

QUALITY MANAGEMENT SYSTEM

d.3

TITLE: ASSESSMENT AND RE-ASSESSMENT POLICY

COMPILER/REVIEWER	AUTHORISER
DR AF DU TOIT	PROF CJP NIEMANDT
Title: CHAIRPERSON: ACADEMIC COMMITTEE	Title: RECTOR
Date: 4 May 2023	Date: 29 May 2023
	
Signatures	

Revision Record Sheet

			Date
Rev No	3	Date of last review	7 October 2021
New Rev No	4	Approved for issue	4 May 2023

	Index of Contents	
Description		Page Nr

Title Page	I
------------	---

Revision Record Sheet	I
-----------------------	---

Contents

1. DEFINITIONS/ABBREVIATIONS	3
2. PURPOSE	8
3. SCOPE	8
4. REFERENCES	9
5. PRINCIPLES	9
5.1 SAQA POLICY	12
5.2 ASSESSOR	13
5.3 LANGUAGE OF ASSESSMENT	14
5.4 REPORTING AND RECORDING	14
6. CREDIT ACCUMULATION AND TRANSFER	14
7. PROGRESSION AND QUALIFICATION	15
8. RESPONSIBILITIES & AUTHORITY	16
9. RELATED POLICIES	16



ASSESSMENT AND RE-ASSESSMENT POLICY

I. DEFINITIONS/ABBREVIATIONS

AQP	Assessment Quality Partner
CIPC	Companies and Intellectual Property Commission
DQP	Development Quality Partner
CHE	Council on Higher Education
DoE	Department of Education
ETDPSETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurance
HEQC	Higher Education Quality Council
HWSETA	Health and Welfare Sector Education and Training Authority
NGO	Non-Governmental Organisation
NLRD	National Learner/student Record Database
NQF	National Qualification Framework
POE	Portfolio Of Evidence
QALA	Quality Assurance of learner/student Achievement
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SDP	Skills Development Provider
CEO	Chief Executive Officer
CIPC	Companies and Intellectual Property Commission
ID	Identity document
MOU	Memorandum of Understanding
POE	Portfolio Of Evidence
SDA	Skills development Act
SDL	Skills development levies (Act)
SETA	Sector Education and Training Authority
SMS	Seta Management System

Accreditation	Means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function within the quality assurance system set up by SAQA. The accreditation for Higher Education programmes functions under the auspices of the HEQC and is related to specific DoE and SAQA functions and activities: The DoE approves the programme and qualification mixes (PQMs) of public higher education institutions. It registers all private
---------------	---

	higher education institutions before they are allowed to operate. SAQA registers each learning programme offered by an institution of higher education that leads to a qualification on the NQF. The HEQC accredits institutions of higher education to offer programmes leading to particular NQF-registered qualifications.
Accreditation scope	Means the list of qualifications and or skills programmes for which a skills development provider is accredited. It also refers to programme and qualification mixes (PQMs) offered by the Education and Training Institution.
Academic Committee	The Academic Committee is a committee of the Hugonote Kollege with the responsibility to plan and manage the academic offering of the College on behalf of the College Management.
Accreditation site visit	Means a visit that is conducted by the CHE/SETA to verify claims made by a training provider in the letter of intent and the accreditation application file which enables the CHE/SETA to gather evidence for accreditation.
Achievement	Means the recognition granted to a learner/student when all required learning outcomes have been successfully demonstrated.
Appeal	Means a process of seeking a review of a decision already made from higher authority.
Applicant skills development provider	Means a skills development provider who is in the process of applying for accreditation or programme approval with the CHE/SETA.
Assessment	Means the process by which evidence is gathered and evaluated against agreed criteria in order to make a judgment of competence for developmental and/or recognition purposes.
ASSESSMENT FEEDBACK	Post-assessment feedback provided by facilitator/lecturers (assessors) to the students on their work.
Assessor or constituent Assessor	Means a person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework standards or qualifications. (SAQA definition)
Audit	Means the process undertaken to measure the quality of services that have already been delivered. (SAQA definition)

