

KWALITEITSBESTUURSTELSEL / QUALITY MANAGEMENT SYSTEM

D.3

**TITEL / TITLE: BELEID: ASSESSERING
POLICY: ASSESSMENT**

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1. PURPOSE

The purpose of this policy is to:

- align assessment with the requirements of SAQA and the NQF and to regulate the processes and procedures of assessment to ensure a high quality of assessment;
- provide guidelines for assessment systems and procedures; and
- ensure that all student assessment activities conducted at the Hugenoote Kollege are fair, valid, credible and in line with good principles of assessment.

2. SCOPE

This policy is applicable to all registered students and staff employed by Hugenoote Kollege.

The assessment policy will describe inter alia the following procedures:

- minimum percentage to pass a module;
- minimum percentage to justify re-assessment of borderline results in examinations and practical assignments;
- assessment instruments: formative and summative;
- assessment evidence (such as examination papers, tests, practical assignment reports);
- appeal process and application;
- irregularities e.g. plagiarism; and
- recognition of prior learning.

3. REFERENCES

- Hugenoote Moderation Policy
- Unit Standard 115753: Conduct outcomes based assessments
- SAQA: Criteria and guidelines for assessment of NQF registered qualifications and unit standards

4. PRINCIPLES

Assessment means the process of collecting evidence of students' work to measure, evaluate and make judgments about the achievement or non-achievement of specified qualification standards and/or qualifications.

Assessment consists of formative and summative evaluations. Formative assessments must be conducted during training in order to prepare students for summative assessments. This is done by formative classroom activities and class tests. Summative assessments are final integrated evaluations. One re-assessment per summative assessment conducted will be allowed during a period equal to the original prescribed duration of a particular course. Should a student still be found Not Yet Competent in the re-assessment, they will have to re-register for the particular module or enrol for a different learning programme.

The set of principles or criteria for effective assessment given below is to provide the facilitators/lecturers with criteria according to which they can measure their assessment practices. All assessment opportunities and processes will meet the criteria set out below to justify all levels of assessment, as well as with regard to all assessment instruments that are at the facilitator's/lecturer's disposal in terms of these criteria. However, these criteria are not considered or applied in isolation, but rather, as far as possible, in balance with each other.

- **Validity:** The assessment measures what it is supposed to measure and the deductions and actions that are based on the results of the assessment are appropriate and accurate. Validity in assessment refers to measuring what it says it is measuring, be it knowledge, understanding, subject content, skills, information, behaviours, etc.

Validity in assessment would constitute: Assessment procedures, methods, instruments and materials have to match what is being assessed.

In order to achieve validity in the assessment, assessors should:

- State clearly what outcome(s) is/are being assessed
 - Use an appropriate type or source of evidence
 - Use an appropriate method of assessment
 - Select an appropriate instrument of assessment
- **Reliability:** The results of the assessment tasks or opportunities are repeatable in different contexts.
 - **Academic integrity:** As far as possible, the necessary procedures are in existence to avoid, detect and deal with dishonesty. This implies that all those involved are fully informed of the College regulations in this regard. (Refer to the Hugonote Kollege Examination Protocol).
 - **Transparency:** Information on assessment is made known to the students. This includes:
 - Information on the reasons for the assessment,
 - When it will take place,
 - The methods that will be used,
 - The criteria according to which it will be measured and
 - The manner in which the final mark will be calculated.
 - **Fairness:** Assessment systems are equitable in that all students are treated fairly, without prejudice and with the necessary assistance to overcome inability or handicaps. An assessment should not in any way hinder or advantage a student. Unfairness in assessment would constitute:
 - Inequality of opportunities, resources and appropriate teaching and learning approaches in terms of acquisition of knowledge, understanding and skills.
 - Bias in respect of ethnicity, gender, age, disability, social class, race and religion/denomination in so far as that the assessment approaches, methods, instruments and materials do not take into account these differences.
 - Lack of clarity in terms of what is being assessed.

- Comparison of students' work with other students, particularly in terms of diversity of learning styles, home language, values, gender, race, life experiences, etc.

Fairness in assessment would constitute:

- The above-mentioned influences are taken into account and addressed.
 - The assessment process is clear, transparent and available to all students.
 - Appeal mechanisms and re-assessments are accessible to all students.
- **Objectivity** in assessment is about consistency. Consistency refers to the same judgements being made in the same or similar contexts each time a particular assessment for specified stated intentions is administered. Assessment results should not be perceived to have been influenced by variables such as:
 - Assessor bias in terms of the student's gender, ethnic origin, sexual orientation, religion, like/dislike, appearance and such like.
 - Different assessors interpreting unit standards or qualifications inconsistently.
 - Different assessors applying different standards.
 - Assessor stress and fatigue.
 - Insufficient evidence gathered.
 - Assessor assumptions about the student, based on previous (good or bad) performance.

To avoid such variance in judgement (results), assessments should ensure that each time an assessment is administered, the same or similar conditions prevail. Also, that the procedures, methods, instruments and practices are the same or similar.

