

QUALITY MANAGEMENT SYSTEM

SOP – D3.1

TITLE: ASSESSMENT PROCEDURE HIGHER EDUCATION PROGRAMMES

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STANDARD OPERATIONAL PROCEDURES - ASSESSMENT AND RE-ASSESSMENT: DEGREE PROGRAMMES

1. PURPOSE:

The purpose of the operating procedures is to regulate assessment processes for higher education in Hugonote Kollege, to provide guidelines for fair, valid, and credible assessment and to provide standard procedures for re-assessment of students.

2. CLARIFICATION OF THE TERMS “ASSESSMENT” AND “ASSESSOR”

The term “**assessment**” refers to the identification, gathering and interpretation of information and evidence against the required exit level outcomes of the degree programmes offered by the Hugonote Kollege.

Assessment is viewed as an on-going process that

- Is itself a learning opportunity
- involves multiple sources of information and evidence
- and evaluates what students know, understand, and can do with their knowledge as a result of their learning experiences.

Therefore, both formative and summative assessments are used to ensure that the process culminates in an effective learning experience.

The term “**assessors**” refers to qualified lecturers assigned to specific modules. In addition, the term “**second examiner**” will be used for qualified lecturers who will act as internal moderators for assessments. A second examiner may also serve as peer support for lecturers.

3. CONTEXT AND CONDITIONS FOR ASSESSMENT

Assessment is done in accordance with the criteria for the appropriate level as set out in the National Qualifications Framework (See SAQA Level Descriptors). Through consistent application of the NQF criteria levels,

- Knowledge (i.e. remembering),
- Insight (i.e. understanding, analysing, evaluating, and creating) and
- Skills (i.e. applying).

are tested.

The assessment of knowledge, insight and skills in the degree programmes offered by the Hugonote Kollege will be based on the revised Bloom’s taxonomy (Anderson and Krathwohl, 2001). This implies that assessments move from a concrete level of knowledge toward an abstract level of knowledge:

The learning outcomes of degree programmes will direct the assessment content.

Assessment will be scaffolded in terms of cognitive processes that should develop at each of the grade levels. Students will therefore be assessed on a scale that moves from factual and conceptual knowledge on the first- and second-year levels to a procedural and metacognitive level of knowledge on the third/fourth-year levels.

A variety of assessment strategies, including summative and formative assessment, are used on a continuous basis to monitor students' progress. Assessments will be described in terms of actions related to a specific knowledge level (Anderson and Krathwohl, 2001, pp. 4–5).

4. ASSESSMENT METHODS AND TOOLS

4.4.1. Assessment Methods

Two assessment **methods** will be used:

- Formative: Continuous assessment throughout the module (theoretical and/or practical)
- Summative: One final integrative assessment per module (theoretical and/or practical)

4.4.2. Examination arrangements as part of summative assessments

- The examination centre for residential training will be at the Hugenote Kollege, Wellington, or at an off-campus facility used by the College. The address and location of off-campus facilities will be made known to lecturers and students by the respective School.
- Distance learning students will take online e-assessments. They may be required to do so in the presence of an invigilator. Arrangements for the appointment of invigilators will be made by the administrative staff of the College in collaboration with individual distance-learning students. The contracting of the invigilators will be finalized by the Human Resources Official of the College.
- Students and invigilators are comprehensively informed beforehand as to all examination arrangements and procedures and examination room regulations.
- The language medium for examinations in all courses will be Afrikaans or/and English and in agreement with the official Language Policy of the College students may answer in either Afrikaans or English.
- A student must apply online within 48 hours for a special examination opportunity if the student has been prevented from taking an examination or is unable to complete the examination due to, inter alia:
 - Illness on the day of the examination, immediately before or during the examination session, provided that his/her application is accompanied by an acceptable medical certificate specifying the nature and duration of the illness and declaring that for health reasons it was impossible or undesirable for the student to write the examination, and, where applicable, a letter from the invigilator certifying that the student left the examination venue due to illness;
 - Personal circumstances, such as the serious illness or death of an immediate family member during the examination period, provided that satisfactory proof of such circumstances is produced;

- Only medical certificates issued by a medical practitioner, registered with the Health Professions Council of South Africa, will be accepted.
- A student requires a minimum of 40% for his/her formative mark to gain access to the summative assessment.

