

KWALITEITSBESTUURSTELSEL / QUALITY MANAGEMENT SYSTEM

D.4

**TITEL / TITLE: BELEID: HER-ASSESSERING
POLICY: RE-ASSESSMENT**

SAAMGESTEL / HERSIEN DEUR COMPILED / REVIEWED BY	GOEDGEKEUR DEUR / AUTHORISED BY
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Titel / Title: VOORSITTER / CHAIR PERSON	Titel / Title: REKTOR / RECTOR
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1. PURPOSE

This policy establishes how post-assessment feedback, results and reassessment are planned and conducted.

The Re-Assessment policy explains the procedure developed to assist students who are assessed Not Yet Competent (NYC) to be given a chance to be re-assessed. This assessment policy and its related processes and procedures have been designed to give students the opportunity to attempt to better a NYC assessment.

Students attempting a module/qualification will be given fair opportunity to meet the requirements of each unit standard.

2. SCOPE

The policy applies to all assessable learning programmes delivered by the College to its students.

3. REFERENCES

Assessment at the College is designed and conducted in accordance with SAQA, NQF and SETA requirements. It accords with the principles of the assessment guide and principles of validity, reliability, flexibility and fairness.

All assessments will be conducted by accredited assessors.

4. DEFINITIONS/ABBREVIATIONS

4.1 ASSESSMENT FEEDBACK

Post-assessment feedback provided by facilitator/lecturers (assessors) to the students on their work.

4.2 RESUBMISSION

When an assessment task is submitted again by the student for assessment after minor corrections/modifications approved and allowed by the facilitator/lecturer (assessors) within an agreed time frame.

4.3 RE-ASSESSMENT

When the students are required to repeat or redo their assessments.

5. RESPONSIBILITIES & AUTHORITY

5.1 ROLE OF ASSESSOR

The assessor should exercise his/her discretion and fair judgment in the following instances:

- Where several outcomes have been assessed and some, but not all, were achieved successfully, a decision should be made about whether to retain credits for the successful outcomes, depending on the inter-dependence of the outcomes.
- Where a student is unsuccessful, the assessor should counsel the student regarding learning opportunities and possible learning interventions prior to re-assessment.
- The length of time allowed to lapse between the original assessment and re-assessment will depend on the currency of evidence required
- A student who is repeatedly unsuccessful should be given guidance on other possible and more suitable learning pathways.
- The student must be given a clear understanding, up front, of his/her rights in terms of the appeals procedure.
- Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with agreed procedures.

5.2 ROLE OF MODERATOR

All re-assessments must be moderated by the moderator (refer to Moderation Policy).