POLICY: ASSESSMENT

Document number	**9P/9.1.1.2**
Custodian	**Registrar**
Responsible Division	
Status	**Approved**
Approved by	**Senate**
Date of approval	**22 October 2007**
Amendments	
Dates of amendments	
Review date	**2013**
Related documents	

UJ documents (e.g. Policies, Regulations, Guidelines, Contracts)	Other (e.g. Legislation, DoE and HEQC directives and guidelines)
• **UJ Vision, Mission and Values;** • **Policy on Academic Certification;** • **Policy on Academic Programme;** • **Academic Regulations;** • **Policy on Language;** • **Policy on Development and Evaluation of Learning Material;** • **Policy on Higher Degrees and Postgraduate Studies;** • **Position Paper on Experiential Learning;** • **Policy on People with Disabilities;**	• **Higher Education Act (Act 101 of 1997);** • **South African Qualifications Authority (SAQA) Act (Act 58 of 1995);** • **Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications: SAQA, October 2001;** • **Guidelines for integrated assessment: SAQA, September**

• **Policy on Recognition of Prior Learning;** • **Policy on Staff Development;** • **Policy on Teaching and Learning;** • **UJ Code of Academic and Research Ethics;** • **UJ Enrolment Management Plan;** • **UJ Programme Review Manual;** • **UJ Programme Qualification Mix;** • **UJ Guidelines for the Approval, Accreditation, Registration, Recording and Termination of Subsidised and Non-subsidised Programmes;** • **DALRO Principles.**	**2005.** • **Ministry of Education: National Plan for Higher Education in South Africa: February 2001;** • **Higher Education Qualification Framework (HEQF): Government Gazette Vol. 481, July 2005;** • **Ministry of Education: Higher Education Qualification Framework: October 2007;** • **CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Audits: November, 2004;** • **CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004;** • **Criteria for programme accreditation; The programme criteria (HEQC, 2004);** • **Criteria for institutional audits: Criterion 11 (HEQC, 2004).**
Stakeholders affected by this document (units and divisions who should be familiar with it).	• **Executive Deans;** • **Heads: Academic Departments;** • **Lecturers (Part-time and Full-time);** • **Executive Directors/Directors: Academic Support Units.** • **Heads: Academic Support Units;**
Website address of this document:	

CONTENT

ASSESSMENT POLICY

1. PREAMBLE

The University of Johannesburg acknowledges that assessment constitutes a key element in its commitment to offering academic programmes that have international recognition as well as national legitimacy, credibility and well-understood academic, professional and career-orientated outcomes.

Assessment and assessment practices are regulated in accordance with the requirements of the National Qualifications Framework (NQF) for registered standards and qualifications as stipulated in the *Criteria and Guidelines for Assessment of NQF-Registered Unit standards and Qualifications* (South African Qualifications Authority (SAQA), October 2001). In addition to the accreditation of bodies responsible for establishing standards and qualifications, SAQA also accredits bodies responsible for the monitoring and auditing of the quality of the teaching, learning and assessment systems, processes and procedures that make provision for the achievement of required standards.

The Assessment Policy is one of the principal means by which the University ensures that the quality and standard of learning outcomes of subsidised and non-subsidised programmes are assured, and apply across all faculties, departments and campuses. The acceptance of an integrated approach to teaching, learning and assessment, as well as an outcomes-based and programme-based approach to education serves as a point of departure for this policy.

The principles, definitions and interpretations in this document are based on conceptual frameworks developed by South African legally constituted bodies, namely, the previously mentioned NQF and SAQA and the Council for Higher Education (CHE), including the Higher Education Quality Committee (HEQC) and the Department of Education (DoE).

2. PURPOSE

The purpose of this policy is to:

2.1 establish a clear framework of regulations, guidelines and procedures for integrated, coherent, constructive assessment strategies that effectively support the achievement of intended learning outcomes in all academic programmes in the University;

2.2 ensure the alignment of assessment practices for subsidised and non-subsidised academic programmes across all faculties, campuses and departments in accordance with national policy and the requirements of professional bodies;

2.3 provide benchmarks that inform the alignment of faculty-specific assessment policy rules and regulations as well as the assessment of learning outside the faculties;

2.4 provide a framework for the management of the quality of all assessment-related procedures and practices in the University;

In addition to the documentation listed on the cover page, the following have particular relevance in so far as they affect this policy:

(a) Policy on Academic Programme Development;
(b) Policy on People with Disabilities;
(c) Policy on Postgraduate and Higher Degree Studies;
(d) Policy on the Recognition of Prior Learning;
(e) Policy on Quality Management;
(f) Position Paper on Experiential Learning;
(g) Policy on Teaching and Learning;
(h) UJ Code of Academic and Research Ethics;
(i) UJ Guidelines on Programme Review;
(j) UJ Vision, Mission and Values;
(k) Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications: SAQA, 2001;
(l) Guidelines for integrated assessment: SAQA, September 2005;
(m) Criteria for institutional audits: Criterion 11 (HEQC, 2004);
(n) Criteria for programme accreditation; the programme criteria (HEQC, 2004).

