

FACULTY/CENTRE:
ACADEMIC SESSION (Month-Year):
PROGRAMME NAME:
COURSE TITLE:
COURSE CODE:
EXAMINER:

Faculty of Computer Science & Technology

Legend:

	Manual input
	Automated output

No	Assessment Type	Weightage (%)	Remarks
1	CW1		
2	CW2		
3	CW3		
4	CW4		
5	CW5		
6	CW6		
7	Final Examination Set A Main		
8	Final Examination Set B Referral		
Total		0	

Example assessment types are phase test, quiz, presentation, assignment, laboratory, report, logbook, meeting minutes, peer assessment, final examination, project and so on. Leave empty if no assessment.

Course Learning Outcomes (CLO):
At the end of this course, students will be able to:

CLO1:
CLO2:
CLO3:
CLO4:
CLO5:
CLO6:

Topics/Content Area:

No.	Topics / Content Area	Course Learning Outcome
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Course Leader Name: Signature: Date:	Internal Moderator Name: Signature: Date:
Verified by: (Programme Coordinator) Name: Signature: Date:	Approved by: (Dean of Faculty/Head of Centre) Name: Signature: Date:

FACULTY/CENTRE:

ACADEMIC SESSION (Month-Year):

PROGRAMME NAME:

COURSE TITLE:

COURSE CODE:

ASSESSMENT TYPE:

EXAMINER:

Faculty of Computer Science & Technology

-

-

-

-

CW6

-

COURSE LEARNING OUTCOMES:

CLO1:

CLO2:

CLO3:

CLO4:

CLO5:

CLO6:

-

-

-

-

-

-

TABLE OF SPECIFICATION FOR QUESTIONS ALLOCATION

No.	Topics / Content Area	Course Learning Outcome	Taxonomy																Assessment Mark	% Weightage
			C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	A1	A2	A3	A4	A5		
1																			0	-
2																			0	-
3																			0	-
4																			0	-
5																			0	-
6																			0	-
7																			0	-
8																			0	-
9																			0	-
10																			0	-
11																			0	-
12																			0	-
13																			0	-
14																			0	-
Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0

Taxonomy Use:
Bloom's Taxonomy, Cognitive: C1 = Knowledge ; C2 = Comprehension ; C3 = Application ; C4 = Analysis ; C5 = Synthesis ; C6 = Evaluation
Dave's Taxonomy, Psychomotor: P1 = Imitation ; P2 = Manipulation ; P3 = Precision ; P4 = Articulation ; P5 = Naturalisation
Bloom's Taxonomy, Affective: A1 = Receive ; A2 = Respond ; A3 = Value ; A4 = Organise or conceptualise values ; A5 = Internalise or characterise values

Course Leader Name: Signature: Date:	Internal Moderator Name: Signature: Date:
Verified by: (Programme Coordinator) Name: Signature: Date:	Approved by: (Dean of Faculty/Head of Centre) Name: Signature: Date:

INTERNAL MODERATION FORM

FACULTY/CENTRE:

ACADEMIC SESSION (Month-Year):

PROGRAMME NAME:

COURSE TITLE:

COURSE CODE:

ASSESSMENT TYPE:

EXAMINER:

Faculty of Computer Science & Technology

-

-

-

-

CW6

-

	Course Learning Outcome	Taxonomy																Remark
		C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	A1	A2	A3	A4	A5	
CLO1:	-																	
CLO2:	-																	
CLO3:	-																	
CLO4:	-																	
CLO5:	-																	
CLO6:	-																	

Questions	Match with course outcome	Moderator comments and suggestions	Examiner's response and action taken
Question 1	Yes/No		
Question 2	Yes/No		
Question 3	Yes/No		
Question 4	Yes/No		

General comments:

Course Leader Name: Signature: Date:	Internal Moderator Name: Signature: Date:
Verified by: (Programme Coordinator) Name: Signature: Date:	Approved by: (Dean of Faculty/Head of Centre) Name: Signature: Date:

FCST TABLE OF SPECIFICATION AND COURSE MODERATION FORM

FACULTY/CENTRE:	Faculty of Computer Science & Technology
ACADEMIC SESSION (Month-Year):	-
PROGRAMME NAME:	-
COURSE TITLE:	-
COURSE CODE:	-
ASSESSMENT TYPE:	Final Examination Set A Main
EXAMINER:	

COURSE LEARNING OUTCOMES:

CLO1:
CLO2:
CLO3:
CLO4:
CLO5:
CLO6:

TABLE OF SPECIFICATION FOR QUESTIONS ALLOCATION

[illegible]

Taxonomy Use:

Bloom's Taxonomy, Cognitive: C1 = Knowledge ; C2 = Comprehension ; C3 = Application ; C4 = Analysis ; C5 = Synthesis ; C6 = Evaluation