Code of Conduct	Means a set of conventional principles and expectations considered binding on any person/s or organisation/s registered, approved and/or accredited by the CHE/SETA/CHURCH OR PROFESSIONAL BODY.
Continuous assessment	Refer to the on-going assessment of a student/s during the period of tuition of a module/course and may replace a final summative assessment;
Education and Training Quality Assurance	Means a body accredited in terms of section 5 (1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5 (1)(b)(i) of the Act (SAQA definition)
Examiner	Refers to the examiner of assignments, Portfolios of Evidence, presentations, tests and examinations.
Extension of scope	Means the addition of qualification(s), skills programmes and/or unit standard(s) after approval of the initial application.
Facilitator	Means an individual who facilitates learning processes and activities and manages and administers assessment: educator, teacher, trainer, mentor etc. (SAQA definition)
Fraud	Means a deliberate criminal deception, trickery or cheating intended to gain an advantage.
Full cycle of training	Means the process whereby the skills development provider has recruited, registered, trained learners/students, assessed, moderated and verified learner/students' achievements through CHE/SETA verification processes which led to degrees/certificates and/or statements of results being issued. The cycle of learning for a Social Work Degree is four year levels that need to be completed.
Learning programmes	Means a combination of courses, modules or units of learning by which learner/students/can achieve learning outcomes.
Lecturer	A person who facilitate learning by giving lectures, a member of the faculty of a college or university having qualified status and a Master's or Doctor's degree.
Moderation	Means the process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid. (SAQA definition)

Internal Moderation	Moderation done by full-time employees of the College.
External Moderation	Moderation done by moderators of other academic institutions or qualification authorities to ensure that academic training and assessments done are of an acceptable standard and in line with agreed practices so that the results are fair, reliable and valid. External moderators are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional/professional regulations.”
External Moderator	External moderators are recommended by the examining academic department, are independent experts in their fields, have qualifications at least on the same level as the qualification being examined, are changed regularly, are not appointed as part of reciprocal arrangements (where possible), and are approved by and responsible to Senate/equivalent body.
Resident Moderator	The resident moderator is a full-time employee of the College and is responsible for pre-, during and post- assessment moderation.
Monitoring	Means a systematic continuous observation process and recording of activities to ensure quality compliance to set criteria and agreed developmental areas for improvement purposes.
Mentor	Means a professional who is charged with the task of helping to train, advise, and share practical experience with the new person in an organisation. In the case of SAW and BSW this must be a Social Worker registered with the SACSSP.
National learner/student record database	Means an electronic information system that assists the South African Qualifications Authority (SAQA) to manage the National Qualifications Framework.
Non-governmental organisation	Means an organisation set up by ordinary citizens, (primarily run by volunteers or funded by governments, foundations or businesses) that is not part of a government or established for profit-making purposes.
Organisations	Means legally established entities in line with CIPC requirements and in good standing (which may include but not be limited to national and provincial government departments and agencies, institutions, NGOs, companies, centres and consultancies).
Policy	Means a statement of intent implemented as a set procedure or protocol.

Programme approval	Means a secondary accreditation of an SDP through an MOU signed between the ETQAs.
Quality assurance	Means the process of ensuring that the specified degree of excellence is achieved.
Quality management system	Means the combination of policies and processes used to ensure that the specified degree of excellence is achieved.
RE-ASSESSMENT	When the students are required to repeat or redo their assessments.
Recognition of prior learning	Means the comparison of the previous learning and experience of a learner/student, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements, (SAQA definition)
Registered qualifications	Means qualifications registered by SAQA on the National Qualifications Framework.
Registered unit standards	Means unit standards registered by SAQA on the National Qualifications Framework.
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.
Scope of accreditation	Means the list of qualification/s and/or skills programme/s for which a skills development provider is accredited.
Scope of registration	Means the list of qualification/s, skills programme/s and/or unit standard/s for which an assessor or moderator is registered.
Skills programme	Means the bundling of unit standards from the same qualification that addresses an identified need and allows for progression/completion of a full qualification.
Skills development provider	Means an organisation that is accredited or approved to deliver learning programmes.

Statutory body	Means a company or organisation created by law, or statute, in order to regulate or carry out a public function.
Training site	Means a venue specifically designed and equipped for theoretical and practical learning delivery.

2. 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 Hugenote Kollege are fair, valid, credible and in line with good principles of assessment.

