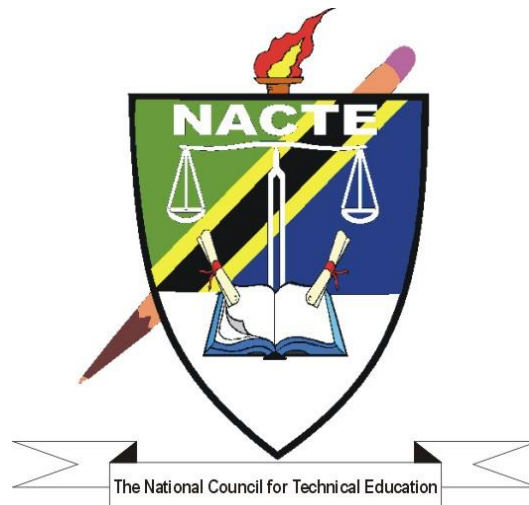


**THE NATIONAL COUNCIL FOR TECHNICAL EDUCATION
(NACTE)**



**Procedures for Assessment Conducted by NACTE
and Autonomous Technical Institutions**

EDITED VERSION

July 2016

PREAMBLE

When student assessments are not sound, educational programmes suffer and students are victimised. Likewise when questionable student assessment practices are employed in high-stakes situations (i.e., those conducted to serve important decisions substantially impacting students or employers), the negative consequences are likely to gravely impact a nation. Low-quality assessment will almost certainly lead to inequitable outcomes.

As poor assessment procedures have grave consequences to the nation and students alike, it is very important that candidates are properly assessed so that the results reflect the knowledge and skills acquired. A procedure for evaluating assessment should therefore form a crucial component of the whole assessment process.

The National Council for Technical Education (NACTE) has thus developed the ‘Procedures for Assessment Conducted by NACTE and Autonomous Technical Institutions’ outlined in this booklet which will be used to evaluate assessment conducted by both NACTE and Autonomous Technical Institutions. The procedures are concerned with the practice of assessment.

The NACTE has established procedures for assessment in order to maintain standards and quality of NACTE Awards. The following is the structure of the document: Part I contains General Provisions; Part II outlines Common Procedures and Guidelines for Assessment Conducted by NACTE and Technical Institutions; Part III presents Procedures and Guidelines for Assessment Conducted by NACTE; Part IV gives Procedures for Evaluating Examinations Conducted by NACTE and Autonomous Technical Institutions; and Part V covers Procedures for Examinations Conducted by Autonomous Technical Institutions. List of Recommended Tools/Forms is as well as provided to support the assessment procedures.

These procedures set a common platform to guarantee maintenance of level ground for administration of assessment. Proper application of the same will translate to graduates equipped with requisite technical knowledge, abilities and skills which measure up to acceptable levels of attainment in the relevant professional area.

Dr. Adolf B. Rutayuga

Ag. EXECUTIVE SECRETARY

Table of Contents

PREAMBLE	ii
Procedures for Appointing Persons Handling Assessment Conducted by NACTE and Autonomous Technical Institutions.....	1
PART I.....	1
General Provisions.....	1
1.1 Introduction	1
1.2 Definitions.....	1
1.3 Confidentiality.....	4
PART II.....	5
2.0 Common Procedures and Guidelines for Assessment Conducted by NACTE and Autonomous Technical Institutions.....	5
2.1 Guidelines on the Conduct and Administration of Continuous Assessment.....	5
2.1.1 Introduction	5
2.2 Guidelines for Preparation and Administration of Various Modes of Continuous Assessment	5
2.2.1 Selection of Continuous Assessment Components	5
2.2.2 Administration of Continuous Assessment	7
2.3 Continuous Assessment Arrangements.....	8
2.3.1 Initial Planning	8
2.3.2 Use of Continuous Assessment Components.....	9
2.3.3 Performance Thresholds.....	9
2.3.4 Weighting of Individual Assignments	9
2.3.5 Carryover Modules	10
2.3.6 Written Tests	10
2.4 Eligibility to appear for Semester Examination	10
2.5 Examination Irregularities.....	10
2.6 Weighting of Assessment Components.....	10
2.7 Guidelines for Marking Continuous Assessment and Recording of Scores	11
2.8 Guidelines for Submission of Continuous Assessment Scores to NACTE for non- Autonomous Technical Institutions.....	12
3.0 Mechanisms for Detection and Control of Examination Irregularities for Examinations Conducted by NACTE and Autonomous Technical Institutions.....	14

3.1	Introduction	14
3.2	Definitions for cheating and plagiarism.....	14
3.3	Detection and Control Mechanisms for Cheating	15
3.3.1	Cheating Before the Examination	15
3.3.2	Cheating During the Examination	16
3.3.3	Cheating During Marking	21
3.3.4	Cheating During Certification	21
3.4	Detection and Control Mechanisms for Other Examination Irregularities.....	22
3.5	Procedures for Handling Cheating	23
3.6	Penalties for Cheating.....	26
4.0	Grading Systems for Various National Technical Awards (NTAs) Offered by NACTE and Autonomous Technical Institutions	27
4.1	The established National Technical Awards (NTA) Levels	27
Table 1: NTAs System		27
4.2	Grading system	28
4.2.1	Definitions for grading System	28
4.2.2	Concept of Credit	29
4.2.3	Scoring Guidelines.....	31
4.2.4	Standards Applying to Letter Grades.....	32
4.2.5	Computation of Results	35
4.2.6	Conditions Leading to Awards	36
4.2.7	Awards Classification	37
PART III.....		39
3.0	Procedures and Guidelines for Assessment Conducted by NACTE	39
3.1	Procedures for Setting and Moderating Examinations Conducted by NACTE	39
3.1.1	Introduction	39
3.2	Procedures for Setting NACTE Examinations.....	39
3.2.1	Activities and setting procedure description.....	39
3.2.2	Guidelines for Examination Setters	41
3.3	Procedures for Moderating NACTE Examinations	42
3.3.1	Activities and moderation procedure description.....	42
4.0	Procedures for Handling and Safe Custody of Examinations	44
4.1	Introduction	44
4.2	Procedures for Printing Examinations	44

4.2.1	Items for Printing	44
4.2.2	Categories of Printing	45
4.2.3	Printing Options	46
4.3	Facilities for Examination Process	49
4.3.1	Procedures for Selecting Facilities Housing Examination Materials or Processes.....	49
4.3.2	Procedures for Selecting Facilities and Housing Examination Materials at Local Centres	50
4.4	Procedures for Transportation of Examinations	50
4.5	Safety Mechanisms for the Entire Examination Process	51
4.6	Printing.....	51
4.6.1	Housing Facilities	52
4.6.2	Transportation	52
5.0	Procedures for Marking and Standardisation of Examinations	53
5.1	Procedure for Marking of Examinations.....	53
5.1.1	Marking Guidelines	53
5.1.2	Compilation of Examination Marks	54
5.1.3	Managing Marking Centres.....	55
5.1.4	The Markers, Moderators and Mark Checkers.....	56
5.2	Procedures for Standardizing Examinations.....	56
5.2.1	Standardization of Setting of Examinations	56
5.2.2	Standardization of Moderators for Examinations	57
5.2.3	Standardization of Markers	58
5.2.4	Standardization of Marking Condition.....	58
5.2.5	Standardization of Results	59
6.0	Procedures for Publishing Examination Results for Examinations Conducted by NACTE	60
6.1	Introduction	60
6.2	Right and Discretion of the Council	60
6.3	Disclosure of Marks and Results	60
6.4	Informing Students of their Results.....	61
6.5	Award Certificates and Transcripts.....	61
6.6	Amendment of Results	62
6.7	The Right of Candidates to Appeal	63
6.8	The Timing and Means of Release of Provisional Results.....	63
6.9	The Timing and Means of Release of Final Results.....	63
6.10	Nullification of Results	64

7.0	Criteria for Determining Payments to Persons Handling Examinations Conducted by NACTE	65
7.1	Introduction	65
7.2	Honoraria	65
7.2.1	Payment of Honorarium to Invigilators and Supervisors	65
7.2.2	Payment of Honorarium to setters, moderators, and markers.....	65
7.2.3	Sustenance Allowance (Per Diem).....	65
7.3	Transport and Travel.....	66
7.3.1	Private Transport and Mileage Payment	66
7.3.2	Travel mode rights	68
7.4	Sharing of Costs	68
PART IV		71
Procedures and Guidelines for Assessment Conducted by NACTE and Autonomous Technical Institutions		71
4.0	Procedures for Evaluating Examinations Conducted by NACTE and Autonomous Technical Institutions.....	71
4.1	Introduction	71
4.2	Objectives of Examinations Evaluation.....	71
4.3	General Guidelines on Planning and Evaluation of Examinations.....	71
4.3.1	General Guidelines on Planning.....	71
4.3.2	General Guidelines on Evaluation	72
4.3.3	General Guidelines on the Report	72
4.4	Specific Guidelines for the Evaluation	73
4.4.1	Evaluation of the Conduct of NACTE Examinations in Accordance with Rules and Procedures.....	73
4.4.2	Evaluation of Quality and Relevance of Examinations and other Means of Assessment	74
4.4.3	Recommendations for Improved Practices/Modifications of the Procedure(s)	78
4.5	Structure of the Evaluation.....	80
4.5.1	Representation of Interests	80
4.5.2	Tenure	80
4.5.3	Task Forces.....	81
4.5.4	Frequency of Evaluations.....	81
4.5.5	Reporting Procedure.....	81
PART V		82
5.0	Procedures for Examinations Conducted by Autonomous Technical Institutions	82

5.1	Procedures for Appointing Persons handling examinations conducted by Autonomous Technical Institutions.....	82
5.1.1	Qualifications, criteria and Appointment Procedures of Persons handling examinations	82
5.1.2	The Role of Internal Examiners.....	82
5.1.3	Duties of Internal Examiners	82
5.1.4	Criteria for Appointing Internal Examiners.....	82
5.1.5	Procedures for Appointing Internal Examiners	83
5.2	Procedures for Appointing External Examiners.....	83
5.2.1	Role of External Examiners	83
5.2.2	Duties of External Examiners.....	83
5.2.3	Qualifications of External Examiners	84
5.2.4	Criteria for Appointing External Examiners	84
5.2.5	Length of Appointment of External Examiners.....	85
5.2.6	Procedures for Appointing External Examiners.....	85
5.2.7	Powers of the External Examiner.....	86
5.2.8	External Examiner’s Report	86
5.2.9	Cessation of Appointment	86
6.0.	Procedures for Setting and Moderating Examinations Conducted by Autonomous technical institutions.....	88
6.1	Introduction	88
6.2	Guidelines for Setting Examinations Conducted by Autonomous Institutions	88
7.0	Criteria and Procedures for Approving Examinations Set and Administered by the Autonomous Technical Institutions	91
7.1	Criteria for Approving Examinations.....	91
7.2	Procedures for Approving Examinations	92
7.2.1	Departmental Examiners Board.....	92
7.2.2	Responsibilities of the Departmental Examiners Board are:.....	92
7.2.3	Departmental Academic Board	92
7.2.4	Responsibilities of the Departmental Academic Board are:.....	93
7.3	Autonomous Technical Institution’s Examiner’s Board.....	93
7.4	Autonomous Technical Institution’s Academic Board.....	93
7.5	Appeals Committee	94
7.6	Governing Board	94

8.0.	Procedures for Marking and Moderation of Examinations conducted by autonomous technical institutions.....	97
8.1	Procedures for Marking of Examinations	97
8.1.1	Marking Guidelines.....	97
8.1.2	Compilation of Examination Marks	98
8.1.3	The Markers, Moderators and Mark Checkers.....	99
8.1.4	Marked Scripts storage	99
8.2	Moderation of Examinations	99
9.0	Procedures for Publishing Examination Results for Examinations Conducted by Autonomous Technical Institutions	100
9.1	Right and Discretion of Autonomous Technical Institutions	100
9.2	Disclosure of Marks and Results	100
9.3	Informing Students of Examination Results	101
9.4	Award of Certificates and Transcripts	101
9.5	Amendment of Results	102
9.6	The Right of Candidates to Appeal	103
9.7	The Timing and Means of Release	103
9.8	Nullification of Results	104
	List of Recommended Tools/Forms	105

Procedures for Appointing Persons Handling Assessment Conducted by NACTE and Autonomous Technical Institutions

PART I

General Provisions

1.1 Introduction

National Council for Technical Education (NACTE) has established, developed, maintained and controlled universally acceptable standards of technical education. For technical education assessment to remain current there is a need for gathering of evidences about an individual's ability to perform to clearly stated standards relevant to the desired outcome. Activities involved are grading, examining and certifying which require examinations to be properly set, moderated, supervised, invigilated and marked by highly qualified and competent resource persons.

NACTE thus, among others, sets procedures for appointing setters, moderators, supervisors, invigilators and makers of examinations conducted by NACTE and autonomous technical institutions.

1.2 Definitions

These definitions apply to both NACTE and Autonomous Technical Institutions.

“Assessment” is the general term used for measuring students' performance on a course or module against the aims and objectives of that course or module. Assessment may be formative or summative depending on whether its results are used to evaluate the student's final course results.

“Formative Assessment” is assessment administered as part of teaching to enhance training. It is comprised of questions and assignments set to help the student learn effectively. The performance of students in the formative assessment is not used to evaluate the student's final grade results. The formative assessment also includes the placement and diagnostic assessments.

“Placement assessment” is used by a student and an advisor or counselor to help the student decide which courses to take. Placement testing helps the student to enter the course modules at the proper starting point. The result is that one will have a better chance of completing the courses and earn good grades. Course placements based on the assessments may be mandatory in some cases. Placement results can be used to demonstrate that the student has met the prerequisites for specific courses. Additionally, they can be used to demonstrate that the student has satisfied the institutions general education competency requirements.

“Diagnostic Assessment” is designed to screen students to identify support needs on their chosen course. The assessment results provide important insights into students’ current knowledge, skills and attitude. Students and their advisors use the information to select or recommend courses most suited to their academic needs. This helps to ensure that institutions provide high quality teaching to all students. It assesses attainment, but development is continuing and the information from its use is being collected to facilitate further studies.

“Summative Assessment” is assessment administered to determine a student's overall level of performance on the course. It comprises of questions and assignments from which the student’s performance in terms of grades or scores is used in determining the student's course result.

“Continuous assessment” is an ongoing process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process. Continuous assessment may comprise of a combination of several controlled tests, homework, essays and practical.

“Persons handling examinations” mean Setters, Moderators, Invigilators, Supervisors and Markers of Examinations.

“**Setters**” mean persons proposing examination question papers, model solutions (answers) and marking scheme.

“**Moderators**” mean persons assuring that the setting and/or marking of the examination were done fairly and consistently as well as they are responsible to correct any anomalies.

“**Invigilators**” mean persons supervising and responsible for the conducting of the examinations/evaluation in the examination rooms/halls as per rule and regulations set by NACTE or Autonomous Technical Institutions.

“**Invigilation Supervisors**” mean persons responsible for the monitoring of the conduction/invigilation of examinations in examination room/centers.

“**Markers**” mean persons checking the correctness of model solutions and marking schemes, and assessing response of candidates to the set examination questions and award scores.

“**Internal examiners**” shall apply to academic staff who are working with an autonomous technical institution, appointed by the same institution based on their credentials, who shall be responsible for setting and marking the examinations/evaluations conducted by the autonomous technical institution as per rule and regulations set by NACTE.

“**External examiners**” refer to the academic staff members employed by another autonomous institutions or any qualified local or foreign experts appointed by the institution; who will ensure that setting and marking of the examinations/evaluations conducted by an autonomous technical institution as per rule and regulations set by NACTE were fair and consistent.

“**Instructor**” means a teacher or tutor or lecturer of a Technical Institution regardless of academic qualifications.

“Academic Programme”: means a programme of studies, which leads to the National Technical Award to students, after successful completion of all its requirements.

“Semester” means an academic period, in which one set of course modules in each discipline, is offered. There will be only two semesters in an academic year, each having a minimum of fifteen (15) weeks long with two (2) additional weeks set aside for end of semester examinations.

“Module” is a set of learning outcomes that has been pedagogically structured to respond to a meaningful stage of the work process, to represent a meaningful phase of learning process, and to constitute the basic units for evaluation. Each module will carry a specific code.

“Re-take” means to repeat the failed or incomplete modules including continuous assessments and end of semester examination

1.3 Confidentiality

Every person who will, at any time during the examination process, have access to the examination materials or questions shall keep confidential and not disclose in any manner whatsoever, in whole or in part, any information concerning the examination questions or content or results or process. Access to examinations includes but not limited to setting, moderation, printing, invigilation, marking and approving. Failure or any breach is a criminal offence.

PART II

2.0 Common Procedures and Guidelines for Assessment Conducted by NACTE and Autonomous Technical Institutions

2.1 Guidelines on the Conduct and Administration of Continuous Assessment

2.1.1 Introduction

These guidelines shall be used by the National Council for Technical Education (NACTE) and Technical Institutions to ensure proper conduct and administration of continuous assessment. For non-Autonomous Technical Institutions, the continuous assessment shall be conducted by the technical institutions and the results of such assessment shall contribute to the evaluation of NACTE awards.

The established guidelines include the weights to be assigned to the various modes of continuous assessment and the overall contribution of the continuous assessment component to the final grade. Guidelines for marking continuous assessment, recording, storage and submission of scores to NACTE are also presented.