3. SCOPE

This policy applies to all subsidised and non-subsidised academic programmes, offered by all faculties and divisions across all campuses within the University, which lead to an academic certificate awarded by the University.

4. DEFINITIONS/CLARIFICATION OF CONCEPTS

Definitions and clarification of concepts is attached as Appendix 2 of this document.

5. PRINCIPLES

Assessment of student learning reflects the tenet of academic integrity and complies with the University's Code of Academic and Research Ethics, including the rights of students. The following principles apply:

5.1 Assessment is coherently designed as an integral part of the learning process to ensure full alignment with academic programmes in terms of the purpose and learning content of the programme and its modules, learning outcomes, assessment criteria, assessment opportunities and strategies.

5.2 Assessment processes are reliable, valid, transparent and fair, and the tasks feasible

(practicable) in relation to available financial resources, facilities, equipment and time.

5.3   Assessment is comprised of both formative and summative assessments and is conducted on a continuous basis throughout the learning experience, and the purpose of the assessment and related assessment criteria are clearly communicated to students.

5.4   Assessment includes a wide range of approaches and methods (including integrated learning) that are fit for purpose and followed by constructive feedback to support the learning process.

5.5   Assessment practices are based on established best practice and contemporary research and are aligned with the assessment practices and procedures required by the NQF.

5.6   Quality assurance is integral to assessment and is the responsibility of the relevant faculty and academic department or division.

5.7   Opportunities are available to enable staff members acquire registration with the relevant Education and Training Qualification Authority (ETQA) as assessors, moderators and verifiers.

6.   PREREQUISITES FOR ASSESSMENT

6.1   As assessment is a structured process in which evidence is gathered to make judgments about an individual's performance in relation to agreed and defined criteria, as well as being central to a recognition of achievement and the provision of credible certification, the following pertain:

6.1.1   Fairness requires that a student is not hindered or disadvantaged when it comes to being treated equally and in an unbiased manner and that appeal mechanisms are available to all students.

6.1.2   Transparency, on which confidence in the assessment system rests, requires that all parties (students, Assessors, Moderators etc.) understand the system and have the assurance that it is well planned, works in practice and is properly regulated.

6.1.3   Reliability requires consistency in that the same judgments are made in equivalent or similar contexts in terms of standards, available assessment information, marks etc.

6.1.4   Validity requires that assessment processes and instruments assess what they set out to assess in respect of clearly stated outcomes. Validity requires appropriate types of evidence by means of an appropriate method of assessment.

6.1.5   Clarity of meaning in the expression of the requirements against which student performance is measured is integral to student success, as well as a built-in mechanism to avoid assessor/moderator deviation, inconsistency and error.

6.2   Assessment in outcomes-based education emphasises the assessment of outputs and end products that are expressed as competences in the outcomes and assessment criteria.

6.3   Learning guides (see Policy on Development and Evaluation of Learning Material) are an integral part of the total learning process. At the beginning of each module students are provided with a comprehensive learning guide in which the specific assessment requirements are explained, viz. the learning outcomes and assessment criteria linked to the different learning opportunities, assessment rules, dates, times and venues (if available), method of assessment and the weight that it contributes to the final summative mark, feedback system to be used, minimum pass requirements and linkages to supplementary assessment opportunities, as applicable.

6.4   Procedures pertaining to assessment systems and processes are attached as Appendix 1.

7.   TYPES OF ASSESSMENT

7.1   Summative and Formative Assessment

Both types of assessment are integral components of all modules within a programme and have application to both traditional summative and continuous assessment (see also 7.2).

7.1.1 Formative Assessment

Formative assessment (see Definition p. 20) refers to assessment that takes place during the process of learning and teaching. Formative assessment:

(a)   supports the teaching and learning process;
(b)   provides feedback to the learner on his/her progress;
(c)   diagnoses the learner's strengths and weaknesses;
(d)   assists in the planning of future learning;
(e)   is developmental in nature and contributes to the learner's capacity for self-
         evaluation;
(f)   helps to make decisions on the readiness of the learner to do a summative
         assessment.

Marks are not necessarily allocated, and, if allocated, not taken into consideration for admission to a summative assessment opportunity.

7.1.2 Summative Assessment

Summative assessments are conducted for the purpose of making a judgment about the level of competence of students in relation to the outcomes of a unit/module and/or programme. The results of such formal assessment (e.g. tests, assignments, projects, presentations, creative production or traditional examinations) are expressed as a mark reflecting a pass or fail. The minimum number of summative assessment opportunities required, are stipulated by the Senate and contained in the Academic Regulations.

