Policies and Procedures

Process for Moderation of Exams

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The University has reviewed its programmes and its curriculum and developed USP graduate outcomes, programme outcomes, and course learning outcomes that are aligned. Rubrics have been designed to assess the attributes through seven outcomes. Each programme underwent a review and development of programme outcomes (seven USP outcomes + discipline specific), curriculum mapping, and course learning outcomes. The alignment of learning activities and the assessment criteria to the learning outcomes has been implemented and aligned to assessments.

The Process
The writing of learning outcomes in the courses was based on the verbs used in the Bloom's Taxonomy. In this taxonomy, generally for 100 level courses, the learning outcomes have most of the verbs from the Knowledge and Comprehension category, 200 level courses have most of the verbs from the Application and Analysis category, and 300 level courses have most of the verbs from the Synthesis and Evaluation category.

However, there is some overlap of the Bloom's taxonomy in all 3 levels; it is recognized that different kinds of verbs can also be used at all levels.

This process has brought consistency across the 100, 200 and 300 level courses helping develop students' skills at each level. **The next step is to align the assessments and assessment criteria** to the learning outcome.

1   Moderation of Examination Papers

1.1. All examinations paper will undergo a moderation process.

1.2. The Discipline will moderate the paper and processes to ensure that the questions

are fair, at an appropriate level and test the specific required learning outcomes of the course.

1.3. During this process course coordinators are expected to ensure the following:

    a.   Before submitting the exam papers to SAS the Discipline will carry out the following:
- ensure that the exam questions are aligned to the course learning outcomes;
- the questions are clear;
- detailed solutions/marking schemes for the questions are provided; and
- the weight of the topics and the marks allocated are aligned.

    b.   After marking the School/ Academic Unit board meeting will ensure the following
- look at a sample of papers from the mean, top and bottom marks against the marking scheme to ensure that marking was fair (normally a sample of 10% of the total number of scripts);
- find out from the markers if there were questions that majority of students did poorly in and see why this might have been the case;
- in exceptional circumstances the School/ Academic Unit Board to determine appropriate remedial responses/measure to address the issue;
- discuss possible reasons for either high or low failure rates and improvements for the future offerings; and
- any extra assistance provided by the course coordinators and the effectiveness of this
- consider all borderline cases in adherence to clause 7.2 of these Regulations.

(Taken from Clause 3, Assessment and Associated Regulations, USP H&C)

    c.   A brief report of this for each course be brought to the Assessment meeting with the results.

1.4. The Examination Manual for Examiners and Supervisors has the following instructions on preparation of scripts:

Preparation of Scripts

    a.   *Examination Preparation*
Course Coordinators are responsible for preparation of the final examination.
See 2.1.2 Examination Manual.

    b.   *Moderation of Examination Papers*
- Each discipline, under the leadership of the discipline coordinator and Head of Academic Unit, is responsible for assessing the end of semester examination papers for standards and coverage, before they are submitted to the Examination office in SAS.
- Any soft copy of examination paper transfered between campuses must be password protected.

    c.   *The Examination Information*
The printed and soft copy's holding the examination questions must be accompanied by the examination information form (a copy of which appears at Appendix) showing:
A) Course code number and title;
B) Time allowed;
C) Materials required (e.g. 4- figure log tables, graph paper);
D) The number of questions on the paper and the number of questions to be answered;
E) Mark values of each question;
F) Any instruction to candidates; and
G) The expected number of candidates

(Taken from page 3, Examination Manual for Examiners and Supervisors: Appendix 2)

1.5. The moderation of the exam papers can be standardized by the following:

   a.   The exam questions should to be aligned to the course learning outcomes, and take account of Bloom's taxonomy in relation to the level of the course.

   b.   **Blooms Taxonomy Table***:*

Question	Course Learning Outcomes	Topic	Number of weeks Topic taught (%)	Marks allocated	Total Mark Allocation By Topic	Type of Question (Blooms)
			13/12/11/Flexi		**100**	