2.2 Guidelines for Preparation and Administration of Various Modes of Continuous Assessment

2.2.1 Selection of Continuous Assessment Components

- (a) The Curriculum shall indicate the variety and mixture of continuous assessment for a module (i.e. the type and mode of assessment) taking into consideration the following constraints:
 - (i) The need to teach and assess candidates adequately, while not overburdening them with required work.
 - (ii) The need to test the type and level of knowledge, skills and attitudes expected to be acquired by candidates being trained.
 - (iii) The need for the assessment score to reflect the individual candidate's performance as opposed to group performance when dealing with take home assignments.

- (iv) The need to keep within budget when calculating tutor-payments, and other costs related to assessments.
- (b) The curriculum shall at least indicate need for undertaking the following continuous assessment elements, based on their relevance to the skills being assessed:
- (i) **Homework/assignments:** which allow students to work individually or in groups at their own pace to meet a pre-set deadline with free access to any source of material for reference.
 - (ii) **Projects:** require students to gather source material themselves, involving a written submission of work marked and commented upon by a module instructor.
 - (iii) **Practical Component:** assessment of practical skills.
 - (iv) **Field Attachment:** assessment of practical skills attained during practical training in field (i.e. industry, schools, farms, offices, hospitals, etc.) within one's specialized training. The student shall be required to compile and submit a report on the activities performed during the field attachment including the type of training, level of training, the skills learned, the problems tackled, the solution procedures adopted and experiences. They may also be required to investigate and/or analyse a specific problem or process in the field and submit a specific report on the same.
 - (v) **Written Tests:** The assessment component to be completed in a controlled environment normally held for predetermined duration of written test based on a choice of unseen questions. The test can be script marked, or computer marked, or a combination of both. The primary purpose of test being to assess the knowledge, skills, understanding and wider attribute.
 - (vi) **Other elements of assessment:** which may at some level in the programme, or outside that programme involve replacement of the normal written test by another element of assessment e.g. essay, seen questions, oral questions, etc. Alternatively, it may be appropriate for such an element to be combined with the written test to form the examinable component. Where other forms of assessment are being

considered it is important to ensure that a mechanism is established to verify that the assessment assignment is completed by the individual student.

- (vii) *The Self-Assessment Questions* (SAQs) may be included in the course material, for use by students to assess their own level of achievement with the help of answers and comments also provided in the course material, as part of formative continuous assessment e.g portfolio which may consist of Personal Development Plan, log book for reflection, students self-assessment form, and practical procedure book.

2.2.2 Administration of Continuous Assessment

- (a) Academic departments in the training institutions shall hand out to students every year, at the beginning of the semester, a clear statement of how each of their modules is to be assessed, carefully specifying what pieces of work are or are not to be counted in the final assessment, and what weighting is to be assigned to the various components of the assessment plan.
- (b) If oral performance is to be assessed, there shall be specific teaching relating to it, the students should be aware of how it is to be assessed, and special efforts should be made to involve a number of staff in assessing the oral presentation.
- (c) Continuous assessment that is used for assessment shall be of a type that can be made available for use by External Examiner.
- (d) A panel of at least two markers/instructors may be involved in marking a student's continuous assessment. However, this need not mean "double-marking".
- (e) Students shall be informed about their performance in continuous assessment throughout the semester so that they can monitor their progress. However, they should also be made aware of the fact that marks for continuous assessment are just provisional.
- (f) At the beginning of a module comprising or including assessed practical work, the nature of the work and how it is to be assessed, which may involve oral examination for major projects, shall be explained to the

students. In particular, the following shall be taken into consideration in the assessment of a practical or project work:

- (i) Assessment of a major project work or group work shall include oral examination (viva-voce) at which the student is asked questions to help determine the depth of understanding.
 - (ii) The deadlines for submission of reports must be noted and observed by the students.
 - (iii) Penalties for late submission leading to loss of marks unless there are extenuating circumstances, such as illness certified by a recognized medical doctor shall clearly be spelt out to students at the beginning of the semester.
- (g) Essays and assignments shall be assessed on the basis of students' ability to discuss a topic, to present evidence of research, to weigh up different points of view, to offer their own ideas and opinions supported by reasoned argument, and to present the whole in a well-structured manner.
- (h) The continuous assessment for each module shall be completed two weeks prior to its examination at the end of the semester in which it is offered.

2.3 Continuous Assessment Arrangements

2.3.1 Initial Planning

- (a) Assessment shall be planned as an integral part of the module plan by the module panel in consultation with at least one external examiner or assessor and the Academic Head of Section. Such consultation shall take place at an early stage as possible.
- (b) In preparing an assessment plan, the aim shall be to achieve a balance appropriate to the nature and requirements of the programme, and a balance and variety of assessment types to ensure that students have the best opportunity to show their ability. Module panel will therefore need to consider:
 - (i) Which tasks are to be assessed in the continuous assessment;
 - (ii) Which continuous assessment components are to be used;
 - (iii) The number of submissions within each component of CA and the length of each, subject to the constraints of the total student workload;

- (iv) Which submissions in each component of CA are to be designated summative and which, if any, shall be formative;
- (v) The weighting of each summative submission, and the part scores within it, and of the continuous component relative to the examination.

2.3.2 Use of Continuous Assessment Components

Training departments shall select the components of the continuous assessment to achieve the aims of the course, comprising of:

- (a) Formative assignments that are not used for assessment purposes and are not, therefore, used in the calculation of a student's course score, but may be used, for example, where a course team wishes to encourage students to experience and respond creatively to the stimulus of the course work, unimpeded by any concern about grades that might be given.
- (b) Summative assignments that are used for assessment purposes and will, therefore, be used in the calculation of a student's overall course score.

2.3.3 Performance Thresholds

- (a) Where various components of assessments are involved, the training department/appointed institution may specify a threshold for specific assessment component(s) if they feel that a student must pass a particular component in order to pass the module. Such thresholds may be associated with any element of assessment; failure to reach such a specified threshold will prevent a student (from) achieving an automatic pass status.
- (b) The Departmental Examination Board/committee shall, in the case of a student who fails to reach a threshold, but who in all other respects would be awarded a pass result, give individual consideration to the student's record at the award meeting but will not normally award a credit without further investigation into the student's mastery of the module.

2.3.4 Weighting of Individual Assignments

Weighting of individual assignments within the assessment component shall reflect the relative difference in their importance or level of difficulty.

2.3.5 Carryover Modules

Full details of rules regarding carryover modules shall be clearly given in the Student Handbook/Assessment Guide. All core modules shall be excluded from carryovers.

2.3.6 Written Tests

For the purpose of Continuous Assessment a minimum of two (2) written tests must be conducted per semester.

2.4 Eligibility to appear for Semester Examination

- (a) Before a candidate is allowed to appear for semester examination he/she shall have put in a minimum of 80% attendance to taught classes for the particular module.
- (b) A candidate who fails to meet a minimum of 80% attendance as per mode of assessment shall be allowed to repeat/retake a module if he/she was absent on acceptable grounds. In the case of unacceptable grounds his/her case shall be handled according to examinations policy and or regulations.

2.5 Examination Irregularities

Any detected examination irregularities during the conduct of a Continuous Assessment shall be dealt in accordance with procedures and guidelines for dealing with irregularities presented in Section 3 of this document.

2.6 Weighting of Assessment Components

- (a) The weighing of continuous assessment component to the final grade shall be indicated in the curriculum of the module.
- (b) For assessment, the weight given to the practical examination or practical continuous assessment component, where applicable, shall be proportional to the weight assigned to the practical element in the module being assessed.
- (c) Within the continuous assessment component Computer Marked Tests shall not constitute more than 35% of overall CA.
- (d) Whilst there is more flexibility on modules outside the programmes leading to awards the following constraints shall also be taken into account:

- (i) The largest element(s) of assessment must always be available to the Examination and Assessment Board.
- (ii) At least 50% of the credit for any award must be obtained from modules with controlled assessment.

2.7 Guidelines for Marking Continuous Assessment and Recording of Scores

The marker shall:

- (a) Review the question papers paying particular attention to ambiguity of questions set that may lead to misinterpretation by candidates.
- (b) Review and edit the marking scheme carefully paying attention to what is required.
- (c) Review the marking scheme paying particular attention to weighting allocated to different questions or portions of a question based on the level of difficulty and required time for working out the solution.
- (d) Ascertain that the marks awarded to a solution carry sufficient weighting.
- (e) Mark according to the marking scheme. In the course of marking, correct responses from the candidate(s) which are not in the marking scheme should be considered, and incorporated in the marking scheme.
- (f) While marking each question, check carefully if there is any continuation of the question in any other page of the main or supplementary answer book.
- (g) Take necessary notes or statistics during marking that will assist in evaluation of the candidates' performance.
- (h) Make sure that 0 precedes all marks that are less than 10.
- (i) Add correctly the total marks for each question and indicate the total at the end of the question.
- (j) Transfer the total marks for each question to the cover page of the answer book.
- (k) Add the total marks for all the questions attempted by each candidate.
- (l) Transfer the total marks for each candidate to the 'continuous assessment Score List' for the marked question paper using **NACTE FORM EXAM 01**.
- (m) Transfer the marks for each question paper to the module 'summary of continuous assessment Score List' (NACTE FORM EXAM 02).
- (n) Submit the module 'summary continuous assessment Score List' to the official responsible for compilation of assessment results for all modules in

the department using ‘overall summary Score List’ **NACTE FORM EXAM 03**.

The Institutions shall ensure that assessment decisions are recorded and documented accurately and systematically and ensure that the decisions of relevant examination boards are published as quickly as possible, consistent with rigor of assessment and accuracy. Institutions shall therefore provide:

- (a) Clear statements of the responsibilities of all those involved in computation, checking and recording of assessment decisions;
- (b) Systems for back-up when using electronic storage or transmission of assessment data; and
- (c) Clear policies on access to information on assessment judgments about individuals.

2.8 Guidelines for Submission of Continuous Assessment Scores to NACTE for non-Autonomous Technical Institutions

The following are guidelines to be followed during submission of Continuous assessment to NACTE

- (a) The Continuous Assessment shall first be presented and discussed in the departmental examiners committee/board meeting and submitted for endorsement to the Institutional Governing/Advisory Board meeting prior to submission to NACTE at the end of the semester.
- (b) Prior to submission of the continuous assessment results to NACTE the institution shall avail the candidates an opportunity for appeals with respect to marking, checking of correct records of marks, grades and point score.
- (c) For cases where the answer books for continuous assessments are returned to candidates after marking by the examiners, the appeals against marking or recording of scores on the answer book shall be lodged immediately upon receipt of the answer book by the candidate. The candidate shall immediately surrender the answer book to the examiner to avoid inclusion of additional solutions into the answer book. The candidates shall therefore be required to check completeness of marking and correctness of record of marks and additions prior to leaving the room.

- (d) The information to be transmitted to NACTE shall include the 'overall summary Score List' for each semester of study using NACTE FORM EXAM 03.
- (e) The results shall be delivered to NACTE by Dispatch or Courier.

3.0 Mechanisms for Detection and Control of Examination Irregularities for Examinations Conducted by NACTE and Autonomous Technical Institutions

3.1 Introduction

The primary responsibility of NACTE and Autonomous Institutions is to provide environment that is conducive for conduction of examinations. All the parties involved in the examination process are obliged to maintain academic integrity and ethical conduct so as to ensure smooth conduct of the examinations. Violations of NACTE's Examination Regulations and autonomous Institutions' regulations on plagiarism, cheating and other examination irregularities will be subject to disciplinary action.

Disciplinary by-laws will provide guidance to those individuals charged with administering disciplinary action while, at the same time, outlining the protection to be afforded to students through their right of appeal.

3.2 Definitions for cheating and plagiarism

Cheating is the attempt to gain an improper advantage or disadvantage in an academic evaluation.

Cheating in examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity.

Cheating also encompasses plagiarism.

Plagiarism is the submission or presentation of work in a course as if it were the student's own work done expressly for that particular programme when, in fact, it is not.

Therefore it is the appropriation or imitation of another person's ideas and manner of expressing them.

3.3 Detection and Control Mechanisms for Cheating

The procedure to be followed when dealing with cheating would depend on when the cheating is identified and the nature of the cheating. Cheating in examinations may be identified:

- (a) Before the examination paper is written;
- (b) While the examination paper is being written;
- (c) While the scripts are being marked; or
- (d) During certification.

It is often difficult to determine decisively whether cheating has taken place or not. There are, however, certain kinds of evidence that justify a suspicion, and these may be considered an adequate basis for judgment. The mechanisms for detection depend very much on the type of cheating and people involved.

3.3.1 Cheating Before the Examination

Cheating case occurring mostly during development of the examinations is Leakage. Leakage might also occur if the examination reaches the centre long before the day when it is to be done. Examination is said to have leaked if its contents or any part of it is disclosed prior to taking the examination.

This might involve one or more of the following: setters, moderators, proof-readers, staff members of the NACTE, printers, messengers and institution administrators. In some institutions, examination officials open the papers and reseal them after leaking the questions.

(a) Detection Mechanisms

Leakage can be detected during the examination and after the examination, i.e. during marking. During the examination the invigilator shall look for:

- (i) Consistent type of signalling, gesturing and even whispering among candidates.
- (ii) Answers written on paper other than that provided by the supervisor.

After the examinations the markers shall look for: Similar but consistent mistakes and peculiarities done by many candidates; and well-written answers

with very few errors alongside hurriedly written answers with many grammatical and syntactical errors.

(b) Control Mechanisms

Leakage shall be controlled by:

- (i) Appointing supervisors of proven integrity and who are independent of the examination centre.
- (ii) Providing secure packaging (sealed envelopes within tamper-evident envelopes, metal or wooden boxes) and storage for papers.
- (iii) Providing secure storage facilities for materials in transit (e.g. army barracks, police stations, and banks).
- (iv) Paying examination officials slightly higher salaries than personnel in comparable levels in the Institutions or Ministries responsible for Education.
- (v) Paper setters setting individual questions rather than complete papers.
- (vi) Entrusting the typing of the entire examination to one typist.
- (vii) Withholding payment to printer if leakage can be attributed to that source.

3.3.2 Cheating During the Examination

(a) Type of Cheating

Cheating cases occurring during the examinations are impersonation, external assistance, and smuggling of foreign materials, access to foreign materials, copying, collusion, and substitution of scripts.

- (i) **Impersonation** means an individual who is not registered as a candidate takes the place of one that is registered. This might involve collusion between institution principal and the examination supervisor whereby more qualified students or tutors take the examination for monetary reward or as a favour for a girl friend or boyfriend.
- (ii) **External assistance** involves individuals whom are not examination candidates are giving unauthorized assistance to candidates. This might involve students in lower classes, tutors, invigilators, supervisors, laboratory assistants, use of pagers, mobile phones or broadcast answers. The invigilators can assist through dictating answers, writing answers on the writing board, circulating sheets of worked out answers during the

course of the exam, or acting as couriers of material into the examination centre.

- (iii) ***Smuggling of foreign materials*** relates to the introduction of unauthorized material into the examination hall. Material is frequently smuggled in pants, shoes, hems, and bras, or information is written on parts of the body. This is perhaps the most common form of malpractice. This usually involves only the candidates.
- (iv) ***Access to Foreign Materials*** relates to having access and consulting unauthorised materials outside the confines of the examination room to materials in vicinity of but not into the examination hall. The material is frequently hidden in lavatories or lockers. This usually involves only the candidates.
- (v) ***Copying*** means reproduction of another candidates work with or without permission. This mainly involves the candidate but can be facilitated by inadequate spacing between seats in the examination room and/or lax supervision.
- (vi) ***Collusion*** is the unauthorized passing of information between candidates, usually by exchanging notes or scripts. It usually involves only the candidate but can be facilitated by inadequate spacing between seats and lax supervision.
- (vii) ***Substitution of scripts*** involves replacing answer sheets handed out during the course of the exam with ones written outside the examination room before, during or after the examination. This involves staffs that handle the examination scripts such as NACTE and autonomous Technical institutions officials, invigilators and sometimes tutors working outside the examination room.

(b) Detection Mechanisms

(i) ***Impersonation***

Supervisors/invigilators shall check candidates' examination numbers (with photographs) against their identity cards (with photographs) and the enrolled list before allowing them into the examination room.

It would be difficult to detect this type of cheating if it takes place with the express approval of head instructor and supervisors/invigilators. After the examination, impersonation could be detected by comparing handwriting in different modules.

(ii) ***External Assistance***

- Cellular phones, pagers and other sophisticated communication gadgets are not allowed in the examination room: The invigilator shall look out for phone calls, short messages through the mobile phones, use of pagers and exchange of the communication gargets among the candidates thereof.
- The supervisor shall make frequent surprise visits to see if the invigilators are assisting the candidates by either writing on the board, dictating or supplying scripts with model answers.
- The supervisor shall look for suspicious grouping of the candidates in the examination room.

Cheating by external assistance is difficult to detect if the supervisors and invigilators are involved.

(iii) ***Smuggling of foreign materials***

The invigilator shall follow up and check the following:

- Tearing up of answer sheets during an examination.
- Removal of answer sheet from the examination room by the candidates.
- The candidate does not submit more answer scripts than what was provided by the invigilator.
- The handwriting in the answer books is as much as possible the same.
- Presence of crib notes between the scripts.
- No answer script is taken out of the examination room and then submitted later.

(iv) ***Access to Foreign Materials***

The invigilator shall follow up:

- The frequency of visits to the lavatories for whatever reason.
- The length of time one spends out of the examination room.

(v) ***Copying***

The invigilator shall check whether there are:

- Identical mistakes and peculiarities in script of candidates sitting close to each other.
- Identical, but statistically unlikely, patterns of response in correct and incorrect answers of candidates sitting close to each other in multiple-choice exams.

(vi) ***Collusion***

- The invigilator shall monitor surreptitious signalling and gesturing during the examination.
- This could be detected during marking, when a similar pattern of candidate responses is noticed. They include similar wrong answers, identical values, wrong methods used to arrive at right answers and wrong identical responses to questions.