7.2   Traditional Summative and Continuous Assessment

The number, type, weight and date of assessments, replacement and/or supplementary assessments), are pre-set and agreed upon by the Assessor and Moderator before commencement of the unit/module or programme. Summative assessments are not limited to written assessments.

7.2.1 Traditional Summative Assessment

A formal final summative assessment (examination) is scheduled after the following minimum number of summative assessment opportunities has taken place. Depending on the duration of the module, the following applies:

(a)   7 week (term module) – a minimum of two summative assessment
         opportunities;
(b)   14 week (semester module) – a minimum of three summative assessment
         opportunities;
(c)   28 week (year module/subject) – a minimum of five summative assessment
         opportunities.

7.2.2 Continuous Assessment

Continuous assessment is conducted on an ongoing basis, at pre-determined points during the total learning experience. The continuous assessment schedule, which could include a traditional summative assessment opportunity (examination), may

make provision for the weighting of the summative assessment opportunities as well as for the setting of prerequisites with which students must comply before admission/progress to the following phase/step within the continuous assessment schedule. Depending on the duration of the module, the following applies:

(a) 7-week (term) module – a minimum of two summative assessment opportunities;
(b) 14-week (semester) module – a minimum of four summative assessment opportunities;
(c) 28-week (year) module/subject – a minimum of six summative assessment opportunities.

7.2.3 *Integrated Assessment*

Integrated assessment has application where a need exists to assure overall applied competence, to prevent disjointed learning experience and/or as a time effective assessment method. It has reference to formative, traditional summative and continuous assessment. General assessment principles and practices apply.

7.3 Pass Marks

7.3.1 A minimum pass mark of 50% for all modules is required unless a higher pass mark is otherwise stipulated by a relevant professional board or council.
7.3.2 A student is required to achieve at least 75% in the module to pass with a distinction.

8. SPECIAL AND SUPPLEMENTARY SUMMATIVE ASSESSMENT OPPORTUNITIES

Assessment planning includes opportunities for special and supplementary summative assessment opportunities in accordance with the Academic Regulations.

9. ASSESSMENT STRATEGIES

9.1 Evidence

9.1.1 Evidence is required to serve as proof that students comply with the requirements of the standard for which they wish to gain credits, and is applicable to all types of assessment.
9.1.2 Evidence is:

(a) valid;
(b) authentic, i.e. the student's own work;
(c) sufficient;
(d) current, i.e. skills, knowledge and understanding are applicable.

9.2 Assessment Methods

9.2.1 A variety of 'fit for purpose' methods of assessment are used by the Assessor/s within a unit/module to assess the student and his/her work as defined by the outcomes.
9.2.2 Assessment activities include the following broadly based activities:

(a) observation of real or simulated tasks, e.g. practical exercises/demonstrations, role-plays, presentations;

(b) evaluation of a product after a task has been completed, e.g. projects, assignments, case studies, portfolios, artefacts, log books, reflective journals;

(c) questions, oral or written, used either separately or in combination with (a) and/or (b), e.g. tests/examinations, including short or long questions, essays, multiple-choice questions.

9.2.3 The development and implementation of assessment methods is based on the principles of assessment.

9.2.4 All assessment activities are accompanied by a memorandum/assessment-marking guide.

9.3 Communication with Students

9.3.1 Communication is required with the students before and after assessments.

9.3.2 Different channels of communication are utilised, e.g. the learning guide, face-to-face communication and communication technology.

9.4 Assessments Relating to Specific Circumstances

9.4.1 *Work-integrated and Service (Experiential) Learning*

An integrated approach to assessment is generally used. In addition to compliance with the conditions stipulated in this policy and those contained in the University's Position Paper on Experiential Learning, the following apply:

(a) The requirements of the relevant industry, place of work, statutory bodies and/or the needs of the community (where applicable) are met.

(b) Knowledge, skills, values and attitudes necessary to function in the specific workplace or context are reflected in the outcomes, and assessment criteria are assessed.

(c) Assessment requirements, including contributions from the experiential/service-learning component. are included in negotiations with the relevant industry, professional council/board, community, etc.

(d) A Co-assessor/s (as applicable), who is familiar with the module/programme outcomes and assessment criteria, the assessment methods, recording procedures, additional learning support, etc., is included.

9.4.2 *Electronic Assessment*

Electronic assessment activities comply with the principles and procedures as described in this policy as well as the University's Academic Regulations.

9.4.3 *Recognition of Prior Learning (RPL)*

Assessment for RPL purposes complies with the principles and procedures as determined in this policy. RPL systems, processes and procedures are governed by the University's Policy on Recognition of Prior Learning.

9.4.4 *Assessment and People with Disabilities*

Students wishing to submit an application for special assessment conditions do so in accordance with the procedures set out in the University's Policy on People with Disabilities and Academic Regulations.