At the Hugenote Kollege, students attempting a unit standard or qualification will be given a fair opportunity to meet the requirements thereof through re-assessment. Re-assessment provides an opportunity to TVET students who were assessed “Not Yet Competent” to improve their “NYC” results. Re-assessment also provides an opportunity to undergraduate students who have failed a module to improve their results.

3. SCOPE

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

The assessment policy will describe inter alia the following procedures:

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

4. REFERENCES

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

Other acts, policies and documents as references:

- Hugonote Moderation Policy
- Unit Standard 115753: Conduct outcomes based assessments
- SAQA: Criteria and guidelines for assessment of NQF registered qualifications and unit standards
- SAQA. 2014. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa
- Higher Education Act 101 of 1997, as amended
- National Qualifications Act 67 of 2008
- Level descriptions for the South African Qualifications Framework (SAQA 2012)

White Paper for Post-School Education and Training (2013)

5. 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.

- **TVET and undergraduate programmes.** 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. Students will be given specific feedback on both formative and summative assessments.
- **Post-graduate training programmes** are primarily aimed at acquiring knowledge and skills through advanced lectures and through conducting research. In certain components (modules) the formative assessment is regarded as summative with the final mini-dissertation being regarded as the final integrated summative assessment.

One re-assessment per summative assessment conducted will be allowed during a period equal to the originally prescribed duration of a particular course. Students registered for a TVET programme who fail again or are found to be Not Yet Competent (NYC) in the re-assessment, will have to re-register for the particular module or enrol for a different TVET learning programme. Under-graduate students who fail a module for a second time can apply for a concession to register for non-degree purposes at the University of South Africa (UNISA) for a module with the same/similar outcomes. On receipt of a module transcript it may be deemed the equivalent of a College module in terms of Credit Accumulation and Transfer (CAT).

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 all assessment instruments that are at the 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:** Assessment information 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
 - How 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 inabilities 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. The procedures, methods, instruments and practices must also be 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:** 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. Student learning is supported and promoted by helping students to monitor their own learning and to reflect on learning experiences, rather than to focus one-sidedly on results.
- **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 lecturers to achieve reliable results in a reasonable time. This also relates to timely feedback to students 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.

5.1 SAQA POLICY

The SAQA criteria for assessment are as follows and will be implemented as principles of assessment at Hugenate 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 is 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 following context and outcome.
- The timing of an assessment must be flexible 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.

5.2 ASSESSORS

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

Assessors of candidates seeking a TVET qualification through Recognition of Prior Learning must have completed the following Unit Standards and the institution must be registered as an RPL centre with the relevant ETQA:

- 12544: Facilitate the preparation and presentation of evidence for assessment
- 117874: Guide learners about their learning, assessment, and recognition opportunities

Assessors of transferring students must have demonstrated competence in the alignment of such modules with the qualification offered at Hugenate Kollege. Transferring students must complete at least 50% of the qualification at this institution.

With regards to re-assessment 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.
- A formal agreement must be obtained after the re-assessment from both the student and the assessor that the assessment was carried out in accordance with agreed procedures.

5.3 LANGUAGE OF ASSESSMENT

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

5.4 REPORTING AND RECORDING

Recording and reporting of assessment and re-assessment results must be stipulated in the Standard operating procedures and adhered to by all assessors employed by the College. Written feedback to students must be given on all formative and summative assessments.

6. CREDIT ACCUMULATION AND TRANSFER

Credit accumulation and transfer refer 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 examinations.

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 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 a submission made by the Dean of the relevant Programme and ratified by the Management Committee of the College.

7. PROGRESSION AND QUALIFICATION

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

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 the 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 who have to write a supplementary examination in a module or subject will not necessarily be required to attend classes in the specific subject or module before writing the supplementary examination.

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 are not allowed to repeat a practical and a theory module more than 2 times.

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.

Upon 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 following the Certification Policy of the College.

8. RESPONSIBILITIES & AUTHORITY

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

9. RELATED POLICIES

This policy must be read in conjunction with:

- Hugenote Kollege Moderation Policy
- Hugenote Kollege RPL Policy
- Hugenote Kollege Appeals Policy
- Hugenote Kollege Language Policy
- Hugenote Kollege Certification Policy
- Hugenote Kollege Admission Policy
- Hugenote Kollege Re-Assessment Policy
- Hugenote Kollege Irregularities Policy

Standard Operating Procedures for respectively Higher Education or Occupational/TVET Education.