(vii) ***Substitution of scripts***

The invigilator shall ensure that the submitted answer book is the same as the one provided by the supervisor. This means answer books must have unique markings.

(c) **Control Mechanisms**

(i) ***Impersonation***

- Ensure that only formally registered candidates sit for the examination. Submit clear photographs at the time of registration that can be checked against the candidate during the examination.
- Frequent unannounced visits to examination centres/rooms by the examinations supervisors.

(ii) ***External Assistance***

- Prohibit the use of electronic devices including cellular phones and pagers.
- Invigilators should be kept as secret as possible.

(iii) ***Smuggling of foreign materials***

- The answer scripts shall be serially numbered.
- The invigilator shall thoroughly inspect the candidates before entering the examination room

(iv) ***Access to Foreign Materials***

- Invigilators shall escort candidates going to the lavatories.
- Check all the lavatories and the area in vicinity of the examination room for any unauthorised materials.

(v) ***Copying***

- Ensure that candidates sitting close to each other are doing different examinations.
- Use staggered sitting arrangement.
- Ensure there is enough spacing between the seats.

(vi) ***Collusion***

- Ensure there is enough spacing between the seats.
- Sitting arrangement should be random and at discretion of the invigilator.

(vii) ***Substitution of scripts***

- The answer scripts shall be serially numbered.
- Answer scripts for different exams should be of different colours.

It is strongly recommended that CCTV cameras be installed in examinations rooms

3.3.3 Cheating During Marking

(a) Type of Cheating

Marker malpractice is the deliberate alteration of mark designed to inflate or deflate a candidate's original mark. This can be initiated by examination official, by candidates (making contact with the marker), or markers (making contact with the candidate).

(b) Detection Mechanisms

Marker malpractice can be detected by:

- (i) The Chief Marker following up cases of lost or missing examination scripts.
- (ii) The Post Examination Moderator ensuring that marks on a particular script tally.
- (iii) The Post Examination Moderator looking for extraneous marks on the examination papers.

(c) Control Mechanisms

Marker malpractice shall be controlled by:

- (i) Using independent remarking of examination to detect wilful mark inflation.
- (ii) Reducing human access (and the possibility of interference with marking and/or data entry) by using technology in the form of optical scanners and computers. Other forms of technology, especially pagers, and cellular phones pose new threats to examination integrity.
- (iii) Use of dummy numbers.

3.3.4 Cheating During Certification

(a) Type of Cheating

Awards and certificates malpractice is the deliberate enhancement of initial award and/or certificate. This is not confined to examination officials, but

includes printers and candidates with high-level skills in technology.

Falsification of certificates includes:

- (i) Alteration of grades in certificates issued by the Council or autonomous technical institution.
- (ii) Imitated certificates not issued by the Council or autonomous technical institution.
- (iii) Stolen genuine certificates.

(b) Detection Mechanisms

In order to detect cheating in awards and certificates, autonomous technical institution or NACTE should:

- (i) Look for the minor typographical or design marks unique for the Council or autonomous technical institution certificates.
- (ii) Check the ability of a person seeking a copy of a certificate to provide personal information that had been recorded on the registration form.
- (iii) Compare records to provide evidence that certificates have been altered or have been used by a person other than the candidate.

(c) Control Mechanism

NACTE or autonomous technical institution could control Certificate malpractice by:

- (i) Using special type of paper.
- (ii) Using watermarks in all certificates.
- (iii) Giving a serial number to each certificate.
- (iv) Issuing Certificates through the head of institutions where the candidates attended.

3.4 Detection and Control Mechanisms for Other Examination Irregularities

Other examination irregularities include, but are not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions given by an instructor regarding the individuality of work handed in; the falsification or fabrication of clinical or laboratory reports. Control Mechanisms include:

- (a) Publicize evidence of wrongdoing and application of legal sanctions for malpractice.
- (b) Share information with national and international examination boards and organizations on new threats to examination security and on procedures for counteracting malpractice.
- (c) Take out an insurance policy that will cover the costs for conducting another examination in case of a leaked examination.
- (d) Conduct public awareness campaign to highlight the importance of the integrity of the examination system.
- (e) Encourage political and civic leaders to speak out in favour of a public examination system that is administered by qualified people and according to accepted rules that is devoid of external interference, and that has the confidence of the public.
- (f) Criminalize cheating in examinations with tough punishments.

3.5 Procedures for Handling Cheating

Because cheating in examinations is a serious offence, well laid down procedures for handling detected cheating need be in place. The responsibility of instructors in cases of plagiarism, cheating or other examination irregularities is to report immediately all suspected cases of plagiarism, cheating or other examination irregularities in his/her module or modules to the Council or to his/her head of department by filling in a form 'NACTE/Autonomous Technical Institution Examination Irregularity Report' (**NACTE FORM EXAM 19 / NACTE FORM EXAM 20**). The reporting procedures may include:

- (a) Identification of students in case of suspected impersonation - invigilators of any examinations may, when they have reason to believe that there is cause to do so, challenge any candidate to produce proof of identity in the form of the Examination I.D. card. If there is clear evidence that impersonation has occurred, the individual shall not be permitted to continue the examination and shall be reported immediately to the supervisor. A student who is not able to provide acceptable proof of identity may be permitted to continue the examination provided that he/she undertakes to provide verification of identity later. If verification is not provided, then the matter will be referred to the

Council or Institution's Governing Board for consideration of further disciplinary action.

- (b) If an instructor, in an autonomous technical institution, thinks that a student has committed an offence of plagiarism, he/she impounds all submitted copies of the relevant material(s) and calls a witness to this. The instructor and witness will document receiving the material in detail, and hold it securely and intact. The instructor makes a formal report to the examinations officer through the examination irregularity form 'Autonomous Technical Institution Examination Irregularity Report' (**NACTE FORM EXAM 20**). Any evidence including the submitted continuous assessment and other relevant information shall be attached to the form.
- (c) If an invigilator detects that a student has committed an examination offence, he/she shall impound any relevant material(s) and call a witness to this. The invigilator and witness will receive and document the material in detail, and hold it securely and intact. Anything that may prevent a student legitimately completing the examination shall not be impounded until the examination has been completed.

The invigilator will require the student to fill in irregularity report form and immediately inform the student that an Investigative Interview will take place after the end of the examination assessment period. In case the candidate refuse to fill and sign the irregularity report form, the invigilator shall not force the candidate to do so rather the same shall be reported for further action.

The invigilator will make a formal report to the supervisor; **NACTE FORM EXAM 19** and **NACTE FORM EXAM 20** are provided for this purpose. Attached to the form will be evidence such as the Invigilator's exam report, notes of any unauthorised material found in the student's possession, any statements from eye witnesses and other relevant information.

- (d) In case of examinations conducted by NACTE; if leakage of a paper(s) is detected, the first step is to verify its extent, i.e. is it confined to a particular

examination centre, group of examination centres, a region or is it widespread? This can be done via the zonal, regional or district offices and in collaboration with the Heads of the centres. If the leakage is widespread, then NACTE or autonomous institution must arrange for the question paper to be re-written on a date following the completion of the examination. If the zonal, regional or district offices is convinced that the leakage is confined to a single or extremely limited number of institutions or centres, then may recommend to the Council that the action taken be limited to candidates at those particular Institutions or centres.

- (e) For autonomous technical institutions, if leakage of a paper(s) is detected, the first step is to verify its extent i.e. is it confined to a particular examination paper and/or programme or is it widespread? The examinations officer may recommend to the Registrar that the action taken be limited to candidates for that particular paper or programme.
- (f) When a marker/external examiner suspects that there has been an irregularity e.g. between candidates, he/she should consult with the Chief Marker/examiner. If the Chief marker, or examiner and external examiner are convinced that an irregularity has taken place, then a report must be written concerning the matter. The whole examination script/answer book must be marked in the usual way regardless of the suspected irregularity. The candidate should not in any way be penalised by the marker/external examiner. The report and the marked script should then be handed to the Council/Registrar's office. Scripts, which are being investigated for possible irregularities, must be handled separately.
- (g) Sometimes information regarding cheating may reach the Institution/Council through anonymous persons volunteering for the same through letters or telephone messages/calls. The Institution/Council is advised not to ignore such information but rather follow it up and verify the existence of cheating and its effects before taking the necessary action.

3.6 Penalties for Cheating

A range of penalties for controlling cheating in examinations exists. Some of the penalties (associated types of cheating in brackets) include:

- (a) Retroactive withdrawal from the examination (intimidation, impersonation).
- (b) Disciplinary action, which may include, but not limited to, dismissal of an employee (substitution of scripts, external assistance, marker malpractice, impersonation).
- (c) Cancellation of all examinations (leakage).
- (d) Other penalties as stipulated in the examinations regulations

4.0 Grading Systems for Various National Technical Awards (NTAs) Offered by NACTE and Autonomous Technical Institutions

4.1 The established National Technical Awards (NTA) Levels

- (a) Pursuant to Section 5 (1) (e) of Act. Cap. 129 that established the National Council for Technical Education (NACTE), NACTE is empowered “to establish and make awards in technical education which are consistent in standard and comparable to related awards in Tanzania and internationally”. Basing on this section, NACTE has defined and established a range, levels of awards in technical education and training and their corresponding grading system.
- (b) The established awards of NACTE are known as National Technical Awards (NTAs). The NTAs are competence-based and are designed to testify that the holder of the award is able to apply competently the knowledge and skills described in the relevant occupational sector. The established National Technical Awards (NTA) levels and names of awards are as shown in Table 1.

Table 1: NTAs System

S/N	Qualification Level	Qualification Award
1	NTA Level 4	Basic Technician Certificate
2	NTA Level 5	Technician Certificate
3	NTA Level 6	Ordinary Diploma
4	NTA Level 7	Higher Diploma
5	NTA Level 8	Bachelor’s Degree
6	NTA Level 9	Master’s Degree
7	NTA Level 10	Doctor of Philosophy

- (c) The NTAs are conferred to candidates who fulfill the set conditions for same. The NTAs are offered pursuant to the grading system which requires each student to attain at least a certain grade point which is considered to exhibit satisfactory competence. The grading system shall be used by NACTE in offering awards to candidates sitting for examinations conducted by both

NACTE and Autonomous technical institutions. The grading of examinations provides information on:

- (i) The process of learning;
- (ii) The outcomes and results of learning;
- (iii) The effectiveness of teaching situations; and
- (iv) The functional linking of studies with the scientific, professional and other aims of academic awards.

4.2 Grading system

These grading guidelines promote sound practice without prescribing specific grading techniques that may not serve well in all situations or across time. For instance, the guidelines allow the assignment of different credit units for theory and practical parts of examinations so that the weight of each can be set as wished in the curriculum.

- (a) These guidelines shall govern schemes of grading and classifying National Technical Awards (NTAs) approved by NACTE.
- (b) NACTE reserves the right to make appropriate amendments in these guidelines as and when necessary. Such amendments shall not apply to students already admitted under these regulations.
- (c) In case of any conflict in the interpretation of any part of these regulations, the matter shall be referred to the Executive Secretary of NACTE, whose decision shall be final.

4.2.1 Definitions for grading System

Credit: A credit refers to an instrument for measuring and expressing learning equivalence. It plays an important role in rewarding the incremental progress of learners, facilitating student transfer, recognising prior learning and contributing to the definition of academic standards.

Credit Value: A credit value is the number of credits awarded for successful completion of a module at a particular study level. It is achieved when the learner has satisfied the assessment criteria for all (or the majority) of the designated learning outcomes of the module.

Grade Point: Number of points representing letter grades scored by a student in a credit module.

Semester Grade Point Average (Sem GPA): The summation of grade points of all credit modules divided by the total number of credits taken by a student during a semester.

$$\text{Sem GPA} = \frac{\text{Sum of } (PxN)}{\text{Sum of } N}$$

Where **P** represents a grade point assigned to a letter grade scored by the student in a module and **N** represents the number of credits associated with the module.

Cumulative Grade Point Average (Cum GPA): The summation of grade points of all credit modules divided by the total number of credits taken by a student beginning from his/her admission till the last examination held, i.e.

$$\text{Cumulative GPA} = \frac{\text{Sum of } (PxN)}{\text{Sum of } N}$$

Where P represents a grade point assigned to a letter grade scored by the student in a module and **N** represents the number of credits associated with the module.

4.2.2 Concept of Credit

Learning achievement is measured in terms of credits. A credit is an award made to learners in recognition of learning achievement. Fundamentally an academic *credit* is a tool for measuring and expressing learning equivalence. A credit plays an important role in rewarding the incremental progress of learners, facilitating student transfer, recognizing prior learning and contributing to the definition of academic standards.

(a) Credit Value

The fundamental principle behind credit frameworks is that, credit is awarded only for evidence of learning achievement and is derived through estimation of notional learning time at a particular level. Specifically, a *notional time* is a period spent by an average student in learning about

something towards realizing a learning outcome. This could include formal learning in classroom, out of class formal learning, e.g. in doing projects, and learning gained through on the job experience.

In many countries, **1 credit = 10 notional hours**. NACTE has adopted the same. The number of credits awarded for successful completion of a module is called *credit value* of the module for that particular study level. In order to earn module credits at a particular level, the learner must satisfy the assessment criteria for all (or the majority) of the designated learning outcomes of the module.

(b) NACTE Credit System

Pursuant to section 12 (c) of the NACTE Act, the awards established by NACTE should take into account the advantages of adopting a credit-based system. On the basis of this provision of the Act the Council has established a national credit system in technical education and training.

The national credit system is a framework with a set of specifications that is used by all technical institutions. It has been designed to be inclusive of all forms of learning and all types of awards. The system specifies the minimum compulsory credits for each NTA level. It specifies also how credit accumulation may be done in relation to other (lower) NTA levels. Table 2 shows the NACTE Credit System for the different NTA levels.

Table 2 The NACTE Credit System for the different NTA levels

NTA Level	Qualification Title	Minimum Overall Credits	Minimum Credits from Current NTA Level	Maximum Credits from Lowest NTA Level	Lowest NTA Level
4	Basic Technician Certificate	120 <i>(From NTA 4)</i>	120	0	-
5	Technician Certificate	120 <i>(From NTA 5)</i>	120	0	4
6	Ordinary Diploma	240 <i>(From NTA 6 & 5)</i>	120	30	5
7	Higher Diploma	360 <i>(From NTA 7,6,)</i>	240	30	5
8	Bachelor's Degree	480 <i>(From NTA 8,7,6,5)</i>	120	30	5

9	Master's Degree	180 (From NTA 9 & 8)	150	30	8
10	Doctorate Degree	540 (From NTA 10,9,8)	360	30	8

Following from this table, interpretation of some specified parameters is as follows:

- (a) Minimum Overall Credits refers to the minimum required credits for realisation of the specified qualification at that level.
- (b) Minimum Credits from Current NTA Level refers to the minimum required number of credits that should be focusing on the NTA level in consideration.
- (c) Maximum Credits from Lowest NTA Level refers to the maximum number of credits that can be obtained from the lowest level. Modules assigned these credits should be the ones that were not taken by the respective student during that level. In most cases they shall be taken from the list of optional/elective modules.
- (d) Lowest NTA level is the level where maximum credits can be taken in order to fulfil requirement of the level in consideration.

4.2.3 Scoring Guidelines

- (a) For modules consisting of exclusively theoretical examinations or exclusively practical examinations, the grading scheme is rather straightforward. However, for modules which have two categories of examinations (theory and practical) combined, the final grade is computed by multiplying the number of Credits assigned to each category with the percentage marks obtained in that category and dividing the sum of the two by the total number of Credits in that module. An example is given in Table 3.

Table 3 Example for theory and practical combined grading

EXAMPLE				
Module	Theory Credits	Practical Credits	% Marks Earned	
			Theory	Practical
Electronics	3	1	70	90
Overall score = $(70 \times 3 + 90 \times 1) / (3 + 1) = 75\%$				

- (b) The overall module percentage thus obtained shall be rounded to the nearest whole number.

4.2.4 Standards Applying to Letter Grades

- (a) Grades for each module shall be assigned with reference to the grades meanings/definitions provided in Table 4 and the ranges of scores for the various NTA levels provided in Table 5.

Table 4: Definitions of Letter Grades and the Corresponding Grade Points

NTA Levels 4-5			NTA Levels 6-10		
Grade	Definition	Grade Point	Grade	Definition	Grade Point
A	Excellent: Excellent, comprehensive, accurate work of outstanding quality.	4.0	A	Excellent: Work of outstanding quality, rare talent for the module, an original and/or incisive mind.	5.0
			B+	Well Above Average (Very Good): Excellent, comprehensive, accurate work; flair for and comprehension of the module is clearly perceptible.	4.0
B	Above Average (Good): Student has a sound grasp of the most important goals of course. Work described as careful, competent, and good.	3.0	B	Above Average (Good): Student has a sound grasp of the most important goals of course. Work described as careful, competent, and good without being distinguished.	3.0
C	Average (Satisfactory): Average competence, which falls short of B grade. Work described as adequate.	2.0	C	Average (Satisfactory): Average competence, which falls short of B. Work described as adequate.	2.0

NTA Levels 4-5			NTA Levels 6-10		
Grade	Definition	Grade Point	Grade	Definition	Grade Point
D	Below Average (Poor): Marginal, barely satisfy the minimum requirements.	1.0	D	Below Average (Poor): Marginal, barely satisfy the minimum requirements.	1.0
F	Failure	0.0	F	Failure	0.0
I	Incomplete		I	Incomplete	
Q	Disqualification	0.0	Q	Disqualification	0.0

Table 5: Ranges of Scores for Different Grades

NTA Levels 4-5		NTA Levels 6		NTA Levels 7-10	
Grade	Score Range	Grade	Score Range	Grade	Score Range
A	80-100	A	75-100	A	70-100
		B ⁺	65-74	B ⁺	60-69
B	65-79	B	55-64	B	50-59
C	50-64	C	45-54	C	40-49
D	40-49	D	35-44	D	35-39
F	0-39	F	0-34	F	0-34
I		I		I	
Q	0	Q		Q	0

- (b) A student, who, fails to complete the required work or sit for the examination in any module for authorised reasons, is given “I” as a provisional grade. For, the student receiving such a grade shall be required to make up the unfinished portion of the module during the re-sit period and shall be given a grade without prejudice to the previous grade "I".
- (c) A student whose examination result is disqualified due to cheating and other examinations irregularities shall receive a grade “Q”.