9.4.5 *Assessment and Language*

The University's Language Policy determines the language of teaching, learning and assessment.

9.5   Multiple-choice Assessments

9.5.1   Multiple-choice summative assessments are conducted as approved by the Faculty Board concerned.
9.5.2   The weight of the multiple-choice assessment, in any one module, may not exceed a maximum of twenty per cent (20%) of the final mark for exit-level modules.

10.   THE ASSESSOR

10.1   The Assessor possesses the required expertise in the subject matter of the learning field and proficiency in the assessment process, and is appointed by the faculty or division concerned.
10.2   The Assessor (usually the academic staff member responsible for facilitating learning within a specific module) is responsible for:

(a)   planning, designing and implementing the assessment;
(b)   communicating the assessment requirements to students;
(c)   marking and judging student achievement in accordance with the required outcomes;
(d)   providing student feedback;
(e)   recording results in accordance with the University's Policy on the Management of Assessment Results;
(f)   participating in the moderation process.

10.3   Provision is made for the appointment of Chief Assessors, Co-assessors, Assistant Assessor and/or External Assessors as the need arises.
10.4   Workplace Supervisors, Managers, Team Leaders and designated community workers can be appointed as Assessors, provided that they are skilled in the assessment process and/or registered with the relevant ETQA.
10.5   External Assessors for the assessment of master's dissertations and doctoral theses are appointed in accordance with the University's Policy on Higher Degrees and Postgraduate Studies.
10.6   Faculties set criteria for the appointment of all categories of Assessors and their associated responsibilities, establish mechanisms for the supervision of Assistant Assessors and have procedures in place for ratification by the relevant assessment structures in the faculty.
10.7   Assessor training takes place in accordance with the academic development strategy of the University.

11. MODERATION AND MODERATORS

11.1 Moderation

11.2 Faculty Boards are responsible for the determination and implementation of moderation processes and procedures that ensure that all students in all academic programmes are assessed in a consistent, accurate and well-designed manner. Moderation verifies that assessments are fair, reliable, valid, practicable and transparent and also evaluates Assessor performance.

11.2 The following principles apply for the moderation of student evidence:

(a) At least one assessment opportunity (including the replacement assessment or supplementary thereof) is moderated in a 7-week or term module and in a 14-week or semester module. In a 28-week (year), module at least two assessment opportunities (including the special assessments or supplementary thereof) are moderated.

(b) The moderated assessment opportunities are those that carry the greatest weight in the calculation of the final module mark and are determined by the Assessor.

(c) In exceptional cases, where undergraduate programmes do not have major subjects/modules, such modules are identified for the appointment of External Moderators in the faculty-specific assessment policy.

(d) All undergraduate, exit-level modules are moderated externally.

(e) All honours and coursework-based master's modules are moderated externally.

11.2 Moderators

11.2.1 Internal and/or External Moderators are nominated for all undergraduate and postgraduate modules by the relevant department or faculty.

11.2.2 Moderators are experienced Assessors with knowledge of the learning field, in whom other Assessors have confidence and who are experienced Moderators or have undergone training in moderation.

12. COPYRIGHT, DISHONESTY AND PLAGIARISM

12.1 Materials from copyright-protected sources included in assessments adhere to statutory and other legal requirements and are handled in accordance with DALRO principles.

12.2 Evidence of dishonesty and/or plagiarism is handled in accordance with University and/ or Faculty Rules and Regulations.

13. VERIFICATION

The monitoring of the quality of the assessment processes from verification of the correctness and accuracy of recorded marks to the receipt and analysis of all Moderators' reports, the confirmation or overturning of all Moderators' findings and reports to Executive Deans is performed by the Assessment Committees or Portfolios in the faculties. The Academic Planning and Quality Committee (APQC) carries out the institutional verification function.

14. APPLICATION FOR REVIEW OF SUMMATIVE ASSESSMENTS

14.1 A student may apply to the relevant Assessor/Lecturer responsible for the allocation of the final summative module for an explanation for the mark, in accordance with the University's Academic Regulations related to appeals.

14.2 Requests for an explanation are made within ten days after the commencement of the semester following publication of the results.

14.3 No assessment material (e.g. scripts or portfolios) or copies thereof are provided to the student after the explanatory discussion if such material is not otherwise returned to the student.

14.4 Students may apply for a review of the final summative assessment for which a fee, as determined by the University, is payable in accordance with the appeals process as stipulated in the Academic Regulations.

14.5 The Executive Dean may, at his/her discretion, decide to appoint an External Arbitrator to re-asses the final and/or last summative assessment. The decision by the Executive Dean is final.

14.6 A fee, as determined by the University, is payable for the assessment by arbitration. The fee is refunded if the result is altered by the Arbitrator from a fail to a pass or from a pass without distinction to a pass with distinction. In all other cases, the fee is forfeited to the University.

