

Bank name: ....   Account#.........................

Branch code: ....   Branch name: ....

Scripts Marked /Checked		Scripts Marked/Checked	
Student's No.	Amount per Script	Student's No.	Amount per Script
Total [A]		Total [B]	

Total No. Of Scripts; Marked: ....   Checked: ....

Total Marking Fee [A+B]   +   Honorarium Fee   =   Total Claim

                                    +

....

Department Vote: ....

Claimant's Signature: ....   Date: ....

Confirmed by Chief Examiner: ....   Date: ....

Checked by Assessment Officer: ....   Date: ....

Compiler: Department	Assessment Manager	Approving Officer: Academic Registry	The Vice Chancellor

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G. Subsistence & Transport Claim Form

	BOU	Doc. No: ACC /FRM /02
Botswana Open University		Revision No: 00
	Subsistence and Travelling Claim Form	Effective Date: 14/05/2018

Name & Address

_____

_____

Position: _____   Signature: _____   Date: _____

Details of Journey

Date	From	To	Nature of Duty	Travelling Expenses		Subsistence/ Hotel expenses		Other expenses	
				P	t	P	t	P	t
			TOTAL (a)						

(b) Grand total kilometers at tar road_____ km at P_____   =P_____

(c) Grand total kilometers at gravel road _____km at P _____   =P_____

                        GRAND TOTALS (a+b+c)   =P_____

Funds are available under code: _____ BAL: _____

AUTHORISED BY:
Designation: _____Signature:_____ Date: _____

ACCOUNTS ENDORSEMENT:
Checked by: _____   Authorised by: _____

Compiler:	**Director**	**Approving Officer**	**Vice Chancellor**
Department:	Finance		

H. Honour Certificate

	BOU	Page 1 of 1
Botswana Open University		Doc. ACC/FRM/15
	HONOUR CERTIFICATE	Revision No: 00
		Effective Date: 14/05/2018

I certify on my honor that I incurred the following expenses during my travel on University business.

From	To

	Date of Journey	Amount Spent
By Bus		
By Train		
By Taxi/Combi		

I certify on my honor that I used my own vehicle during my travel on University business.

From	To

I would like to be reimbursed the equivalent total of P…………………

Name: ……………………………………………………………………

Signature: ……………………………………………………………

Date: ……………………………………………

Authorising Officer: ……………………………………………

Signature: ……………………………………………

Date: ………………………………………

Note: The above expenses are based on public rates between the specified destinations

Compiler:	Director	Approving Officer:	Vice Chancellor
Department		FINANCE	

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I. Examinations Results Query Form

	BOU	Page 1 of 1
Botswana Open University		Doc. AR/FRM/42
	Examination Results Query& Appeals Form	Revision No: 2
		Effective Date: 12/03/2018

This Form must be completed by the Assessment Officer/Programme Coordinator only. Queries/appeals will only be attended when they are submitted through this Form. *All details and necessary evidence (including Answer-book numbers & copy of assignment cover page) must be attached at the back of this Form including the students own letter.*

a) **Candidate's full names:**

Surname	Other Names

b) Qualification Code: ……………………………… Year: ………………… Semester: …………………

c) Candidate's Student ID Number *(as written on the exam script)*

d) Candidate's Student ID Number *(as used in the Examination List and confirmed by the Centre)*

e) Course(s) on which results are queried/ appealed and original results; *an example is given. In the course XY408 the candidate got grade X.*
   • **Officer MUST confirm the result (s)**

XY408				
X				

f) Recommended action; please tick (√)

Just check records	Appeal – resubmitting more evidence	*Appeal – requesting Remarking

All students must formally communicate their query by writing to their Regional Centre and the letter must be attached to this Form for the attention of the **Assessment Manager**. *Appeals for re-marking must be accompanied by a copy of the receipt for payment of remarking fee.

Name of Programme Coordinator/Assessment Officer: ………………………………………………………….

Name of Regional Centre: ………………………………………………………………………………………

Signature: ……………………………………………… Date: ………………………………………

Date Stamp:

Compiler:	Academic Registrar	Approving Officer:	The Vice Chancellor
Department		The Registrar's Office	

****