4.2.5 Computation of Results

(a) Examinations Conducted by NACTE

For examinations conducted by NACTE results will be computed as follows:

- (i) A cumulative grade point average (Cum GPA) for each candidate shall be computed by dividing the total number of grade points earned for all modules by the total number of credits for the award examined.
- (ii) The Grade Point Average (GPA) shall be truncated to single decimal point.

(b) **Examinations Conducted by Autonomous Technical Institutions**

For examinations conducted by Autonomous Technical Institutions results will be computed as follows:

- (i) The Module instructor shall formalise the grades earned by a student in home assignment, quizzes, tests, laboratory work, class tests, final examination, etc., into final result;
- (ii) The final results shall show grades obtained in each module of the semester, the semester GPA and the cumulative GPA of each student. The result sheets shall also indicate the tentative recommendation for each student for determining the promotion from year to year as determined by the relevant body of the institution;
- (iii) A semester grade point average (Sem GPA) shall be computed for each student at the end of each semester by dividing the total number of grade points earned by the total number of credits of work completed during the semester;
- (iv) A cumulative grade point average (Cum GPA) shall also be computed for each student by dividing the total number of grade points earned by the student during the attendance at the college by the total number of credits he/she has completed in the institution. Example given in Table 6 illustrates how to compute semester GPA for NTA levels 4 to 5.

Table 6 Example of computation of semester GPA for NTA levels 4 to 5

EXAMPLE (NTA Levels 4-5)			
Module	Credits	Grade Earned	Points
Communication skills	6	B	3 x 6 = 18
Entrepreneurship	7	C	2 x 7 = 14
Computer Application	5	A	4 x 5 = 20
Total:	18		52

Semester GPA = $52 / 18 = 2.888\dots$

Therefore; Semester GPA = 2.8.

4.2.6 Conditions Leading to Awards

Following results of its own examinations, the National Council for Technical Education (NACTE) and on the recommendation of the Technical Institution's Governing Board of the relevant autonomous technical institution, shall give awards to the students who satisfy the following conditions:

- (a) Have completed and passed all modules for the award;
- (b) Passing a programme shall mean a C or higher grade in all examination modules and thus leading to evaluation for the NTA levels 4 - 8 in respective field of study;
- (c) Passing a programme shall mean a B or higher grade in all examination modules and thus leading to evaluation for the NTA levels 9 - 10 in respective field of study;
- (d) A student whose examination result is disqualified due to examinations irregularity shall receive a grade Disqualification, abbreviated “Q”; and
- (e) The final results shall show grades obtained in each module of each student. The result sheets shall also indicate the tentative recommendation for each student for determining the promotion from year to year as determined by the relevant body of the institution or NACTE.

4.2.7 Awards Classification

Following results of its own examinations, the National Council for Technical Education (NACTE) and on the recommendation of the Governing Board of the relevant autonomous technical institution, shall give awards to the students who satisfy the following conditions:-

- (i) Have completed all modules for the award.
- (ii) Have achieved a minimum cumulative Grade Point Average (GPA) equivalent to **Pass**
- (iii) The awards shall be classified as shown in Tables 7 a) – c):

Table 7 a) NTA Levels 4-5

Class of Award	<i>Cumulative GPA</i>
First Class	3.5 to 4.0
Second Class	3.0 to 3.4
Pass	2.0 to 2.9

Table 7 b) NTA Levels 6-8

Class of Award	<i>Cumulative GPA</i>
First Class	4.4 to 5.0
Upper Second Class	3.5 to 4.3
Lower Second Class	2.7 to 3.4
Pass	2.0 to 2.6

Table 7 c) NTA Level 9:

Class of Award	<i>Cumulative GPA</i>
First Class	4.4 to 5.0
Second Class	3.5 to 4.3
Pass	3.0 to 3.4

For NTA Level 10 there will be no classification for this level.

PART III

3.0 Procedures and Guidelines for Assessment Conducted by NACTE

3.1 Procedures for Setting and Moderating Examinations Conducted by NACTE

3.1.1 Introduction

Examinations that culminate to NACTE awards are conducted under two systems. The two systems include examinations that are set and administered by NACTE and the second one that allows examinations to be set and administered by Autonomous Institutions. The procedures outlined hereafter are applicable to examinations conducted by NACTE. The Examinations and Awards Division of NACTE is the responsible organ in facilitating activities of setting and moderation.

The NACTE Council shall approve an implementation almanac for setting and moderation activities a year before tentative date of the beginning of the examination session. Reasonable time for implementing each activity/step has to be allowed for and the time frame of each activity in relation to the beginning of the examination process shall be indicated in the almanac.

3.2 Procedures for Setting NACTE Examinations

3.2.1 Activities and setting procedure description

Procedures for setting NACTE Examinations shall follow the under listed flow of activities/steps.

- (a) Preparation of Schedule of Examinations
- (b) Selecting approved Setters from Data (NACTE FORM EXAM 06a)
- (c) Timetable for submission of examinations
- (d) Briefing of Examination Setters
- (e) Administering oath for Setters
- (f) Examination Setting
- (g) Submission of Examination
- (h) Moderation of Examination

The description of the procedures is as follows:

- (a) At the beginning of each year, NACTE in consultation with technical institutions shall compile a schedule of examination papers to be set. **NACTE FORM EXAM 04** is to be used for this purpose.
- (b) NACTE shall set a timetable for the deadline for submitting proposed papers from prospective examination setters. NACTE FORM EXAM 10 facilitates this.
- (c) NACTE shall also set a timetable for moderating the examination papers. **NACTE FORM EXAM 12** is used here.
- (d) NACTE shall facilitate the setting of examinations. The main role of the examination setter is to make sure the paper is produced together with model solutions and a suggested marking scheme. The examination paper to be set should meet the following criteria:
 - (i) Be compatible with the learning outcomes of a particular programme or module;
 - (ii) Questions to offer a good coverage of the curriculum;
 - (iii) Observe moderator's comments of the course/module for the previous year(s);
 - (iv) Contain testing material that enables differentiation of students' qualities;
 - (v) If there is a choice of questions, then such questions should be of even standard, well balanced and of comparable length.

These items will be checked using **NACTE FORM EXAM 09**.

- (e) NACTE examination officials shall brief following appointment, each setter individually or in a group session on their role. Further, they will be given such relevant materials as deemed necessary including programme specifications, information on the curriculum, and assessment plan. Guidelines for examination setters shall be given to setters at this stage.
- (f) NACTE shall use all means within its jurisdiction to ensure the examination questions proposed are not communicated with any unauthorised person.

- (g) NACTE shall ensure that the setter will only set the proposed examination questions, having no knowledge of when they will be used. The examination questions may be requested in various formats including:
 - (i) Questions set for a data bank; or
 - (ii) Questions set for an entire examination.

- (h) NACTE shall cause the examination setter to write a report on the examination set as per the specified format. The report shall include a minimum of the following:
 - (i) Coverage of the examination compared to the curriculum; and
 - (ii) The validity and reliability of the examination.

- (i) NACTE shall ensure that the report truly represents the work done. This may be done by a moderator appointed by NACTE.

3.2.2 Guidelines for Examination Setters

- (a) Questions should have a positive value. They should aim at finding out what is known rather than what is not known. They should give a candidate an opportunity rather than a trap.
- (b) The content of the paper should be chiefly guided by the curriculum used bearing in mind that the examination is being set for candidates in different institutions.
- (c) A choice of questions should ordinarily be provided and in sufficiently wide choice to allow for differences in teaching and in textbooks. However, care should be taken not to offer too wide a choice as this may handicap the candidates by taking too much of their time in reading and selecting questions.
- (d) Where alternative questions are set, great care should be taken to ensure that they are of equal degree of difficulty. Equal marks should be allotted to questions or parts of questions that are alternative to one another.
- (e) Questions must be suitable for the average candidate at the appropriate level.

- (f) Instruction to candidates should be so clearly worded that the candidate will have no difficulty in understanding and following them. No verbal explanation will be given to candidates in examinations.
- (g) Where special instructions to supervisors are required, these should be set out clearly and submitted with the question paper.
- (h) Undue repetition of questions recently set should be avoided.
- (i) Marking schemes must be prepared at the time of drafting the papers and it is essential that the marking schemes be completed in every detail so that there is no possibility of misinterpretation or of different allocation of marks. In mathematical and science modules, solutions to numerical problems should be submitted with the manuscripts. Where objective types of questions requiring one answer are set, correct answers must be supplied.
- (j) Responsibility of the final form of all question papers lies with the Council.
- (k) The copyright of questions must be assigned to the Council and permission must be obtained from the Council before any use is made of the questions set in Councils' examinations.
- (l) Setters must not retain copies of draft question papers. Any waste paper used in the drafting of the papers must be destroyed and burned.
- (m) All matters related with setting of questions including the content of the papers must be treated as confidential and information concerning them must not be divulged to unauthorized personnel.
- (n) The copies of the final drafts should be submitted. All scrap paper, carbon papers and other relevant papers used must be collected and destroyed (burned or shredded) by a responsible officer in the Examinations and Awards Division.
- (o) In case electronic facilities have been used in setting of the examination, all examination materials should be protected by passwords and surrendered to NACTE. No examination materials shall be retained in anyway.

3.3 Procedures for Moderating NACTE Examinations

3.3.1 Activities and moderation procedure description

NACTE has to satisfy itself on the validity and reliability of all examinations set under its jurisdiction. This will be done through moderation. NACTE set

examinations shall follow the under-listed flow of activities/steps during the moderation process.

- (a) Preparation of Schedule of Examinations
- (b) Selecting approved Moderators from Data Bank (NACTE FORM EXAM 06b)
- (c) Timetable for moderation of examinations
- (d) Briefing of Examination Moderators
- (e) Administering oath for Moderators
- (f) Moderation of examination per Panel
- (g) Submission of moderated examinations and Panel Reports

While executing the moderation tasks, NACTE shall:

- (a) Facilitate and ensure that the moderation process is done and completed within the schedule set for the activity.
- (b) Select the premises where the moderation of examination papers is to be effected.
- (c) Brief moderators in a group session of their role and responsibilities before start of duty. For all cases where there will be more than one moderator for a module or group of modules, the moderation will be made under a panel to be led by a chairperson nominated by NACTE. The panel chairperson shall be the spokesperson of the panel.
- (d) Cause the moderator to check correctness of the question papers and solutions.
- (e) Cause the moderator to check if the level, length and balance of the questions are appropriate.
- (f) Cause the moderator to check the fairness of the marking scheme.
- (g) Cause the moderator to check whether the examination is a reasonable test of the curriculum and is consistent with the learning outcome of a particular module.
- (h) Cause the moderator to write a report in the specified format how items (d) to (g) were effected with recommendations. **NACTE FORM EXAM 11** may be considered as a preliminary report. For the case of a panel, the panel chairperson shall submit the report.

4.0 Procedures for Handling and Safe Custody of Examinations

4.1 Introduction

The importance of ensuring that examinations reach the appropriate candidates at the right place and on time cannot be over-emphasized. The entire process on the other hand should be secure enough to ensure that leakage of examinations does not occur. NACTE endeavours to establish procedures for printing examinations; identify facilities and means of transmission of examinations to designated centres and back to NACTE with a safety mechanism for the entire process.

4.2 Procedures for Printing Examinations

NACTE shall follow procedures outlined under this section for printing all examination related materials. This will entail NACTE to:

- (a) Prepare a list of all items to be printed;
- (b) Categorise all items to be printed into normal or secure printing;
- (c) Select the most suitable print option for the situation at hand; and
- (d) Execute printing following appropriate procedures.

4.2.1 Items for Printing

Printed materials involved in examination main process include the following:

- (a) Examination Timetable
- (b) Examination formats
- (c) Specimen question papers
- (d) Supplementary notes for Instructors
- (e) Question papers
- (f) Marking schemes
- (g) Application forms (NACTE FORM EXAM 05a)
- (h) Registration forms (NACTE FORM EXAM 05b)
- (i) Attendance registers (NACTE FORM EXAM 17)
- (j) Notices to Institutions
- (k) Regulations on the conduct of examinations
- (l) Instructions to Centre Supervisors and Invigilators
- (m) Examination stationery (answer booklets – NACTE FORM EXAM 15)
- (n) Instructions to markers
- (o) Examiner mark sheets

- (p) Results listings ('Gazettes')
- (q) Certificates
- (r) Reports to Institutions (feedback)
- (s) Annual reports

4.2.2 Categories of Printing

NACTE shall categorise all printed items into two levels of security. These two categories are normal printing and secure printing.

(a) Normal Printing

Normal printing may be done in the open printing press. Items to be printed under this category require nominal security like any other document proprietary to any organisation. Items for normal printing include but not limited to:

- (i) Examination timetable
- (ii) Specimen question papers
- (iii) Supplementary notes for Instructors
- (iv) Registration forms
- (v) Notices to Institutions
- (vi) Regulations on the conduct of examinations
- (vii) Instructions to Centre Supervisors and Invigilators
- (viii) Instructions to markers
- (ix) Examiner mark sheets
- (x) Results listings ('Gazettes')
- (xi) Reports to Institutions (feedback)
- (xii) Annual report

The items falling under this category may be changed at the discretion of the Executive Secretary of NACTE.

(b) Secure Printing

Secure printing shall be done in the secure printing press. Items to be printed under this category require high security similar to that of printing money. Items for secure printing include but not limited to:

- (i) Question papers

- (ii) Marking schemes
- (iii) Examination stationery (answer booklets)
- (iv) Certificates

These items are considered highly confidential. They will require:

- (i) Secure storage for paper stock prior to printing (e.g. certificate ‘blanks’)
- (ii) Secure production of master copy (‘camera ready copy’)
- (iii) Secure storage of all camera ready copy prior to printing
- (iv) Secure printing facilities and control of all copies and waste
- (v) Secure storage of all printed copies prior to dispatch and use
- (vi) Disconnection of printing facilities from internet
- (vii) Prohibiting possession of ICT gadgets such as cameras, phones, etc from the entire printing process

Items falling under this category may be changed upon the discretion of the Executive Secretary of NACTE.

4.2.3 Printing Options

(a) Criteria for selecting printing options

NACTE may use a range of printing options depending on prevailing circumstances. Upon selecting a print option, NACTE shall consider the following criteria:

- (i) Safety;
- (ii) Costs;
- (iii) Quality; and
- (iv) Time implications.

(b) Printing options that may be used in order of priority include:

(i) In-house Print Facility

This option requires NACTE to control all aspects of its printing i.e. print buying, scheduling, quality control, and security.

(ii) Government Printers

NACTE shall enter into a contract with the Printer for this option. A separate arrangement shall be instituted by NACTE to provide secure transport from the Printer to NACTE secure storage facilities.

(iii) Local Commercial Printers

NACTE shall enter into a contract with the Printer for this option. A separate arrangement shall be instituted by NACTE to provide secure transport from the Printer to NACTE secure storage facilities.

(iv) International Specialist Security Printers

NACTE shall enter into a contract with the Printer for this option. A separate arrangement may be instituted by NACTE to provide secure transport from the Printer to NACTE secure storage facilities.

(c) Printing Procedures by In-house Print Facilities

Where in-house print facilities are used, NACTE shall:

- (i) Prepare a list of all items to be printed.
- (ii) Categorise all items to be printed into normal or secure printing.
- (iii) Cause the existence of normal printing press and secure printing press.
- (iv) Restrict entrance to all printing presses to authorized personnel only.
- (v) Cause personnel in the secure printing press to take oath of allegiance not to divulge any information from printing premises to anyone exterior to the section.
- (vi) Cause a body search of every personnel leaving the secure printing press.

(d) Printing Procedures by Government Printers

Government printers are expected to have their own procedures in place. In spite of that, NACTE shall:

- (i) Prepare a list of all items to be printed.
- (ii) Categorise all items to be printed into normal or secure printing.
- (iii) Cause the Printer to satisfy the Executive Secretary of NACTE of safety procedures instituted by the printer. NACTE may include its own security resources to enhance security.

- (iv) Cause the Printer to enter into a contract with NACTE for any category of printing desired. The procedure used shall conform to the law of land at the material time.
- (v) Cause the Printer to store the material safely before they are transported to NACTE safe storage facilities.

(e) Printing Procedures by Local Commercial Printers

Local commercial printers may have procedures less stringent than those required by NACTE. For this case NACTE shall:

- (i) Cause the selection of a suitable Local Commercial Printer using procedures conforming to the law of land at the material time.
- (ii) Prepare a list of all items to be printed.
- (iii) Categorise all items to be printed into normal or secure printing.
- (iv) Cause the Printer to satisfy the Executive Secretary of NACTE of safety procedures instituted by the printer. NACTE may include its own security resources to enhance security.
- (v) Cause the Printer to enter into a contract with NACTE for any category of printing desired. The procedure used shall conform to the law of land at the material time.
- (vi) Cause the Printer to store the material safely before they are transported to NACTE safe storage facilities.