15. FACULTY ASSESSMENT POLICIES

Faculties develop faculty-specific assessment policies in line with the University's Assessment Policy. Faculty-assessment policies are:

(a) developed within the unique context of the faculty concerned;

(b) aligned at faculty level to avoid contradictions between different faculty policies

(c) communicated to all students in the faculty and all students should have access to the Faculty Assessment Policy;

(d) managed at Lecturer/Assessor, departmental and faculty levels (see Appendix 1).

16. QUALITY ASSURANCE OF ASSESSMENT

16.1 The management of security of assessment methods is in accordance with the University's security business rules in this regard.

16.2 Faculties take full responsibility for the quality assurance (QA) of the assessment of learning.

16.3 The relevant faculty QA structures for assessment are responsible for the development and implementation of the policy (including the necessary support structures and mechanisms, the communication to lecturers and students, etc), as well as the monitoring of practices (e.g. the verification of assessment results, the accuracy of the recording of marks, the analysis of Moderator's reports, etc) and the annual reporting to the Executive Dean.

16.4 Verification of the accuracy of assessment results are conducted by means of a formalised faculty auditing system, as determined by the Audit Committee of Council.

16.5 Annual Executive Deans' reports include a report on the quality of assessment of learning in the faculty.

17. DISSEMINATION AND IMPLEMENTATION

17.1 On Senate approval of this policy, the policy will be submitted to the Office for Institutional Effectiveness (OIE) for quality assurance purposes. The Registrar delegates the responsibility to the Central Administration Division for inclusion of the policy in the University policy databases and makes it available on the University intranet.

17.2 On Senate approval of the Assessment Policy, the faculty is responsible for the communication of the policy to its students and employees and for making opportunities available to employees to develop assessment competences where relevant.

18. REVIEW OF THE POLICY

Regular review of the policy is conducted in consultation with the relevant quality assurance structures at faculty and institutional level (i.e. the APQC), and under the auspices of the official custodian of this policy, namely the Registrar.

Approved by Senate:

22 October 2007

APPENDIX 1

PROCEDURAL GUIDELINES FOR ASSESSMENT AT FACULTY LEVEL

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1. MANAGEMENT OF THE ASSESSMENT PROCESS

The management of assessment is a faculty-specific responsibility. The following are addressed in the faculty-assessment policies:

1.1 Appointment of Assessors and Moderators

Assessors and Moderators are nominated by the department, endorsed by the Head of Department or the Executive Dean, approved by the relevant faculty board and remunerated according to the relevant University policy. Appointments of External Assessors are made in accordance with set criteria laid down in faculty procedures

1.2 Assessments, Memoranda/Assessment-marking Guide and Student's Evidence

1.2.1 Mechanisms and procedures that ensure strict confidentiality, the safe-guarding and security of assessments, including electronic assessment, as well as access during the marking process, are implemented and monitored in accordance with requirements of the University's Academic Certification and Management of Assessment Results Policies. All persons involved in assessment (from Assessors to staff responsible for the recording of assessment results) sign a security protocol stating that they will treat all assessment results as confidential.

1.1.2 A system for the storage of students' evidence in line with HEQC requirements for programme reviews is made available.

1.3 Invigilators and Invigilation

Rules for Invigilators and the invigilation of summative assessment opportunities are in accordance with the stipulations laid down in the Rules for Assessment and Invigilation and comply with at least the following:

(a) The appointment and allocation of Invigilators are appropriate to class size. A copy of their role and responsibilities is attached as part of their contract.
(b) Procedures are developed to ensure security and accommodate disruptions, deviations and emergencies;
(c) Suitable venues are allocated and the admission of authorised persons only is permitted.
(d) Permissible aids, as per Assessor's instructions, e.g. type of calculator, are identified.
(e) Procedures are developed for actions to be taken in case of irregularities.
(f) Procedures for the identification of students, attendance registers and the reconciliation of student evidence and attendance register are developed.
(g) A format is developed for the student register.

2.   RESPONSIBILITIES OF ASSESSORS

2.1   Assessors are responsible for:

(a)   familiarising themselves with the outcomes and assessment criteria of the module they will be assessing;

(b)   consulting with Co-assessors, moderators etc.