Course Leader		Internal Moderator	
Name:		Name:	
Signature:	Date:	Signature:	Date:
Verified by: (Programme Coordinator)		Approved by: (Dean of Faculty/Head of Centre)	
Name:		Name:	
Signature:	Date:	Signature:	Date:

INTERNAL MODERATION FORM

FACULTY/CENTRE:	Faculty of Computer Science & Technology
ACADEMIC SESSION (Month-Year):	-
PROGRAMME NAME:	-
COURSE TITLE:	-
COURSE CODE:	-
ASSESSMENT TYPE:	Final Examination Set A Main
EXAMINER:	-

	Course Learning Outcome	Taxonomy						Remark
		C1	C2	C3	C4	C5	C6	
CLO1:	-							
CLO2:	-							
CLO3:	-							
CLO4:	-							
CLO5:	-							
CLO6:	-							

Questions	Match with course outcome	Moderator comments and suggestions	Examiner's response and action taken
Question 1	Yes/No		
Question 2	Yes/No		
Question 3	Yes/No		
Question 4	Yes/No		

General comments:

Course Leader Name: _____ Signature: _____ Date: _____		Internal Moderator Name: _____ Signature: _____ Date: _____	
Verified by: (Programme Coordinator) Name: _____ Signature: _____ Date: _____		Approved by: (Dean of Faculty/Head of Centre) Name: _____ Signature: _____ Date: _____	

QUALITY FORMS FCST TABLE OF SPECIFICATION AND COURSE MODERATION FORM	Document No	QF 9.1B.1
	Revision No	0
	Effective Date	01.10.2026
	Page No	Page 10 of 10

BLOOM'S TAXONOMY FOR ASSESSING COGNITIVE LEARNING OUTCOMES

Level	Category	Behaviour descriptors	Examples of assessment activities / activities to be trained	Keywords used (verbs which describe the activity to be trained or measured at each level)
C1	Knowledge	Recall or recognize information	Multiple-choice test; recount facts or statistics; recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state
C2	Comprehension	Understand meaning; restate data in one's own words; interpret, extrapolate, translate	Explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference, example
C3	Application	Use or apply knowledge; put theory into practice, use knowledge in response to real circumstances	A theory into practical effect; demonstrate, solve a problem, manage an activity	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
C4	Analysis	Interpret elements, organizational principles, structure, construction, internal relationships, quality, reliability or individual components	Identify constituent parts and functions of a process or concept, or de-construct a methodology or process, make qualitative assessment of elements, relationships, values and effects; measure requirements or needs	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
C5	Synthesis (Create/build)	Develop new unique structures, systems, models, approaches, ideas, creative thinking, operations	Develop plans or procedures, solutions, integrate methods, resources, ideas; parts; create teams or new approaches, write protocols or contingencies.	develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
C6	Evaluation	Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review judgment of relating to external criteria.	Review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform SWOT analysis in relation to alternatives; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications	review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

DAVE'S TAXONOMY FOR ASSESSING PSYCHOMOTOR LEARNING OUTCOMES

Level	Category	Behaviour descriptors	Examples of assessment activities / activities to be trained	Keywords used (verbs which describe the activity to be trained or measured at each level)
P1	Imitation	Copy action of another; observe and replicate	Watch teacher or trainer and repeat action, process or activity	copy, follow, replicate, repeat, adhere
P2	Manipulation	Reproduce activity from instruction or memory	Carry out task from written or verbal instruction	re-create, build, perform, execute, implement
P3	Precision	Execute skill reliably, independent of help	Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	demonstrate, complete, show, perfect, calibrate, control
P4	Articulation	Adapt and integrate expertise to satisfy a non-standard objective	Relate and combine associated activities to develop methods to meet varying, novel requirements	construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
P5	Naturalisation	Automated, unconscious mastery of activity and related skills at strategic level	Define aim, approach and strategy for use of activities to meet strategic need	design, specify, manage, invent, project-manage

BLOOM'S TAXONOMY FOR ASSESSING AFFECTIVE LEARNING OUTCOMES

Level	Category	Behaviour descriptors	Examples of assessment activities / activities to be trained	Keywords used (verbs which describe the activity to be trained or measured at each level)
A1	Receive	Open to experience, willing to hear	Listen to teacher or trainer, take interest in session or learning experience; take notes, turn up, make time for learning experience, participate passively	ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
A2	Respond	React and participate actively	Participate actively in group discussion, active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation	react, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
A3	Value	Attach values and express personal opinions	Decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	argue, challenge, debate, refute, confront, justify, persuade, criticise
A4	Organise or Conceptualize values	Reconcile internal conflicts; develop value system	Qualify and quantify personal views, state personal position and reasons, state beliefs	build, develop, formulate, defend, modify, relate, prioritise, reconcile, contrast, arrange, compare
A5	Internalise or characterise values	Adopt belief system and philosophy	Self-reliant; behave consistently with personal value set	act, display, influence, solve, practice