(f) Printing Procedures by International Specialist Security Printers

In case the printing is to be done outside the country, NACTE shall:

- (i) Cause the selection of a suitable International Specialist Security Printer using procedures conforming to the law of land at the material time.
- (ii) Prepare a list of all items to be printed.
- (iii) Categorise all items to be printed into normal or secure printing.
- (iv) Cause the Printer to satisfy the Executive Secretary of NACTE of safety procedures instituted by the printer. NACTE may include its own security resources to enhance security.
- (v) Cause the Printer to enter into a contract with NACTE for any category of printing desired. The procedure used shall conform to the law of land at the material time.

- (vi) Cause the Printer to store the material safely before they are transported to NACTE safe storage facilities.

4.3 Facilities for Examination Process

NACTE need to provide a secure in-house facility for the production and storage of confidential materials. Secure storage facilities are also indispensable for regional and remote local centres. NACTE may use a range of facilities for the entire examination process. Criteria to be used for the choice of facilities include ownership, location and Security

4.3.1 Procedures for Selecting Facilities Housing Examination Materials or Processes

When selecting facilities to house examination materials or the examination process, NACTE shall:

- (a) Determine the ownership of the facility considered. Priority of ownership shall be as follows:
 - (i) Accommodation in Government buildings;
 - (ii) Rented, private buildings;
 - (iii) Self-owned buildings for private and parastatal authorities.

- (b) Take into account the location of the premises before their selection. Priority of storage facilities shall be higher for out of city locations.

- (c) Evaluate the security threats of any facility it plans to use. Criteria to be used in this evaluation may include but not limited to:
 - (i) **Site security:** Perimeter fencing, Vehicular access (gates, guard houses, barriers), Pedestrian access (gates, guard houses), and Vehicle storage/garaging.
 - (ii) **Building access:** Burglar bars, and/or grills, and/or shutters on windows, Barriers for access to upper storeys and roof e.g. from flat roofs, Security doors (construction, locks, secure fire doors), Security grills (on doors), and Security lighting and alarm systems, closed circuit television (CCTV) and video recording.
 - (iii) **Public access:** Secure area for legitimate public enquiries (reception, secure waiting, controlled access to other areas of building)

- (iv) **Security zoning within building:** Security doors with coded ‘combination’ locks, and Closed circuit television (CCTV) and video recording
- (v) **Secure storage for confidential materials:** Strong rooms for storage of bulk confidential materials
- (vi) Enter into a contract with the owner of any facility selected for any process of the examination cycle.
- (vii) Cause the owner of rented facilities to take oath of allegiance not to divulge any information concerning examinations from those premises at any particular time during the examination cycle.

4.3.2 Procedures for Selecting Facilities and Housing Examination Materials at Local Centres

General procedures for selecting facilities to house examination material or processes outlined in section 6.3.1 shall apply as far as practicable possible. In so doing, NACTE shall:

- (a) Give priority to public services available for the storage purposes. These may be Banks, Schools, Regional Education Offices, Police Stations, and even Army Camps.
- (b) Ensure adequate security is enforced for any facility whose security seems to be questionable.

4.4 Procedures for Transportation of Examinations

The packing and distribution of examination papers is one of the most sensitive tasks facing an examining authority. It is a high-volume activity that requires a high level of accuracy and carries a high risk of leakage. Difficulties increase where many schools/examination centres are in remote areas and/or when malpractice is widespread. In transporting of examinations, NACTE shall:

- (a) Prepare a schedule of examination centres and lists of examination per centre (NACTE FORM EXAM 32).
- (b) Label appropriately all parcels containing examination materials (NACTE FORM EXAM 13).
- (c) Set a schedule of examination arrival at designated storage facilities (NACTE FORM EXAM 33).

- (d) Set a schedule of written scripts arrival at designated regional collection points (NACTE FORM EXAM 34).
- (e) Set a schedule of written scripts arrival at central storage facility (NACTE FORM EXAM 35).
- (f) Identify available transportation options for each examination centre. NACTE may use any of the following means of transport for examination purposes:
 - (i) NACTE security transport
 - (ii) Postal service
 - (iii) Private courier
 - (iv) Other secure commercial service (bank transport, police transport, etc.).
- (g) Evaluate and hence select the most appropriate transportation means for each centre. Criteria to be used by NACTE in selecting a transportation option must include but not limited to:
 - (i) Safety;
 - (ii) Costs;
 - (iii) Time implications.
- (h) Enter into a contract with the transportation agency selected for any process of the examination cycle.

4.5 Safety Mechanisms for the Entire Examination Process

Frequent or extensive leakage of question papers seriously threatens the credibility of an examining body. Even a single incident may be expensive to deal with. Leakage can occur when papers are being prepared, when they are being stored, or when they are being moved. NACTE may incorporate the following mechanisms to enhance the safety of the entire examination process.

4.6 Printing

To enhance safety during printing process, a number of measures may be employed. These include:

- (a) Reducing the number of people proof-reading a question paper before printing. However, utmost care should be exercised not to increase the number of errors in papers presented to candidates.

- (b) Reducing the time between printing and the date of the exam to minimise the likelihood for leakage. However, care should be taken not to allow late printing of examination.
- (c) Where external printing sources are used, NACTE officers may have to be present to supervise the print shops to ensure that extra copies are not run off and that all printing plates and waste materials are dealt with appropriately.
- (d) Whenever the situation allows, printing personnel may be isolated until the printing of examination papers is completed.

4.6.1 Housing Facilities

Whenever possible, NACTE shall use storage facilities of agencies with experience to handle confidential or high-risk material. These facilities include those owned and/or managed by examination boards or authorities, Banks, Post offices, Police stations, Regional Education offices, and all local storing points before the examination reaches the examination centres. Security is entrusted to the organizations or offices selected.

4.6.2 Transportation

NACTE shall crave to use agencies experienced in dealing with confidential or secure transport system. These as mentioned earlier include Postal service, Private couriers, and other secure commercial service. For any case, consideration for use on the NACTE secure transport as part of examination system is given the highest priority.

5.0 Procedures for Marking and Standardisation of Examinations

5.1 Procedure for Marking of Examinations

5.1.1 Marking Guidelines

Marking of examinations conducted by NACTE for the non-autonomous institutions shall follow steps outlined below:

- (a) All members of the marking panels shall be reminded of their roles and given clear instructions that they can understand in order to carry out the marking assignment smoothly and comfortably
- (b) Examination scripts shall be marked in a systematic way, to allow for an orderly checking procedure. Marking shall be done clearly, by putting a line down the side of all material which has been marked, or at least putting a mark or tick against each stage.
- (c) The marking scheme should be followed. If it becomes necessary to modify the model answers, to match the marking scheme actually used, the chief marker and the panel leader must be involved.
- (d) The marker shall use a pen (not a pencil), which writes in red ink. The checker (among the markers) shall use a pen that writes in green ink. Students shall be expected to use either black or blue pen in writing their examinations, and pencils for sketches and drawings.
- (e) Fraction marks may be used for components within a question. All marks that are less than 10 must be preceded by a 0, e.g. 03, 07 etc. The total for each question should be ringed where it appears inside the script, and transcribed onto the front of the script.
- (f) Any subsequent alteration of marks should be clearly shown on the left hand side margin and initialled by the marker who altered.
- (g) If a student has done ***more than the required number of questions***, the lowest mark should be crossed through. This will not apply where the rubric question paper indicates clearly otherwise.
- (h) The Chief Marker shall be the last person to mark the examination script in order to give the assessment of the examination paper.
- (i) The marks shall be added up and the raw total written on the front of the script, to allow an independent checking of the marking process.

- (j) For each examination script, the checker must ensure that all pages have been marked, that all additions are correct, that the candidate's marks have been appropriately allocated in the light of the examination rubric, and that all totals have been correctly transferred to the cover of the examination book and to the module mark sheet.
- (k) The chief marker shall review critical marks and evaluate their sensitivity to candidates' performance.
- (l) All answer books shall be arranged in the same numerical order as in the marking sheet before returning them to the chief marker.
- (m) The chief marker shall prepare the necessary performance statistics and notes, and include them in the Chief Marker's Report (**NACTE FORM EXAM 26**) to be submitted to the Panel Leader.
- (n) A general discussion of the reports shall be held between the markers, chief markers and panel leaders.
- (o) The Panel Leader shall complete the final report (**NACTE FORM EXAM 27**).

5.1.2 Compilation of Examination Marks

- (a) The NACTE Examinations Officer shall be responsible for ensuring addition of the examination marks (NACTE FORM EXAM 22) to the spreadsheet containing the continuous assessment marks (NACTE FORM EXAM 03), using special software for examinations to match up names against examination or index numbers. The combined results will appear on NACTE FORM EXAM 23.
- (b) The spreadsheet shall be printed off (by programme, NTA Level and year), checked, and signed (NACTE FORM EXAM 22). The marked scripts, the spreadsheet file, the signed sheets, any spare examination papers, the updated model answers, and recommended supplementary requirements for failed students should be given to the examinations officers.
- (c) The checks to be carried out by the examinations officers and by an appointed independent checker shall ensure the following:
 - (i) That everything in the script has been marked;
 - (ii) The marks for each question have been added up correctly;

- (iii) The marks for each question have been correctly transcribed onto the front of the script;
- (iv) The lowest mark has been crossed through where appropriate;
- (v) The total for the script is correct; and
- (vi) The total for the scripts agrees with the signed printed spreadsheet for the programme.

5.1.3 Managing Marking Centres

- (a) NACTE shall determine and manage the establishment and running of examination marking centres. If the number of markers exceeds the capacity of available facilities, a decentralised approach to marking may be adopted. Marking may be decentralised in terms of geographic regions, groups or modules.
- (b) The marking centres must fully cater for the needs of the marking personnel. The following aspects shall be considered before a marking centre is selected:
 - (i) Marking space;
 - (ii) Catering facilities;
 - (iii) Overnight accommodation (if required);
 - (iv) Security;
 - (v) Prevention of access to unauthorised persons; and
 - (vi) Control centre.
- (c) For control purposes a section may be established at the marking centre. The operation of the control section can be divided into three phases, as follows:
 - (i) All mark sheets and their respective scripts at the marking centre shall be registered. All unregistered mark sheets and/or scripts shall be registered in a specific register.
 - (ii) Chief markers shall sign a control list when scripts are issued to them and when the markers return the scripts, to determine exactly how many scripts have not been marked or resumed.
 - (iii) During this phase, copies should be made of the completed mark sheets that have been resumed by the Chief markers. The original copy should be sent to examinations officer for compilation. Control lists are checked at this stage to see whether Chief markers have resumed all the scripts.

5.1.4 The Markers, Moderators and Mark Checkers

- (a) All markers (NACTE FORM EXAM 08) of examinations offered by NACTE shall be qualified Instructors with at least two years' experience in teaching at the appropriate level, language competency and preferably those presently teaching the module(s) concerned.
- (b) Before marking begins, markers shall familiarize themselves with marking memoranda prepared for examinations set nationally by NACTE. It is also advisable to select additional markers who will be placed on a reserve list, in the event of the appointed markers failing to report during the marking session.
- (c) For quality assurance purposes, appointed moderators shall check at least 50% of all papers being marked, and intervene if they believe that a marker is not marking according to the marking criteria.

5.2 Procedures for Standardizing Examinations

5.2.1 Standardization of Setting of Examinations

- (a) The NACTE shall set down parameters and guidance (blueprint) for setting an examination paper, and publish detailed assessment criteria. The parameters shall define the scale and nature of tasks that are acceptable. The marking criteria shall ensure that the assessment objectives, that is, the purpose and validity of the examination, are fully addressed.
- (b) The blueprint shall indicate the proportion of marks to be allocated to the areas of knowledge, concepts, skills, etc. which are to be tested.
- (c) The paper setter shall ensure that the scope of the curriculum and any other relevant factors, which may be specified by the Council, are fully considered.
- (d) Moderators shall, in principle, safeguard the point of view of the candidates who are sitting for the examination paper, by ensuring that the papers are technically correct, fair, and sufficiently test for the intended candidates.
- (e) A moderator shall submit a report on the draft examination paper. The report shall be considered in a standardising meeting of the chief setters or examiners of the different papers in that module, the moderator and experienced senior setters or examiners. The meeting shall decide on acceptable questions, and if necessary, may reject some or all questions, or demand modifications.

- (f) New versions of questions may have to be submitted to the moderator, and the process mentioned in (e) repeated until agreement is reached on the final form of the examination paper.
- (g) For modules where problems are set, there shall be a test of the difficulty of the problems and the validity of the time allowed for the paper. This shall involve potential setters who have not been responsible for drawing up the questions or reviewing them. These setters shall be given the task of working the draft questions and provide solutions.

5.2.2 Standardization of Moderators for Examinations

- (a) The Council shall provide training and follow-up guidance for moderators in all aspects of the examination moderation procedures. All moderators shall participate in the training.
- (b) The purpose of standardising moderators shall be to ensure common understanding of procedures and standards before moderation commences. All standardisation shall include a review of archive materials, carefully selected to show candidate's work assessed in relation to established marking criteria.
- (c) The Council shall classify moderators according to their roles in various centres. There shall be Senior Moderators and Assistant Moderators.
- (d) The senior moderators shall undertake the first-hand moderation of the centre's assessment by junior moderators in each examination series.
- (e) Samples to be assessed by the senior moderators shall include some centres for which adjustments are recommended and some for which no adjustments are recommended. If the senior moderator is not satisfied with the moderator's standards, a further sample of the moderator's allocation shall be requested and assessed.
- (f) A senior moderator shall prepare a report for the Council of the work of each moderator. Moderators whose standards are judged to be unsatisfactory may not continue their moderation, and candidates' work from all their centres shall be moderated again. Such moderators may not be re-appointed without completing further training satisfactorily.
- (g) Moderators shall be provided with clear administrative instructions, including details of how to record, transcribe and check moderated marks.

The Council shall ensure that checks are made on the accuracy with which moderator's record and transcribed marks.

5.2.3 Standardization of Markers

- (a) When the scripts have been received at the marking centre, the chief examiner shall mark a sample of scripts, selected specimens which are typical of the various standards of attainment or which illustrate points of particular interest.
- (b) Photocopies of these specimens shall be supplied to markers and then a coordination meeting of all markers shall be conducted. The meeting will discuss the scheme of marking, which may be modified in the light of the scripts already seen.
- (c) The specimen scripts will then be marked independently by all the markers, the discrepancies discussed and investigated, and the chief marker shall address any doubtful points.
- (d) The markers shall then begin the process of marking, following the marking scheme with the aid of the specimen scripts.
- (e) Where the number of candidates is large, for every four or five markers, a team leader shall be appointed to scrutinize the marked scripts of the other markers.
- (f) These in turn shall be submitted to the chief marker who reviews the sample scripts of the markers and, if necessary, holds discussions with the team leader and markers.

5.2.4 Standardization of Marking Condition

- (a) Markers shall receive fair remuneration to be determined by the Council.
- (b) The Council shall specify the limit in terms of the number of scripts to be marked by a single marker, and the number of hours of marking in a particular environment.
- (c) The markers shall receive randomly selected scripts, which are more or less of equal average quality, in order to eliminate the subjective element of individual markers towards the quality of scripts which he/she is expected to mark.
- (d) If great variations in the mean or median mark, or in the range or spread of marks occur, may indicate that the subjective bias of the markers is dominant,

and the meeting of moderators shall decide on scaling the marks given by the markers to conform to a common pattern.

- (e) The meeting shall decide on the type of scaling required, whether all sets of marks from the markers shall have the same mean, the same median or the same standard deviation.

5.2.5 Standardization of Results

- (a) Mark adjustments shall be done by the NACTE appointed moderators after the capture of the marks.
- (b) The distribution of scaled raw marks for all sets shall be provided at the mark adjustment meeting.
- (c) Minutes of the mark adjustment meeting shall be prepared and submitted to NACTE Examinations and Awards Division together with the post-examinations moderator's report (NACTE FORM EXAM 28, NACTE FORM EXAM 29).

6.0 Procedures for Publishing Examination Results for Examinations Conducted by NACTE

6.1 Introduction

Publishing examination results refers to those, which have received an official judgment, i.e. passed by relevant examination boards. The procedures for publishing examination results shall be used to maintain proper documentation and record of students' achievement.

The following definitions will be used in respect of examinations results publications for the National Council for Technical Education (NACTE):

“**Mark**” means a numerical value by which the examining entity assesses the performance of a candidate

“**Grade**” means a letter assigned to a range of scores or marks.

“**Results**” means a reflection of the outcome of examinations.

“**Grade Point Average (GPA)**” means the summation of grade points divided by the number of credits.

“**Transcript**” means a document listing grades for all modules in all semesters at a particular institution.

6.2 Right and Discretion of the Council

- (a) Issue of results and awards shall be entirely within the discretion of the Council.
- (b) The Council may withhold or cancel the results of a candidate if it considers that such candidate has been involved in irregularities before, during or after the examination.
- (c) The Council shall reserve the right to reduce the classification of, withhold or cancel an award of any candidate, in proved cases of substantial and significant copying, plagiarism or other fraud, or to revoke, any certificate it has already awarded, and to require the issued certificate to be returned.

6.3 Disclosure of Marks and Results

- (a) Marks for continuous assessment shall be made available by the relevant technical institution to students, after they have been agreed by the internal markers involved. Where such marks shall form part of the assessment towards

a final award or classification, disclosure shall be on the basis that they are only indicative, and have no formal standing until moderated and approved by the NACTE Council;

- (b) For examinations and other summative assessments, only grades shall be made available to students as follows:
 - (i) For examinations and other summative assessments undertaken towards the end of a semester: once marks have been agreed by the internal markers concerned;
 - (ii) For examinations and other summative assessments undertaken towards the end of an academic year (or year equivalent): once the end-of-year results have been approved by the NACTE Council.
- (c) Approved results shall show grades obtained in each module of the academic year, the semester GPA and cumulative GPA of each student. They should also indicate passes and any tentative disposal (discontinuation, withheld results, probation) for students failing to achieve required standards as determined by the NACTE Council.