(c)   planning the assessment and making decisions about the assessment methods, assessment instruments, activities, type and amount of evidence required;

(d)   ensuring that the assessment workload is realistic and fair to the Student and Assessor in terms of the outcomes, time allocated and the number of assessments per module;

(e)   ensuring a 'good fit' between the purpose of the assessment method selected and the purpose of the assessment;

(f)   ensuring that the assessment method enables students to demonstrate an understanding of the underpinning theory, apply this knowledge in a particular context, reflect on their performance and, where relevant, demonstrate that integrated learning has occurred;

(g)   ensuring that the evidence is sufficient and appropriate, relates to the current competence of the students and meets all the criteria that must be collected;

(h)   ensuring that the evidence is the student's own work and, in the case of group work, that he/she has made a fair, or the required contribution to the end-result;

(i)   conducting the assessment, collecting evidence, making a judgment based on a relevant memorandum/assessment marking guide about the evidence relating to the assessment criteria and providing constructive feedback to the student with regard to the assessment decision (SAQA, 2001: criteria and guidelines for the assessment of NQF-registered unit standards and qualifications);

(j)   ensuring a reliable and credible distribution of assessment questions, tasks, projects etc. across all corresponding previous summative assessment opportunities (e.g. semester, year, supplementary, special) by establishing that no more than 25% of the questions asked or tasks/projects required in such previous assessments are repeated in the current assessment opportunity, unless special permission to do so is granted by the relevant Executive Dean.

(k)   controlling that the name of the assessor is indicated on the cover page of all assessments/individual project mark allocation sheets.

2.2   The following conditions apply to the use of Assistant Assessors (marking assistants):

(a)   It is essential that continual coordination and support be provided by the Assessor to the Assistant Assessor.

(b)   Assistant Assessors may assess only if the Assessor has provided them with sufficient guidance regarding their specific assessment task (including suitable training in constructive feedback).

(c)   If an Assistant Assessor has not yet successfully completed the relevant programme (e.g. has not yet graduated), such student may only be chosen by the Assessor as an Assistant Assessor on condition that he/she has exceptional academic merit in the relevant course or module.

(d)   The Assessor must continually moderate a minimum of 10 % of the marking of every Assistant Assessor. This must occur continually and not only at the beginning or the end of all the marking.

(e) Provide an Assistant Assessor with adequate support. The Assessor must assess 5% (up to a maximum of 25) of the evidence him-/herself before an Assistant Assessor begins to mark.

3. RESPONSIBILITIES OF MODERATORS

Moderation ensures that students are assessed in a consistent, accurate and well-designed manner. A distinction is made between Internal and External Moderators in that an External Moderator is a subject-field expert who is not a member of the University and is officially appointed by the University to facilitate the external moderation of a module.

3.1 A Moderator ensures that:

3.1.1 the assessment practice and plan of a module or programme, which includes assessment outcomes, criteria, methods and instruments, meets institutional and national requirements;

3.1.2 the memorandum has been used fairly and accurately by the assessor in the assessment of student evidence. A Moderator must clearly, by means of annotations, indicate which student evidence was moderated;

3.1.3 student evidence is signed by the Moderator unless precluded from doing so by the type of evidence and/or materials used. The fact is noted on every individual project mark allocation sheet that is signed by the Moderator;

3.1.4 a comprehensive report on the standard of the assessment and on the Assessor's treatment of student evidence is submitted on completion of the moderation of an assessment.

3.2 The External Moderator:

3.2.1 ensures that two or more providers delivering programmes for the same qualification (or unit standard) are assessing consistently to the same standard and in a well-designed appropriate manner;

3.2.2 judges whether the Assessors are appropriately qualified, experienced and competent in assessment practices;

3.2.3 determines the appropriateness of the chosen assessment methods;

3.2.4 ensures, through sampling, monitoring and observing (whichever is appropriate), that the assessment processes and the students' evidence are adequate to ensure consistency, fairness, validity and reliability;

3.2.5 submits, on completion of the moderation of an assessment, a comprehensive report on the standard of assessment and on the Assessor's treatment of student evidence.

4. THE MODERATION PROCESS

4.1 The Assessor communicates with the Moderator as to how the module was planned (where applicable) and/or the assessment thereof.

4.2 The assessment, memorandum/assessment marking guide and a blank copy of the Moderator's report is made available to the Moderator.

4.3 After completion of the assessment, the Assessor is required to make available to the Moderator a report that addresses any problems experienced with the marking and/or any other information relevant to the student's evidence and the moderation process.

4.4 If the Assessor and Moderator cannot agree on proposed changes to an assessment, the matter is referred to the Head of Department concerned, who, after discussion with the parties involved, will make the final decision.

4.5 All exit-level and course-work postgraduate modules are moderated externally.

5. ELECTRONIC ASSESSMENT

Electronic assessment complies with all the principles and procedures as described in this policy and the Academic Regulations. In addition, the following apply:

5.1 Staff members tasked with electronic assessment and related activities possess expertise and knowledge of the technical requirements necessary to create fair, valid and reliable electronic assessment opportunities.

5.2 In the interest of standardisation, security and management of assessments, formal assessment opportunities are conducted using the learning management system endorsed by the University.

5.3 Due diligence is exercised to ensure the appropriate security of electronic assessment materials and evidence. Assessors take advantage of security measures offered by assessment software and related tools.

5.4 Use of electronic assessment neither advantages, nor disadvantages any student. Every student is given the opportunity to become conversant in the use of an applicable electronic assessment tool before they are required to complete an electronic assessment.