- **Achievability:** The costs and practical implications of the assessment process are reasonable within the context and the purpose of the assessment.
- **Timely feedback:** Facilitators/Lecturers provide timely feedback on formative and summative assessment tasks. The feedback enables the students to identify the sections that have been completed satisfactorily and to clearly know which sections require further study. By supporting students to monitor their own learning and to reflect on learning experiences, rather than to focus one-sidedly on marks, is to support and promote student learning.
- **Manageability:** Assessment should be manageable – that is, not too difficult or expensive to implement – and it should be time efficient. Good assessment practice should be cost effective; that is, assessment should not be carried out by expensive means if adequate information about student performance could be obtained by equally valid, alternative, less-expensive means. Quantity and type of assessment should also allow facilitators/lecturers to achieve reliable results in a reasonable period of time. This also relates to timely feedback to students in order to improve their learning at the next step in the learning process.
- **Directness:** Assessment should be as direct as possible; that is, it should be directly related to the real-life use of the knowledge and skills outside educational settings. Authentic assessment also includes assessment of processes, practices, skills and reflection that occur in the learning

situation. To ensure relevance and validity, the focus should be on measuring students' mastery of significant, not trivial, outcomes.

- **Practicality:** Assessment should be designed to be as effective as possible in the context of what is feasible and efficient in a particular learning programme or RPL process. Practical considerations mean taking into account factors such as financial resources, facilities, equipment and time.

4.1 SAQA POLICY

The SAQA criteria for assessment are as follows and must be implemented as principles of assessment at Hugonote Kollege:

- The assessment strategies must be in keeping with the aims and outcomes of the learning programmes or course as these relate to the outcomes specified in the unit standard or qualification.
- A range of parties are involved in the assessment of students. The assessment can be designed in a manner that is appropriate to context and outcome and can include self-, peer and other forms of group assessment. Moderators for assessment and even assessment monitors can be included in this grouping.
- A range of moderated assessment instruments is used in the assessment of students. This can be designed in accordance with context and outcome.
- The timing of assessment must be flexible in order to accommodate the various and particular needs of students.
- Assessment information, including learning outcomes and assessment criteria, as well as assessment procedures and dates should be provided to all students and assessors timeously.
- Records of assessments must be kept and students must receive detailed and accurate feedback on their progress and performance.
- The processes and results of assessment must fulfil the requirements of the NQF standards and qualifications for which the provider has been accredited and must meet the requirements of the ETQA.
- A critical issue supporting good assessment system design and management is that of appeals. This involves ensuring that students have access to appeal an assessment outcome to the facilitator/assessor and if not satisfied to the management of the provider as stipulated in the College Appeals Policy and in the final instance, to the ETQA.

4.2 ASSESSOR

Assessors must be registered with the relevant qualification authority if so required by the relevant ETQA.

4.3 LANGUAGE OF ASSESSMENT

All assessment instruments must be available in English and Afrikaans. Students may use the language of their choice during assessment.

4.4 REPORTING AND RECORDING

Recording and reporting of assessment results must be stipulated in the Assessors Guide and adhered to by all assessors employed by the College. Written feedback to students must be given on all formative and summative Assessments.

5. CREDIT ACCUMULATION AND TRANSFER

Credit accumulation and transfer refers to an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type or its variant as described in the HEQSF. The credit-rating system estimates that 10 notional study hours are equivalent to one credit. Credits represent a measure of all the learning activities engaged in by the student and include, among others, contact time, self-study, workplace integrated learning, assignments, projects and examination's.

Credit accumulation is the totalling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal or diagonal relocation of credits towards a qualification.

The process of credit accumulation and transfer brings together the diverse features of credit accumulation and credit transfer in order to facilitate lifelong learning. It allows a student's achievements to be recognised even if the student does not achieve a qualification. Any and all credits for an incomplete qualification may be recognised by the same or a different institution as meeting part of the requirements for a different qualification, or may be recognised by a different institution as meeting part of the requirements for the same qualification.

Credits previously obtained may be recognised as meeting the requirements for a different qualification, and, subject to identified limits, the credits achieved towards one qualification may be recognised as meeting part of the requirements for another qualification. Decisions regarding the transfer of credit are made by the Academic Committee on submission made by the Dean of the relevant Programme and ratified by the Management Committee of the College.

6. PROGRESSION AND QUALIFICATION

Progression refers to the process of students enrolled for a programmes spanning more than one calendar year, developing or moving gradually towards a more advanced level culminating in certification.

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Students enrolled for degree programmes will be allowed to register for consecutive years of the same subject or module on successful completion at a particular level (first year, second year, third year, fourth year).

In the event of degree students failing a particular subject or module they will be allowed to re-register for the failed subject or module on a higher level without having passed the previous level on condition that the subject or module for which they re-registered must be passed during that calendar year before they can move on to the following level.

Students may only register for a subject or module on a higher and lower level simultaneously if the enrolment for the subject/module on the lower level is a re-registration.

Students must have passed all the required subjects/modules of previous levels before they are allowed to register for the final level of a subject/module.

On successful completion of all the subjects/modules of a qualification, the Academic Committee of the College will recommend to the College Management that the qualifying students be certified in accordance to the Certification Policy of the College.

7. RESPONSIBILITIES & AUTHORITY

The implementation and management of the Assessment Policy will be the responsibility of the Management of Hugenote Kollege.

8. RELATED POLICIES

- Hugenote Kollege Moderation Policy
- Hugenote Kollege RPL Policy
- Hugenote Kollege Appeals Policy
- Hugenote Kollege Language Policy
- Hugenote Kollege Certification Policy
- Hugenote Kollege Admission Policy