6.4 Informing Students of their Results

- (a) Students shall be informed where and how to get their examination results. Registrars in non-Autonomous Technical Institutions shall be allowed to publish examination results after they have been confirmed by the Council.
- (b) The Council will not, except in its absolute discretion, communicate with candidates or parents, or any other person claiming to act on behalf, on matters related to examination results.

6.5 Award Certificates and Transcripts

- (a) Any certificate awarded by the Council shall remain the property of the Council and any alteration without the authority of the Council shall constitute a criminal offence.
- (b) The Council may issue another copy of the certificate in case of loss of the original certificate if the candidate produces a sworn affidavit and evidence of public announcement about the loss.
- (c) The Certificate so issued shall be marked “DUPLICATE”, and will be issued not earlier than twelve months from the date of loss. A nominal fee to be

established by the Council shall be charged for the copy of the certificate issued.

- (d) The Council shall issue official transcripts of examination results of individual candidates upon a written request by the candidate bearing the candidate's full name, the college or institution attended, the examinations centre, year of the examination and candidate's examination number.
- (e) The transcript shall be issued to students once, and for any further requests fee to be established by Council shall be charged.
- (f) Transcripts shall be published, only after the results have been approved by the NACTE Council. The transcripts shall bear the Council's emblem, the name of the institution offering it, and all examinable modules and the results (grades) obtained shall be clearly shown. The grading system adopted shall be indicated behind the transcript.
- (g) The transcript shall be considered credible only if it bears the official seal of the Council for non-Autonomous Technical Institutions and photograph of the candidate.

6.6 Amendment of Results

- (a) Decisions by the Council, once certified in writing, shall be considered final except under the following circumstances:
 - (i) If information relevant to that decision, but unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.
 - (ii) Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the classification of any award or in any process connected with any of these matters, the Council shall forthwith correct that error and amend its records to show the correct result or classification and that whether or not the result or classification has been published or otherwise notified to the candidate.
- (b) The Council shall notify both the candidate and the non-Autonomous Technical Institution of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the Council whether to the candidate or to a third party.

- (c) Having been notified of the corrected result or classification the candidate shall return to the Council any documentation which may have been issued to the candidate notifying the original result or classification which has been corrected.
- (d) The candidate shall have no claim against the Council for any loss or damage, which may have been incurred by the candidate as a result of any error that may have been made.

6.7 The Right of Candidates to Appeal

- (a) Each candidate shall have a right to appeal against the published results. The appeals shall be lodged to the Head of the technical institution within one months from the date of releasing of the provisional results.
- (b) An appealing candidate will fill in and sign an appeal form for each module indicating reasons for appeal. The appeal shall be made at institutional appeal committee where in case of dissatisfaction, final appeal shall be made to the Council.
- (c) The Council shall establish, inform and charge a fee to a candidate who will request in writing to have his/her work reviewed, rechecked or remarked after examination results have been released.

6.8 The Timing and Means of Release of Provisional Results

- (a) The institution shall publish examination results as provisional after approval of the institutional advisory board.
- (b) The provisional results shall be published within two months after having been approved.
- (c) The Institution may release examination results by publishing in the noticeboard and the institutional website under conditions that only examination numbers are used. Under no circumstances should names or any other identification known to a third party be used for releasing the results.

6.9 The Timing and Means of Release of Final Results

- (a) The Council shall give a notice of intent to publish examination results through the local public media and/or own ICT platform.

- (b) The Council shall publish the examination results within fourteen (14) days after having been approved. The results may be posted to non-Autonomous Technical Institutions and examination centres.
- (c) Written examination scripts and examinations recorded in other forms, like oral examination, shall be preserved for at least two years after publication of the results.
- (d) The Council may use its own website to give notices on matters relating to examination results.
- (e) The Council may release examination results by publishing in the local media and the Council's website under conditions that only examination numbers are used. Under no circumstances should names or any other identification known to a third party be used for releasing the results to the public.

6.10 Nullification of Results

The Council shall nullify the results of any candidate or institution if it is determined that unfair means, like cheating and other irregularities, have been used in the examination, and/or ineligible candidate(s) have sat for the examination.

7.0 Criteria for Determining Payments to Persons Handling Examinations Conducted by NACTE

7.1 Introduction

Criteria for determining payments to setters, moderators, invigilators, supervisors and markers of examinations conducted by NACTE will be used by NACTE in determining the costs of examinations and in mobilising funds. The basis or unit of payments and standard honoraria is based on appropriate and existing relevant average rates as used in Tanzania.

7.2 Honoraria

7.2.1 Payment of Honorarium to Invigilators and Supervisors

- (a) Invigilators and Supervisors appointed by Council for invigilating and supervising examinations respectively shall be paid such honoraria as may be determined by the NACTE Council from time to time. The honoraria rates are analysed in Table 8 (**NACTE FORM EXAM 07**).
- (b) Table 9 sets out a guide to the minimum level of invigilation required to ensure the proper conduct of an examination. Payment rates for invigilation in *Table 8* are therefore to be interpreted as being for the number of candidates per invigilator as specified in *Table 9*.

7.2.2 Payment of Honorarium to setters, moderators, and markers

Setters, moderators, and markers appointed by the Council for setting and moderating examination papers and for marking scripts shall be paid such honoraria as may be determined by the NACTE Council from time to time. Fees shall be payable on a pro rata basis, depending on whether a whole paper or part of a paper is set or moderated or part of a script is marked. The average rates for setting, moderating and marking examination papers are given in *Table 10*. The rates assume a standard examination of 3 hours and payments have to be adjusted on a pro rata basis for other cases.

7.2.3 Sustenance Allowance (Per Diem)

- (a) Sustenance allowance rates are calculated on a daily basis (i.e. number of nights) to cover expected expenses. Per Diem rates are established by

including costs for bed-and-breakfast hotel accommodation, lunch and dinner, and an allowance for local transport. The moderator, invigilator or supervisor may be paid at the appropriate fixed rate or may be reimbursed for actual costs, up to the fixed rate, justified by the submission of original receipts. The Government Per Diem rates shall be used for such payments.

- (b) In order to minimize costs, Council may arrange for bed-and-breakfast accommodation at hotels/guest houses at which a block-booking is arranged and transport is provided and catering costs for cafeteria type lunch is paid per meal per person. The desire to reduce costs should however not compromise the need for a comfortable environment by moderators, invigilators, supervisors and markers. Care should therefore be taken in selecting the proper arrangement in order to avoid subjecting participants to the feeling of poor dormitory life, which is likely to reduce morale. Further, such arrangements should be considered only if compatible with the status of the moderator, invigilator, supervisor or marker for the particular level of examination.
- (c) For setters, moderators, invigilators, supervisors and markers residing in the same area where they are performing the examination duties, sustenance can be provided in the form of transport and meal allowance using Government rates.

7.3 Transport and Travel

Council shall strive to make available adequate and efficient transport to its moderators, invigilators, supervisors and markers.

7.3.1 Private Transport and Mileage Payment

- (a) Definition of Private transport
 - (i) Use of own vehicles for examinations related duties against cost-covering mileage payment by the Council.
 - (ii) Use of hired vehicle to facilitate transport for examinations related duties against refund of incurred expenses by the Council.

- (b) Entitlement to mileage claim:
- (i) In order to be able to claim mileage payment against use of personal vehicle, the user must be able to satisfy the Council that the journey to be undertaken, or already undertaken, is for the Council examinations related duty.
 - (ii) The relevant vote holder in the Council shall sanction use of private vehicle for examinations related duties in advance, except in exceptional cases where he/she may use personal judgment to sanction use of this facility in retrospect.
 - (iii) Use of personal transport for examinations related work is to be promoted only in cases where, in one way or another, the Council transport is not available or will not be adequate.
- (c) Mileage allowance:
- Where a setter, moderator, invigilator, supervisor or marker is required by the Council to use her/his motor vehicle in connection with the Council's examinations related work, such an examiner shall be paid for the use of her/his vehicle at the Government mileage allowance rates.
- (d) Hired private transport:
- (i) Hiring of private transport for setters, moderators, invigilators, supervisors and markers to facilitate movement will be treated as a special case. Since the cost of hiring private transport, for example taxis, is high compared to mileage allowances, it is anticipated that such transport will only be used under circumstances where use of the Council transport and/or personal vehicle is considered impossible.
 - (ii) The vote holder in the relevant department in the Council shall sanction use of hired transport in advance, except in special cases where permission may be retrospective.
 - (iii) The user will be refunded for expenses incurred against production of valid receipt(s).
 - (iv) Vote holders shall ensure that this facility is not abused.

7.3.2 Travel mode rights

- (a) Consideration for long travel shall be given to the most direct, economical, and comfortable means of transport. The use of convenient buses and rail transport should be considered before the use of air travel.
- (b) The use of buses shall range from those of full luxury class to normal ones, and the use of rail transport shall range from first class to second-class rail travel including sleeping berth, depending on the level of the moderator, invigilator, supervisor and marker.
- (c) Moderators, invigilators, supervisors and markers directed by the Council to travel by air for the Council's examinations related work shall be entitled to economy class air travel. The Council shall arrange payment of the equivalent of the lowest scheduled commercial air fare by the most direct route available from the place of residence at the time of appointment.

7.4 Sharing of Costs

Ideally, the apportionment of costs to be borne by the Council, institutions and parents/students should be rational, equitable and practicable. However, it would be very subjective in practice. First, there is usually no basis for determining who should pay how much of the honoraria. Secondly, it would depend on where the Council/institutions would get their funds. If part of their funds comes from parents/students then there would be no reason to consider the two as separate sources.

It is therefore proposed that, unless the Government is ready and able to subsidise the exercise, parents/students should bear the costs.

Table 8: Recommended honoraria rates for Supervision and Invigilation

Work Classification	No. of candidates	Rate (Tzs)x1,000 / 3 hour session*
Invigilator	See Table 9	30
Supervisor in charge	1-100	35
	101-200	40
	201-300	45

Work Classification	No. of candidates	Rate (Tzs)x1,000 / 3 hour session*
	301-400	45
	400+	50

*The NACTE Council when deemed necessary may review honoraria rates from time to time

Table 9: Required Minimum Number of Invigilators in an Examination Room

Number of students in an examination venue	Minimum number of invigilators
1-40	1*
41-100	2
101-200	3
201-300	4
301-400	5
401-500	6
501-600	7

Note: The particular characteristics of a venue or examination activity may require more than the minimum number of Invigilators.

Where only one invigilator is appointed, backup or relief invigilator must be available at short notice throughout the duration of the examination.

Table 10: Honoraria for Setters, Moderators and Markers

Classification	Rate (Tzs)x1,000		
	NTA Levels 4-6	NTA Levels 7-8	NTA Level 9-10
<i>Setting and Moderating Fees</i>			
Setting theory question paper and preparing marking scheme	45.00	55.00	65.00
	per question paper		
Setting practical question paper and preparing marking scheme	30.00	40.00	50.00
	Both papers		
Moderating theory question paper	30.00	40.00	50.00
	per question paper		
Moderating practical question paper	20.00	30.00	40.00

Classification	Rate (Tzs)x1,000		
	NTA Levels 4-6	NTA Levels 7-8	NTA Level 9-10
	Both papers		
<i>Marking Fees</i>			
Marking scripts	1.00	1.50	2.00
	per script		
Final Year Project Report (including attending a presentation if there is one)	40.00	60.00	300.00
	per report		
Oral Examination (excluding project presentations)	100.00	150.00	200.00
	per man-day		

The Council shall advice on a reasonable fee to be paid by students in their respective programmes. For the Council to advice, Technical institutions shall be required to submit their annual examinations budget on the conduct of examination.

PART IV

Procedures and Guidelines for Assessment Conducted by NACTE and Autonomous Technical Institutions

4.0 Procedures for Evaluating Examinations Conducted by NACTE and Autonomous Technical Institutions

4.1 Introduction

The following general guidelines are hints that are intended to guide the process of evaluating examinations conducted by both NACTE and Autonomous Technical Institutions. The guidelines will reveal and convey technically adequate information about the features that determine worth or merit of the examinations being evaluated.

4.2 Objectives of Examinations Evaluation

Examinations evaluation for both examinations conducted by NACTE and Autonomous Technical Institutions shall have to be evaluated at required intervals with the following objectives:

- (a) To evaluate whether the examinations are conducted in accordance with the rules and procedures determined by NACTE.
- (b) To evaluate the quality and relevance of examinations and other means of assessment.
- (c) To give recommendations for improved practices/ modifications of the procedure(s).

4.3 General Guidelines on Planning and Evaluation of Examinations

4.3.1 General Guidelines on Planning

- (a) Institutions involved in or affected by the evaluation shall be identified, so that their needs can be addressed.
- (b) The persons conducting the evaluation shall be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.
- (c) The evaluation procedures shall be practical; to keep disruption to a minimum while needed information is obtained.

- (d) The evaluation shall be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted.
- (e) The evaluation shall be efficient and produce information of sufficient value, so that the resources expended can be justified.
- (f) The evaluation shall be designed to assist NACTE as well as Technical Institutions to address and effectively serve the needs of the full range of targeted participants.
- (g) The information-gathering procedures shall be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable and interpretation arrived at is valid for the intended use.
- (h) Evaluations shall be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.

4.3.2 General Guidelines on Evaluation

- (a) The evaluation shall be complete and fair in its examination and recording of strengths and weaknesses of the examinations and procedures being evaluated, so that strengths can be built upon and problem areas addressed.
- (b) Conflict of interest shall be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.
- (c) Quantitative and qualitative information shall be appropriately and systematically analysed so that evaluation questions are effectively answered.

4.3.3 General Guidelines on the Report

- (a) The perspectives, procedures, and rationale used to interpret the findings shall be carefully described, so that the bases for value judgments are clear.
- (b) Evaluation reports shall clearly describe the programme/subject area being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.

- (c) Significant interim findings and evaluation reports shall be disseminated to intended users, so that they can be used in a timely fashion.
- (d) The sources of information used in the evaluation shall be described in enough detail, so that the adequacy of the information can be assessed.
- (e) The conclusions reached in an evaluation shall be explicitly justified, so that stakeholders can assess them.
- (f) Reporting procedures shall guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.

4.4 Specific Guidelines for the Evaluation

The specific guidelines are provided along the objectives of the evaluation as follows:

4.4.1 Evaluation of the Conduct of NACTE Examinations in Accordance with Rules and Procedures

This task covers the whole process from the setting of examinations to marking and standardisation of results. As one of its tasks, NACTE shall visit some centres (without prior information) while the examination is in progress and observe, amongst others, the following:

(a) General management of the examination

NACTE shall evaluate the overall management of examinations and this shall involve many tasks. Particular attention shall be paid to whether Supervisors, who are the overall in-charge, are properly executing their duties and responsibilities.

(b) Invigilation

The evaluation shall, amongst others,

- (i) Evaluate whether the examinations are conducted under strict vigilance so as to avoid unfair means in the examination by the examinees, examiners, invigilators, supervisors, and all those involved in the conduct of examinations.

- (ii) Check whether the supervisors are following instructions scrupulously for the conduct of examinations.

As an example, the process could involve spontaneous checking of the candidates' identity cards, etc. to ascertain that only duly authorised candidates have appeared for the examinations.

NACTE shall also make use of different reports such as supervisors'/invigilators' reports.

(c) Condition of examination rooms

The evaluation shall check, amongst others, whether:

- (i) Learning contents such as drawings, etc. have been removed from the walls.
- (ii) Chalkboards have been cleared of writing, formulae or drawings, etc.
- (iii) Examination rooms are sufficiently ventilated and illuminated.
- (iv) Candidates are subjected to undue noise from inside or outside the examination hall.

(d) Seating of candidates

The evaluation includes whether candidates are properly seated i.e. checking whether the following common rules are observed, that:

- (i) Candidates may not sit two to a desk or table;
- (ii) Candidates must be seated at least one metre apart.

(e) Return of scripts

The evaluation shall check whether the scripts are sealed and returned to marking centres (especially for non-autonomous institutions), following security procedures prescribed by NACTE.

4.4.2 Evaluation of Quality and Relevance of Examinations and other Means of Assessment

Quality examinations are important bases for summative feedback for students and instructors. However, if examinations are of low quality such as ones testing

factual recall only, they become an inadequate base for making formative and summative decisions.

To certify achievement in a module requires assessment of students' command of the knowledge and skills defined and required by the curriculum. This assessment occurs through a set of assessment instruments. Assessment instruments include such devices as supervised examinations, assignments, projects, practicals, orals, aural, observational schedules and portfolios. Assessment occurs under various conditions of supervision, notice, and access to resources, times, dates, handing-in procedures and acceptance of late submissions. Each assessment instrument comprises one or more assessment items.

An assessment item requires a response from students in one or more of a variety of modes such as multiple choice, short answer, paragraph, extended written response, oral, graphical, diagrammatic and so on. As well as the knowledge and skills that are the direct focus, assessment items draw on assumed knowledge and often make use of background material contextualising the task presented. Cues and the layout of assessment items provide guides to students about the requirements of the task set by the item. Assessment items are devised by item writers (setters) and selected and combined into assessment instruments by test designers (setters/moderators).