5.5 Due diligence is exercised to verify the authenticity of students and their assessment evidence. Where student identity cannot be directly or securely verified, electronic assessments are part and parcel of a portfolio of evidence that is based on integrated assessment and establishes a trend of student ability.

5.6 If student evidence is annotated in an electronic medium, such annotations are clearly differentiated from student evidence.

5.7 When electronic assessments are conducted, staff is responsible for the following additional management functions, where relevant:

(a) Provide sufficient information to allow workstations (on and off campus) to be suitably set up to meet the specific requirements of an assessment opportunity.

(b) Provide students with a reasonable opportunity to check their access to the electronic environment and solve access problems via relevant support channels.

6. COMMUNICATION WITH STUDENTS

Communication with students is required before and after assessments:

6.1 Communication before the Assessment

Time, place, purpose, outcomes and assessment criteria etc. are communicated to the students. Clear guidelines on reasonable penalties for late submissions of assignments are discussed with students and included in the learning guide. Procedures for the review of assessment results are communicated to students.

6.2 Communication after the Assessment

Constructive feedback (not only a grade on a list) to students and viewing of their marked evidence follow assessment. Constructive feedback, which takes the purpose

of the assessment into account, is provided. Students are guided on how to avoid making similar mistakes and how to improve their performance. The following have application:

(a) Students have access to their marked evidence for a period of three (3) working days after the assessment results are published.

(b) Exceptions (i.e. due to large student numbers and University holidays) are addressed in faculty assessment policies. Faculties and departments take the scheduling of the final assessment into account when managing this aspect.

(c) Assessment results are confidential. An individual student's assessment results are not disclosed to fellow-students or unauthorised staff members. Class lists on notice boards do not include names of students only their student numbers and the results.

(d) Additional information, per assessment opportunity, such as class average, normal distribution curve, etc is available on request.

APPENDIX 2

DEFINITIONS/CLARIFICATION OF CONCEPTS

For the purpose of this document, unless otherwise stated, the following applies.

Table 1: Definition and Clarification and Concepts

Concepts	Definition/Clarification
Applied Competence	The student's ability to integrate concepts, ideas and actions in authentic, real-life contexts. This means that the student must be able to demonstrate understanding of the underpinning theory (foundational competence), apply his/her knowledge in a particular context (applied competence) and reflect on his/her own practice (reflexive competence) (SAQA, September 2005: Guidelines for integrated assessment).
Assessment	A structured process in which evidence is gathered and judgments made about an individual's performance in relation to agreed and defined criteria (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications: SAQA, September 2005: Guidelines for integrated assessment). Assessment in outcomes-based education emphasises the assessment of outputs and end products that are expressed as competences in the outcomes and assessment criteria.
Assessment Criteria	Describe the standard, derived directly from the learning outcomes, that students must achieve. Criteria are the clear and transparent expression of requirements against which performance is assessed. Criterion-referenced assessment makes judgements about students' work against set criteria, the criteria are pre-determined, are objective and as clear as possible (SAQA 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications; SAQA September 2005: Guidelines for integrated
Assessment Methods	The activities in which an Assessor engages to determine student competence. For example, observation (observing students

	while carrying out a task), document review (evaluating a product submitted by a student, such as on artefact or portfolio of evidence) and oral or written questions. (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications).
Assessor	The practitioner responsible for the assessment of the achievement of learning outcomes (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications). The Assessor is usually the academic staff member or practitioner (also referred to as a Learning Facilitator, Lecturer or Teacher) who teaches the module and is responsible for designing, implementing and marking student assignments, recording the results and providing feedback to the students, but may also be workplace Supervisors, Managers, Team Leaders or designated community leaders, provided that they are skilled in the process of assessment (and/or registered as an Assessor with the relevant ETQA).
Assistant Assessor	Any other person who assists the Chief Assessor in the assessment process. This usually occurs when the work of a large number of students must be assessed.
Chief Assessor	The person who is primarily responsible for teaching and planning and executing assessment in a module (usually the Module Lecturer). In terms of postgraduate studies, this designation does not replace the term *supervisor* or *promoter*.
Co-assessor	The person who is jointly, but not primarily responsible for teaching and planning and executing assessment in a module (usually a Lecturer responsible for a sub-section within a module). In terms of postgraduate studies, this designation does not replace the term co-*supervisor.*
External Assessor	An expert appointed from outside the University who also assesses the student's evidence (see also 4.10) and who is usually appointed in modules where experiential

	learning is assessed. In postgraduate studies, the External Examiner is a second or third Assessor who is appointed for master's dissertations, minor dissertations and doctoral theses.
Authentic Assessment	The assessment of complex performances and higher-order skills in real-life contexts, e.g. experiential or service learning. Authentic assessment is contextualised, involves complex intellectual challenges and does not involve fragmented and static tasks.
Continuous Assessment	Assessment that is conducted on a continuous basis throughout the learning experience. It is carried out at any of the given points of the total learning experience (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications). These consecutive assessment opportunities, which include a variety of assessment methods, have predetermined weightings and include the assessment of all the outcomes within the module.
Electronic Assessment	The recording, transmission, presentation and subsequent processing of students' assessment materials and evidence using computers and associated hardware.
Evidence	The proof produced by the students that shows they comply with the requirements of the criteria of the unit standard for which they wish to gain credit. All forms of assessment are aimed at the collection of evidence that derives from many sources.
Experiential Learning (cooperative, work-based, service learning etc.)	Applied learning that intentionally seeks to integrate a student's theoretical learning with clinical and/or practical skills and/or promote civic learning and personal growth through continuous reflection (in the case of service learning, while meeting actual community needs) in an authentic environment, i.e. industry or community.
Formative and Summative Assessment (i.e. learning *from*	*(a) Formative assessment:* The frequent or ongoing assessments during a module or learning programme that give early indications of what and how effectively students are

learning *for* assessment).	learning, as well as their strengths and weaknesses. It is not used to determine whether a student passes or fails (i.e. for judgment purposes) and takes place during the process of teaching and learning, having as its purpose the progressive development of the student's competence (SAQA, September 2005: Guidelines for integrated assessment). Formative assessment is often used as a diagnostic tool as it provides information with which to make real-time improvements in teaching methods, learning support materials and activities. *(b) Summative assessment:* Assessments that make a judgment about the achievement of a student. (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications). It is used to provide information about a student's level of competence (i.e. pass or fail) on completion of a theme or sub-unit in a module, a module or an academic programme. Summative assessment is conducted on a continuous basis and is not confined to a written examination (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications). *(c)Traditional summative assessment:* Summative assessments in which a formal examination is scheduled as the last assessment opportunity following a predetermined minimum number of formal tests as determined by the University.
Integrated Assessment	An assessment in which a number of outcomes and/or assessment criteria and/or unit standards are assessed together, using a combination of assessment methods and instruments, collecting naturally occurring evidence (such as in a workplace setting) and/or acquiring evidence from other sources, such as supervisor's reports, portfolios of work, etc. (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications).
Memorandum/ Assessment-marking Guide	A guideline document or assessment-marking guide, based on relevant assessment principles, that is used to assess the student's evidence, for example, model answers, rubrics, checklists, frameworks with mark

	allocations etc.
Moderation	The process that ensures that the assessment of the outcomes described in the NQF standards or qualifications is fair, valid and reliable. Moderation ensures that students are assessed in a consistent, accurate and well-designed manner and is a means of evaluating the performance of the assessor/s (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications.
Moderator	The internal or external person who is familiar with the module/programme content, is a capable assessor and ensures that the assessment practice in a module or academic programme meets national and institutional requirements .
External Moderator	A subject field expert who is not an employee of the University and who is officially appointed by the University to moderate the assessment of a module. A designated External Moderator is an experienced Assessor and has credibility in his/her area of knowledge and expertise.
Internal Moderator	An academic employee of the University who is officially appointed by the University to moderate the assessment of a specific module that does not have an appointed External Examiner. The Internal Moderator is an experienced Assessor in whom others have confidence and who has knowledge of the learning area/module/field of study.
Module	A predetermined unit of teaching and learning (building block) within a programme with an institutionally determined credit value and duration (sometimes referred to as a subject or course). Modules are constituted as follows: • 7-week (term) module; • 14-week (semester) module; • 28-week (year) module.
Outcomes	The contextually demonstrated end products of the learning process (i.e. statements regarding elements of competence) (SAQA, 2001: Criteria and guidelines for the

	assessment of NQF-registered unit standards and qualifications).
Recognition of Prior Learning (RPL)	RPL has reference to the `comparison of previous learning and experience' by a learner, 'howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance of such learning for purposes of qualification of that which meets the requirements' (SAQA Regulation 452, No. 18787, March 1998:5). It entails the granting of credits or recognition for any relevant and appropriate learning that has occurred prior to admission to a formal learning programme on the basis of an assessment of formal, non-formal or informal learning (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications).
Site-based Assessment	Assessment undertaken in the workplace making use of naturally occurring evidence (SAQA, 2001: Criteria and guidelines for the assessment of NQF-registered unit standards and qualifications).
Supervisor and Co-supervisor	The Policy on Higher degrees and Postgraduate Studies has reference
Verification	The monitoring of the quality of assessment processes (including confirmation of the correctness and accuracy of the recorded marks), the receipt and analysis of all Moderators' reports, the confirmation or overturning of moderation findings and reports to the Executive Deans (SAQA, 2001: Criteria and guidelines for the registration of assessors).