For quality and hence equity, each assessment item shall:

- (a) Actually assess what the item writer intends it to assess;
- (b) Assess what on face value it purports to assess;
- (c) Only require for its successful completion the decoding of a subtext after critical examination of the necessity and appropriateness of this requirement;
- (d) Use specialist language or jargon as an aid to clarity and accuracy and not as an irrelevant obstacle to successful demonstration of the required knowledge or skill;
- (e) Only involve the reproduction of gender, socio-economic, ethnic or other cultural stereotypes after careful consideration of the necessity of such reproduction;

- (f) Avoid being itself a barrier to students' demonstrating their command of the characteristic the item is supposed to assess. It shall therefore:
- (i) Be clearly presented through appropriate choice of layout, cues, visual design, format and choice of words;
 - (ii) State its requirements explicitly and directly;
 - (iii) Use as background material and require as assumed knowledge only that to which students may reasonably be presumed to have had ready access;
 - (iv) Be marked by explicit, clear, unambiguous, criteria declared in advance that:
 - Allow the student to identify appropriate ways to demonstrate command of the required knowledge and skills;
 - Allow the marker to recognise, where appropriate, different ways in which a student may demonstrate command of the required knowledge and skills.

Each assessment instrument shall:

- (a) Give students clear and definite instructions;
- (b) Be used under clear, definite and specified conditions;
- (c) Be used under conditions that do not present an inappropriate barrier to the equal participation of all.

Each set of assessment instruments used to assess a student's achievement in a subject shall:

- (a) Involve the use of a range and balance of background contexts in which assessment items are presented;
- (b) Involve a range and balance of types of assessment instruments and modes of response;
- (c) Involve a range and balance of conditions.

The booklet on "Procedures for Assessing Examinations and Validating Systems" provides detailed information on assessing examinations and together with above assessment guidelines, the evaluation shall:

- (a) Check whether examinations are valid in terms of difficulty level, discrimination ability, and measuring comprehension and problem solving (not just factual recall)

It is a fact that students learn what is tested more than what is taught. And experience shows that students cheating in examinations and rote learning are encouraged by examining bodies repeating routine questions and patterns. It is therefore important that NACTE evaluates the quality and relevance of examinations.

Relevant guidelines and procedures for assessing the quality of examinations shall be used in drawing conclusions.

- (b) Review question papers to see whether they conform to curriculum and any other directives relating to the curriculum for the module.

Proof that all question papers have been approved by moderators, and whether setters and moderators were provided with clear and relevant guidelines i.e. duration of the examination, maximum marks, and number of question papers, format etc. and whether these were adhered to. Independent evaluation of the question papers is also necessary.

In addition to the above, both NACTE and Autonomous Institutions shall check whether the curriculum for each discipline has been broadly defined, that requirements and standards have been set and that these are adhered to during the examination process.

- (c) Check whether all required instruments/modes have been appropriately included in the assessment

Oral works, practical work, assignments, etc. if prescribed by the curriculum, must be assessed and hence form part of the examination and this need to be ascertained.

- (d) Monitor the distribution of grades (student performance) in an examination as a proxy for the indication of whether the examinations are adequate and are being properly conducted.

In particular, if a module has an unusual distribution of grades, such as many high grades (A's) or many low grades (D's and F's), in such cases, the evaluation shall obtain from NACTE evidence (such as explicit statement of module goals and marking schemes, examples of student's work, etc.) that the spirit of grading standards is being followed.

The evaluating body may require NACTE to provide an explicit statement of module goals, and to explain how the grades were derived from those goals. If the problem is found to be with grading standards, NACTE may be required to modify the goals and/or the grading scheme for future offerings of the programme/award. Such modifications shall then be reviewed by relevant organs of NACTE.

In evaluating the quality of examinations and other means of assessment, the evaluation shall also need to make use of:

- (a) Moderators', invigilators', and markers' reports.
- (b) External examiners' reports in the case of autonomous institutions.
- (c) Reports of periodic reviews of award programmes.
- (d) Student academic complaints reports.
- (e) Other forms of external assessment including accreditation.
- (f) Reports of internal audits of technical institutions.

4.4.3 Recommendations for Improved Practices/Modifications of the Procedure(s)

Recommendations will depend on the outcome of the evaluation. Each recommendation shall be explicitly related to the shortcoming that it is supposed to address and the expected improvements that are to result.

In addition, the examinations evaluating body may suggest some of the following strategies for developing improved practices in assessment as may be relevant; that NACTE:

- (a) Distribute summaries of relevant research findings or evaluation results to item writers and test designers (setters/moderators);
- (b) Evaluate the occurrence in assessment instruments of reproductions of gender, socio-economic, ethnic or other cultural stereotypes;
- (c) Evaluate the consistency of the curriculum and the total set of assessment instruments by identifying the relative importance given by each to particular knowledge and skills;
- (d) Review the extent to which the set of assessment instruments in a subject are, to the full extent permitted by the curriculum;
- (e) Conduct ‘equity’ scanning of assessment instruments before use;
- (f) Promote research into the validity and fairness of assessment items for which NACTE is responsible;
- (g) Scrutinise assessment instruments to eliminate material that may prove an unnecessary and irrelevant distracter for some students;
- (h) Employ specialist editors to examine the language of assessment instruments in terms of possible barriers to equal opportunity for all students;
- (i) Involve students in critical examination of the quality of assessment instruments they have experienced;
- (j) Involve instructors in critical examination of the quality of assessment instruments their students experience;
- (k) Involve parents and the wider community in reviews of assessment practices;
- (l) Review marker recruitment, selection and training procedures;
- (m) Evaluate the weighting of assessment items and instruments in terms of analyses of differences in student performances;
- (n) Endeavour to improve assessment practices for which it bears responsibility:
 - (i) By regular review of the methods, materials and results of assessment;
 - (ii) By training item writers, test designers (setters/moderators) and markers directly employed by NACTE;
 - (iii) By promoting the adoption of assessment guidelines by instructors responsible for institution-based assessment contributing to results certified by NACTE.

The evaluation may however find the problem of assessment not to be that straightforward, and may need to go further in its task of giving recommendations by considering barriers to sound assessment.

4.5 Structure of the Evaluation

NACTE shall decide on the form of the examinations evaluating body and determine its composition.

4.5.1 Representation of Interests

Examinations evaluating body shall have one member from each of the NACTE four subject boards. NACTE shall consider appointing other members from any of the following stakeholders or role-players:

- (a) Departments in relevant ministries involved in examinations or the like
- (b) Autonomous technical institutions
- (c) Universities
- (d) Professional peers in the area
- (e) Industry and the private sector
- (f) Evaluation specialists

Note that the selection should consider gender representation

NACTE shall continually attempt to maintain balance within the membership of the body in terms of persons and to avoid dominance by any interest category. The membership of the examinations evaluating body shall equitably reflect the major interests and concerns of NACTE.

4.5.2 Tenure

The length of engagement shall be up to three years. NACTE may re-appoint the ex-members once based on administrative, logistical, convenience and other considerations including experience gained on the evaluation process from time to time.

4.5.3 Task Forces

NACTE shall establish task forces when deemed necessary, to assist in identifying problems and issues in support of the examinations evaluating body. With the scope of the examinations, zonal centres, technical levels, etc. members of the examinations evaluating body shall not suffice to carry out all the work and a Task Force(s) may be constituted. Tasks assigned to task forces shall be of the nature that will not compromise the ethics, standards, and confidentiality of the process as well as the smooth progression of the evaluation.

The Council shall appoint persons to a task force with the advice of the Examinations and Award Committee and others who possess an expertise or viewpoint relevant to the process.

The task force shall be discharged when assigned tasks have been completed.

4.5.4 Frequency of Evaluations

Evaluation of examinations shall be carried out in the second year from the year that examinations are first conducted or any time whenever the Council establish that there is a need to carry out the exercise. The first year shall be used as observatory, learning from the reports of examination setters, moderators, invigilators, markers and any other report that may be available. Reports on assessment and results shall also be used in planning for the evaluation in the next year. Evaluations shall continue to be carried out every other year until the time when NACTE is satisfied that the examination procedures have been more or less standardized. Thereafter, evaluations shall be carried out after every three years.

4.5.5 Reporting Procedure

The proceedings and findings of the evaluation shall be reported to the Council.

PART V

5.0 Procedures for Examinations Conducted by Autonomous Technical Institutions

5.1 Procedures for Appointing Persons handling examinations conducted by Autonomous Technical Institutions

5.1.1 Qualifications, criteria and Appointment Procedures of Persons handling examinations

5.1.2 The Role of Internal Examiners

The main role of the internal examiners in autonomous technical institutions shall be to ensure that institutional examination papers are produced together with suggested marking scheme. The examination papers to be set shall meet the following:

- (a) Be compatible with objectives of the module;
- (b) Questions are required to offer a good coverage of the curriculum;
- (c) Observe moderator's comments of the modules for the previous year(s);
- (d) Contain testing material that enables differential of students' qualities;
- (e) If there is a choice of questions, then such questions should be of even standard, well balanced and of comparable length;
- (f) Institutional examination papers are marked according to suggested marking scheme.

5.1.3 Duties of Internal Examiners

Internal Examiners shall:

- a) Set examination papers;
- b) Provide sample marking scheme; and
- c) Mark the examinations
- d) Write internal Examiner's Report (**NACTE FORM EXAM 30**)

5.1.4 Criteria for Appointing Internal Examiners

The following criteria shall apply with regard to the selection and appointment of internal examiners in autonomous technical institutions for the setting and marking of examination question papers:

- (a) An internal examiner shall possess qualifications for technical teachers which must include the modules concerned in technical institutions and academic qualifications of at least one level higher than the level under assessment.
- (b) An internal examiner should have experience as a setter, moderator and marker in the particular module or in a related area and at least two years' teaching experience within the last five years at the appropriate technical level.

5.1.5 Procedures for Appointing Internal Examiners

The autonomous technical institutions shall appoint internal examiners, from its academic staff members or any qualified local or foreign experts, on the basis of expert knowledge in the subject matter for examination or relevant experience in the pertinent practice area.

5.2 Procedures for Appointing External Examiners

5.2.1 Role of External Examiners

The principal role of External Examiners is to moderate examination papers, remark answer scripts, moderate examination results and assess the performance of the students by ensuring that:

- a) Assessment procedures have been fairly and properly implemented in the programmes for which they are appointed;
- b) Standards of awards are comparable with those set in the curriculum in particular and generally with those of institutions of similar academic level; and
- c) Moderation of the examination/evaluation paper is properly done in term of correctness, fairness of the questions set and language used.

5.2.2 Duties of External Examiners

External Examiners shall:

- (a) Advise on problem cases;
- (b) Moderate examination papers and marking schemes such that the standards of examination set are appropriate for the award or award element by referencing approved curriculum and relevant professional and statutory body requirements.

- (c) Verify assessment processes are fair and are fairly applied in line with regulations of the Autonomous Institution.
- (d) Comment and give advice on module learning outcomes, balance and structure, and on awards schemes and their assessment processes;
- (e) Take an independent and critical view of the programmes for which they are responsible.
- (f) Assess the overall performance of the students and carrying out statistical analysis on the results.
- (g) Confirm whether assessed students have fulfilled the objectives of the programme and reached the required standards.
- (h) Provide advice on curriculum (based on the examination observations).
- (i) Submit report to the institutional Head of Academics and on request presenting it to the respective academic Department.

5.2.3 Qualifications of External Examiners

External Examiners should have: -

- a) Qualifications for technical teachers or equivalent (as set by the NACTE) with academic qualifications of at least one level higher than the level under assessment with minimum of undergraduate Degree, in the relevant field of study
- b) Experience of assessing students at the relevant level, either as an Internal or External Examiner or Practical Training supervisor or research work experience.
- c) Not been employed by the respective Autonomous Technical Institutions for the past three (3) years.

5.2.4 Criteria for Appointing External Examiners

- a) External Examiners for programmes of study are persons of seniority and experience in the profession. They are normally members of staff of other Technical Institutions, although Examiners from outside the Technical Institutional system may be appropriate where particular professional expertise is required;

- b) It is not appropriate for reciprocal arrangements for external examination to be made between autonomous technical institution and another Technical Institution;
- c) No External Examiner shall normally hold more than two other external examiner-ships simultaneously at an award level;
- d) Former members of staff may not be invited to become External Examiners before a lapse of sufficient time for all the students taught by that member of staff to have passed through the system.
- e) It is not normally appropriate for two or more External Examiners for the same programme or set of programmes to be drawn from the same Technical Institution or other organization;
- f) If an External Examiner moves from one Technical Institution or organisation to another during the tenure of his/her appointment, then the Department concerned should notify the Institution Registrar. If however the External Examiner moves to the Technical Institution then his/her appointment will automatically be terminated and a new Examiner must be appointed in the usual way.

5.2.5 Length of Appointment of External Examiners

The duration of appointment of external examiners is three (3) years consecutively, with the possibility of being reappointed for one more term, after which he/she cannot be reappointed until a period equal to the last term of office has elapsed.

5.2.6 Procedures for Appointing External Examiners

- a) The Head of Programme or Department shall solicit the names and curriculum vitae (CV) of potential persons having qualifications of External Examiners and recommend to the Programme or Departmental Board of Examiners
- b) The Board of Examiners for the appropriate programme would verify qualifications of the proposed external examiners and approve/reject prior to transmission to the Governing Board for approval.
- c) The Governing Board shall approve names for External Examiners and shall recommend and submit names of the approved external examiners together with their CVs to NACTE for authorization.

- d) The NACTE shall notify autonomous technical institutions the approved external examiners in writing. The autonomous technical institutions shall notify external examiners (**NACTE FORM EXAM 36**) of their appointment at least six months prior to the examination or evaluation date.
- e) Approved External examiners shall be appointed on three (3) years basis by autonomous technical institutions for each specific examination/evaluation.
- f) The appointed external examiners shall sign an undertaking that they will comply with the examination requirements and time frames (**NACTE FORM EXAM 36**)
- g) Autonomous technical institutions shall cover payments of external examiners for attending their respective examinations.

5.2.7 Powers of the External Examiner

An External Examiner shall have the following powers: -

- (a) Reframe examination question(s) and/or marking scheme should there be justifiable and verifiable academic reasons.
- (b) Propose adjustment of marks or decisions for individuals or students collectively on the basis of assessed work for justifiable and verifiable academic reasons.
- (c) On request, obtain reasonable access to the parts constituting continuous assessment of programme or module assessed.

5.2.8 External Examiner's Report

After evaluating examination, an External Examiner must write a report which will be submitted to the Head of the Programme and copied to the Deputy Head of the Technical Institution responsible for academics, the report must include a brief account on validity and quality of the examination, general performance and suggestions to improve the performance of the programme or module concerned as indicated in the forms NACTE FORM EXAM 37 and NACTE FORM EXAM 38.

5.2.9 Cessation of Appointment

An External Examiner's appointment ceases at the end of his/her appointment term of office. In certain circumstances it may be necessary for the appointment to cease prematurely due to:

- (a) Resignation of External Examiner.
- (b) Non-fulfillment of duties as stipulated in the contract.
- (c) Professional misconduct, which shall be reported to his/her employer.

6.0. Procedures for Setting and Moderating Examinations Conducted by Autonomous technical institutions

6.1 Introduction

Autonomous technical institutions accredited by NACTE, shall set and administer their own examinations. However, final examinations results shall be approved by NACTE. The following sub-section outlines Procedures to be followed when Autonomous Institutions set and administer their examinations.

The Chief Executive and Deputy Rector or Vice Principal or Director responsible for Academics in individual institution, as an authority competent and responsible for the academic issues at an institution, shall be responsible to the NACTE for the process and conduct of the examinations.

6.2 Guidelines for Setting Examinations Conducted by Autonomous Institutions

Procedures for setting examinations conducted by autonomous institutions shall therefore, adhere to the following steps:

- (a) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall compile a schedule of examination papers to be set.
- (b) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall compile a list of the Principal Internal Examiners (**PIE**) who may be the module instructor/lecturer against each module whose examination is to be set. In most cases the instructor/lecturer suffices to be the PIE of the module. For cases where modules have more than one instructor, it is the duty of the Director of Studies to designate one PIE for the module (s).
- (c) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall set a timetable for the deadline for submitting of proposed examination papers from prospective examination setters.

- (d) The Deputy Rector or Vice Principal or Director responsible for Academics shall set a timetable for moderating the examination scripts.
- (e) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall facilitate the setting of examinations. The main role of the examination setter is to make sure the examination paper is set together with suggested marking scheme. The examination paper to be set should meet the following criteria:
 - (i) Be compatible with the learning outcomes of a particular module;
 - (ii) Questions to offer a good coverage of the curriculum;
 - (iii) Observe external examiner's comments of the module for the previous year(s);
 - (iv) Contain testing material that enables differentiation of students' qualities; and
 - (v) If there is a choice of questions, then such questions should be of even standard, well balanced and of comparable length.

For multiple author examinations, the PIE in that module is responsible for ensuring that the examination is produced.

- (f) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar shall cause briefing of all Examination Setters, either each setter individually or in a group session on their role.
- (g) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar shall facilitate an orientation to such relevant materials as deemed necessary for the entire examination process.
- (h) The institution shall employ all means within its jurisdiction to ensure that the proposed examination questions with suggested marking schemes are not communicated to anyone.
- (i) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall ensure that the examination setter set the proposed examination and conduct all necessary amendments as required before the examination is considered complete.

- (j) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar who will act in consultation with Heads of Departments shall cause the examination setter to write a report on the examination set as per specified format. The report shall include a minimum of the following:
 - (i) Coverage of the examination compared to the curriculum; and
 - (ii) The validity and reliability of the examination.

- (k) The Deputy Rector or Vice Principal or Director responsible for Academics through the Registrar shall ensure that the examination report truly represents the work done. This may be facilitated by the use of an external examiner.

7.0 Criteria and Procedures for Approving Examinations Set and Administered by the Autonomous Technical Institutions

7.1 Criteria for Approving Examinations

- (a) The examinations set and administered by Autonomous Technical Institutions should:
 - (i) Be compatible with learning outcomes for the modules;
 - (ii) Have questions that offer a good coverage of the module/curriculum;
 - (iii) Incorporate moderator's comments of the modules for the previous year(s);
 - (iv) Contain testing material that enables differential of students' qualities;
 - (v) Have questions that are of even standard, well balanced and of comparable length if there is a choice of such questions.
- (b) Institutional examination papers are marked according to suggested marking scheme.
- (c) External examiners appointed by the Autonomous Technical Institution and approved by NACTE must moderate all examinations.
- (d) The examinations shall reflect that:
 - (i) Examining and other assessment procedures have been fairly and properly implemented in the programmes;
 - (ii) Standards of awards are comparable with those set in the curriculum in particular and generally with those of institutions of similar academic level and;
 - (iii) External examiners have moderated the examination papers in term of correctness, fairness of the questions set and language used.
- (e) In Autonomous Technical Institutions no awards or other qualifications is awarded without External Examiner contributing to the assessment.
- (f) External examiners are responsible to an Autonomous Technical Institution and not to a particular Department.
- (g) Certificate, diploma and degree programmes students have to sit and pass all modules to get an Award;

- (h) Passing a programme shall mean a C or higher grade in all examination modules and thus leading to evaluation for the NTA levels 4 - 8 in respective field of study;
- (i) Passing a programme shall mean a B or higher grade in all examination modules and thus leading to evaluation for the NTA levels 9 - 10 in respective field of study;

7.2 Procedures for Approving Examinations

Autonomous Technical Institution's Academic Board shall be responsible to the Examinations and Awards Committee of NACTE for the conduct of the examinations in accordance with the regulations set by NACTE. Autonomous Technical Institutions shall use the following boards and systems to ensure that academic standards are maintained.

7.2.1 Departmental Examiners Board

The following members shall constitute Departmental Examiners Board:

- (a) Head of Department/Programme – Chairperson
- (b) Internal Examiners
- (c) External Examiners – Co opted
- (d) Students' representatives

7.2.2 Responsibilities of the Departmental Examiners Board are:

- (a) To review the setting of examinations in relationship with the curriculum;
- (b) To review the marking and the performance of students;
- (c) To report findings and recommendation for improvements to the Departmental Examinations Board;
- (d) To compile results of all students in the Department; and
- (e) To meet at least once per semester to deliberate items (a) to (d) above.

7.2.3 Departmental Academic Board

The following members shall constitute Departmental Academic Board:

- (a) Head of Department – Chairperson
- (b) Academic Members of the Department
- (c) An appointee of Chief Academic Officer from the technical Institution - co-opted when need arise

(d)

7.2.4 Responsibilities of the Departmental Academic Board are:

- (a) To review external examiners reports
- (b) To discuss general performance of students;
- (c) To discuss report of invigilation, moderation and all matters related to the examinations; and
- (d) To submit/recommend performance of students (*items (a) – (c) above*) to the Autonomous Technical Institute’s Examinations Board
- (e) To meet at least once per semester to deliberate items (a) to (d) above.

7.3 Autonomous Technical Institution’s Examiner’s Board

- (a) The following members shall compose autonomous technical institution’s examinations board:
 - (i) Deputy Rector or Vice Principal or Director (Academics) –
Chairperson
 - (ii) Registrar – Deputy Chairperson
 - (iii) Examinations Officer – Secretary
 - (iv) Heads of Academic Departments
 - (v) An appointees of Deputy Rector or Vice Principal or Director (Academics) – co-opted when need arises
- (b) Responsibilities of the Autonomous Technical Institution’s Examinations Board are:
 - (i) To review external examiners reports at all departments/programmes
 - (ii) To review performance of all students
 - (iii) To recommend performance of student to the Institutional Academic Board
 - (iv) To discuss and recommend academic policies to the Institutional Academic Board.

7.4 Autonomous Technical Institution’s Academic Board

- (a) The following members shall compose autonomous technical institution's Academic Board:
- (i) Rector/Principal – Chairperson
 - (ii) Deputy Rector or Vice Principal or Director (Academics) – Deputy Chairperson
 - (iii) Registrar – Secretary
 - (iv) Examinations Officer
 - (v) Heads of Departments
 - (vi) Two Student representatives appointed by Students Organisation
 - (vii) An appointees of Rector/Principal – co-opted when need arises
- (b) Responsibilities of the Autonomous Technical Institution's Academic Board are:
- (i) To review external examiners reports at all departments/programmes
 - (ii) To review performance of all students
 - (iii) To recommend performance of student to the Governing Board
 - (iv) To discuss and recommend academic policies to the Governing for approval.

7.5 Appeals Committee

- (a) The following members shall compose appeals committee:
- (i) Registrar – Chairperson
 - (ii) Examinations Officer – Secretary
 - (iii) Assistant Heads of Departments responsible for Academics where appellant students originate
 - (iv) Institution legal counsel where exists
 - (v) Two students representatives appointed by Students Organisation
 - (vi) Dean of students
- (b) Responsibilities of the autonomous technical institute's appeals committee are: to receive appeals, investigate, discuss and make recommendations to the Institutional Examiner's Board.

7.6 Governing Board

- (a) Responsibilities of the Governing Board are:

- (i) To ensure examinations are conducted in accordance with the NACTE-Examinations' Policy and Regulations;
- (ii) To recommend names of the proposed External Examiners to the Council for approval;
- (iii) To discuss all matters related to conduct and administration of examinations for Autonomous Technical Institutions;
- (iv) To receive and deliberate reports and recommendations of Autonomous Technical Institution's Academic Board.

(b) Procedures for Approving Examinations and Awards

Technical institutions are fully autonomous and operating under NACTE and examinations set and administered are dealt with as follows:

- (i) Autonomous Technical Institutions shall set and mark their own examinations;
- (ii) External examiners appointed by the Autonomous Technical Institutions and approved by NACTE shall moderate all examinations set and marked scripts by Autonomous Technical Institutions;
- (iii) External examiners appointed by the Autonomous Technical Institutions and approved by NACTE shall evaluate the results;
- (iv) External examiners shall write a report (NACTE FORM EXAM 37) to the Head of Department;
- (v) Departmental Examiners Board in Autonomous Technical Institutions shall scrutinize the results for awards and submit the results and recommendations to the Autonomous Technical Institute's Examinations Board in the same institution;
- (vi) The Departmental Examiners Board shall have the power to summon any internal examiner to give information relating to his/her examination paper(s);
- (vii) Departmental Examiners Board in an Autonomous Technical Institution shall submit results and reports to Departmental Examinations Board for scrutiny; Departmental Examinations Board shall submit the same after scrutiny to Autonomous Technical Institute's Examinations/Academic Board in the same institution for scrutiny, which then the later submit for approval to the Governing Board of the same institution;

- (viii) The Governing Board of the Autonomous Technical Institution shall submit approved results of each award level to NACTE for validation;
- (ix) NACTE shall approve awards to candidates who successfully complete and pass all the examinations conducted by Autonomous Technical Institutions
- (x) Autonomous Technical Institutions shall confer awards to NACTE approved candidates who successfully completed and passed all the examinations.

8.0. Procedures for Marking and Moderation of Examinations conducted by autonomous technical institutions

The following procedures are intended to guide the process of marking and Moderating examinations conducted by autonomous technical institutions.

8.1 Procedures for Marking of Examinations

8.1.1 Marking Guidelines

- (a) The markers shall countercheck and convince themselves that the marking scheme are correct.
- (b) Within a question, marks shall be allocated according to the mark distribution indicated on the question paper and the marking criteria as agreed with the external examiner.
- (c) The marker shall use a pen (not a pencil), which writes in *red ink*. The checker shall use a pen that writes in *green ink*. Students shall be expected to use either black or blue pen in writing their examinations, and pencils for sketches and drawings.
- (d) Unless annotation within the text of an answer is unavoidable, the marker shall write only within the margins of the answer sheet.
- (e) Marks for individual parts of the question shall be written in the outer margin. The total mark for the question, shall be ringed for ease of identification, and written in the outer margin at the end of the answer. The total mark shall be copied into the mark table on the front of the answer book and into the module mark sheet.
- (f) Fraction marks may be allocated to component parts of questions. To facilitate checking, marks must not be indicated by '+/-' symbols, or any other cryptic notation, unless it is part of the instructions for example in multiple choice examinations.
- (g) Each page that has been considered by the marker (including all rough work) must have some indication to this effect. If a page attracts no mark or comment, the marker shall put a line down the outer margin to indicate that the page has been seen.

- (h) For the benefit of external examiners and checkers, in cases where the rationale for allocation of an individual mark may not be self-evident, the marker shall provide an explanatory note in the outer margin.
- (i) All answers submitted by a candidate must be marked. If the candidate has answered more questions than indicated by the examination rubric, the marks from one or more questions must be disregarded in order to obtain the appropriate number of question marks. (The lowest-mark question or questions shall be disregarded, unless this results in a conflict with the rubric.)
- (j) For each examination script, the checker must ensure that all pages have been marked, that all additions are correct, that the candidate's marks have been appropriately allocated in the light of the examination rubric, and that all totals have been correctly transferred to the cover of the examination book and to the module mark sheet.
- (k) Each page that has been considered by the checker (including all rough work and the front cover) must have some clear indication (in green ink) to this effect, preferably a tick in the top corner.

8.1.2 Compilation of Examination Marks

- (a) Departmental examinations officers shall be responsible for the compilation of marks from continuous assessment (NACTE FORM EXAM 02) and examination results (NACTE FORM EXAM 03).
- (b) The spreadsheet shall be printed off (by programme and year of study), checked, and signed. The marked scripts, the spreadsheet file, the signed sheets NACTE FORM EXAM 24, NACTE FORM EXAM 25, any spare examination papers, the updated marking scheme, and recommended supplementary requirements for failed students should be given to the examinations officers.
- (c) The checks to be carried out by the examinations officers and by an External Examiner shall ensure the following:
 - (i) That everything in the script has been marked;
 - (ii) The marks for each question have been added up correctly;
 - (iii) The marks for each question have been correctly transcribed onto the front of the script;

- (iv) The lowest mark has been crossed through where appropriate;
- (v) The total for the script is correct; and
- (vi) The total for the scripts agrees with the signed printed spreadsheet for the programme.

8.1.3 The Markers, Moderators and Mark Checkers

- (a) Markers for examinations offered by autonomous institutions shall normally be the same instructors who offered the modules.
- (b) For quality assurance purposes, appointed moderators shall check at least 50% of all papers being marked, and intervene if they believe that a marker is not marking according to the marking criteria.

8.1.4 Marked Scripts storage

Marked scripts shall be stored in a central place within the institution for a period of two years before disposal with the approval of the Governing Board.

8.2 Moderation of Examinations

- (a) Examinations officers shall send to external examiners (moderators) proposed examination papers, assessment plan, marking scheme and curriculum for each module.
- (b) External examiners (moderators) shall review critically and recommend modifications to the questions, and the marking scheme.
- (c) Departmental examinations officers shall ensure that comments and recommendations by external examiners are incorporated in the final printed examinations.
- (d) External examiners shall check, discuss with internal examiners and adjust as and when necessary the scores for each question and ensure that marking is correct and fair.
- (e) All mark sheets and continuous assessment results shall be made available during the Departmental Examiners Board meeting to discuss results, preferably in the presence of external examiners.
- (f) Both internal and external examiners shall prepare reports based on a standard format, and comment on the question paper, individual questions, and candidates' performance and recommend improvement required for future examinations.

9.0 Procedures for Publishing Examination Results for Examinations Conducted by Autonomous Technical Institutions

The procedures for publishing examination results shall be used to maintain proper documentation and record of students' achievement.

9.1 Right and Discretion of Autonomous Technical Institutions

- (a) Issue of results and awards shall be entirely within the discretion of the respective Autonomous Technical Institutions without violating NACTEs provisions.
- (b) Autonomous Technical Institutions may withhold or cancel the results of a candidate if it considers that such candidate has been involved in irregularities before, during or after the examination.
- (c) Autonomous Technical Institutions shall reserve the right to reduce the classification of, withhold or cancel an award of any candidate, in proved cases of substantial and significant copying, plagiarism or other fraud, or to revoke, any certificate it has already awarded, and to require the awarded certificate to be returned.

9.2 Disclosure of Marks and Results

- (a) Marks for continuous assessment shall be made available by the relevant academic programme to students, after they have been agreed by the internal markers involved. Where such marks shall form part of the assessment towards a final award or classification, disclosure shall be on the basis that they are only indicative, and have no formal standing until moderated by the external examiner(s) and confirmed by the Board of Examiners appointed for that purpose.
- (b) Only grades for examinations and other summative assessments shall be made available to students as follows:
 - (i) For examinations and other summative assessments undertaken towards the end of a semester: once marks have been agreed by the internal markers concerned;
 - (ii) For examinations and other summative assessments undertaken towards the end of an academic year (or year equivalent): once the Governing

Board of Autonomous Technical Institution has confirmed the end-of-year result.

- (c) Approved results shall show grades obtained in each programme of the semester, the semester GPA and cumulative GPA of each student. They should also indicate passes and any tentative disposal (discontinuation, withheld results, probation) for students failing to achieve required standards as determined by the Autonomous Technical Institution's Governing Board.

9.3 Informing Students of Examination Results

- (a) Students shall be informed where and how to get examination results. Where resources allow, arrangements shall be made by departments to either use ICT platform or send examination results to any students who have provided contact addresses for the purpose.
- (b) An Autonomous Technical Institution shall not, except in its absolute discretion, communicate with candidates' parents, or any other person claiming to act on behalf, on matters related to examination results.

9.4 Award of Certificates and Transcripts

- (a) Any certificate awarded by an Autonomous Technical Institution shall remain the property of the institution and any alteration without the authority of the institution shall constitute a criminal offence.
- (b) The Autonomous Technical Institution may issue a copy of the certificate in case of loss of the original certificate if the candidate produces a sworn affidavit and evidence of public announcement about the loss.
- (c) The Certificate so issued shall be marked "DUPLICATE", and will be issued not earlier than twelve months from the date of loss. A nominal fee to be established by the Autonomous Technical Institution shall be charged for the copy of the certificate issued.
- (d) Autonomous Technical Institutions shall issue official transcripts of examination results of individual candidates upon a written request by the candidate bearing the candidate's full name, year of examination and candidate's examination number.

- (e) The transcript shall be issued to students once, and for any further requests fee to be established by the Autonomous Technical Institution shall be charged.
- (f) Transcripts shall be published only after results have been formally approved by NACTE. The transcripts should bear the name of the institution offering it, and all examinable modules and the results (grades) obtained shall be clearly shown. The grading system adopted shall be indicated behind the transcript.
- (g) The transcript shall be considered credible only if it bears the official seal of the issuing institution and photograph of the candidate.

9.5 Amendment of Results

- (a) Decisions by the Autonomous Technical Institution's Governing Board, once certified in writing, shall be considered final except under the following circumstances:
 - (i) If information relevant to that decision, but unavailable at the time the decision was made, comes to light or if any error having a material bearing on that decision or an error in the written certification of that decision has been made.
 - (ii) Where an error is discovered in the assessment or marking of any examination or any component of an examination or in the calculation, recording or notification of the result of any examination or any component thereof or in the classification of any award or in any process connected with any of these matters, the institution shall forthwith correct that error and amend its records to show the correct result or classification and that whether or not the result or classification has been published or otherwise notified to the candidate. Such amendment shall be submitted to the Governing Board for approval.
- (b) Subject to the approval of the Governing Board the Autonomous Technical Institution shall notify the candidate of the corrected result or classification as soon as practicable and shall also correct any reference or statement which may have been provided by the Autonomous Technical Institution whether to the candidate or to a third party.

- (c) Having been notified of the corrected result or classification the candidate shall return to the Autonomous Technical Institution any documentation which may have been issued to the candidate notifying the original result or classification which has been corrected.
- (d) The candidate shall have no claim against the Autonomous Technical Institution for any loss or damage, which may have been incurred by the candidate as a result of any error that may have been made.

9.6 The Right of Candidates to Appeal

- (a) Each candidate shall have a right to appeal against the published results. The appeals shall be lodged within seven (7) working days from the date of releasing of the provisional results.
- (b) The Autonomous Technical Institutions shall establish, inform and charge a fee to a candidate who will request in writing to have his/her work reviewed, rechecked or remarked after examination results have been released.

9.7 The Timing and Means of Release

- (a) Autonomous Technical Institutions shall publish examination results immediately after been approved by relevant committees/boards. The results may be posted on departmental boards and/or ICT platforms and shall bear a certification by the Registrar.
- (b) Written examination scripts and examinations recorded in other forms, like oral examination, shall be preserved for at least two years after publication of the results.
- (c) The Autonomous Technical Institution may use its own website and tools such as the electronic blackboard software to give notices on matters relating to examination results.
- (d) An Autonomous Technical Institution may release examination results by publishing in its official website under conditions that only examination numbers shall be used and access must be through an official password. Under no circumstances should names or any other identification known to a third party be used for releasing the results to the general public.

9.8 Nullification of Results

- (a) The Autonomous Technical Institution Governing Board shall nullify the results of any candidate if it is determined that:
 - (i) unfair means, like cheating and other irregularities, have been used in the examination,
 - (ii) ineligible candidate sat for the examination
- (b) The Autonomous Technical Institution shall inform and submit details and relevant evidence to NACTE for such nullification.

List of Recommended Tools/Forms