4.4.3. Residential Examination room rules

- Only writing utensils (i.e. pens, pencil, eraser, and ruler or laptop/desk PC as agreed with e.g. distance learning students) may be brought into an examination room by students. No cellular phones or any headgear are allowed in examination rooms.
- Students are obliged to bring their student ID cards with them.
- Students must be in the examination room 15 minutes before the communicated starting time. No students will be admitted 30 minutes after the commencement of the assessment.
- No reservation of places is permitted.
- No talking or wandering is permitted in the examination room. Students are to take their places immediately upon entering the examination room.
- Attendance registers must be completed for all students present.
- Students must complete the cover page of the examination book in full.
- Students may not begin writing answers until the invigilator has announced permission for this.
- Students must ensure that their answers are numbered with the same numbers as the appropriate questions.
- Rough work may only be done in the answer book and must be indicated as such.
- Students may draw the attention of the invigilator by raising a hand, for example when a new examination book is required.
- No student will without prior arrangement and authorization by the relevant Dean be permitted more time than is indicated on the timetable, and answer books must be handed to the invigilator as soon as the time has expired.
- Under no circumstances may a student keep his/her examination script, remove it from the examination room, or remove pages from it.
- No student is permitted to leave the examination room until one hour of the examination has passed, except if this is unavoidable, and then only with the permission of the invigilator and under supervision.

4.4.4. E-assessment Rules

- Electronic assessments will be conducted on the MyNotes communication platform in accordance with the availability, time limit, and other arrangements set by the assessor.
- Students must ensure that their device and internet connection are functioning properly before the assessment begins. Technical issues during the assessment may not be considered as valid reasons for extensions or exceptions.
- Students must choose a quiet, well-lit space free from distractions and interruptions to complete their assessment.
- Only materials and resources allowed by the instructor or stated in the assessment instructions may be used. Unauthorized aids, including other electronic devices, textbooks, notes, or websites, are strictly prohibited unless explicitly permitted.

- Unless otherwise specified in the assessment instructions, silence must be maintained throughout the assessment. Any form of communication with others, including verbal communication, messaging, or using social media platforms must be avoided.
- All activities that could compromise the integrity of the assessment, such as plagiarism, cheating, or collusion with other students are strongly prohibited. This includes copying from external sources, communicating with others about the assessment content, or accessing unauthorized materials. Academic integrity must be maintained by producing original work and citing sources properly if required. Any form of academic dishonesty will result in disciplinary action.
- Time must be effectively managed to complete the assessment within the specified duration. Procrastination must be avoided, and sufficient time allocated for each section or question based on the provided instructions.

4.4.5 Supplementary assessment

- A student, who qualifies for a supplementary assessment in the directly following special assessment period, shall be notified to that effect in his/her electronic Statement of Results.
- Students will be expected to do the supplementary or special assessment at the same centre at which they did the previous assessment unless prior arrangements have been made.
- Where a student qualifies for a special or supplementary assessment, the supplementary assessment shall be postponed should the date clash with that of another assessment previously set and communicated.
- No further assessment opportunities are granted in the same assessment cycle once a supplementary assessment was done by a student. Students who fail their supplementary assessment must reregister for the relevant module.

5. RE-MARKING AND ASSESSMENT APPEALS PROCESS

Students may only apply for re-marking of an assessment if they obtained **40% to 49%** in the scheduled assessment for the module concerned. The re-marking fee will be determined by the Hugenote Kollege Management. Students may not apply later than one week after the publication of the results. Application forms are available on the student interface platform.

If a student is of the opinion that the feedback on an assignment was unfair, he/she may follow the **Assessment Appeals Process**.

For the process and deadlines linked to the appeal process, the operating procedure of the Appeal Policy must be consulted.

6. RECORDING AND ENDORSEMENT OF ASSESSMENT RESULTS

Each degree programme will compile an assessment plan that will indicate the exit level outcomes/BSV-standards that will be assessed for each module/year to ensure the scaffolding of knowledge, insight, and skills according to the level descriptors of the NQF.

Each module guide will provide students with a layout of all the assessment activities and the weights associated with each activity.

Students must receive feedback on formative assessments no later than 2 weeks after the assessment activity took place or one week prior to summative assessments. The results must be recorded in the student interface points module.

The mark for year courses will be made available not later than 2 weeks prior to the final assessments. The final assessment results for each module/course must be endorsed by the Academic Committee of the Hugonote Kollege, prior to the dissemination of results.

Summative assessments are viewed as the final assessment of a module or part thereof. The following administrative activities will follow the summative assessment and prior to the graduation:

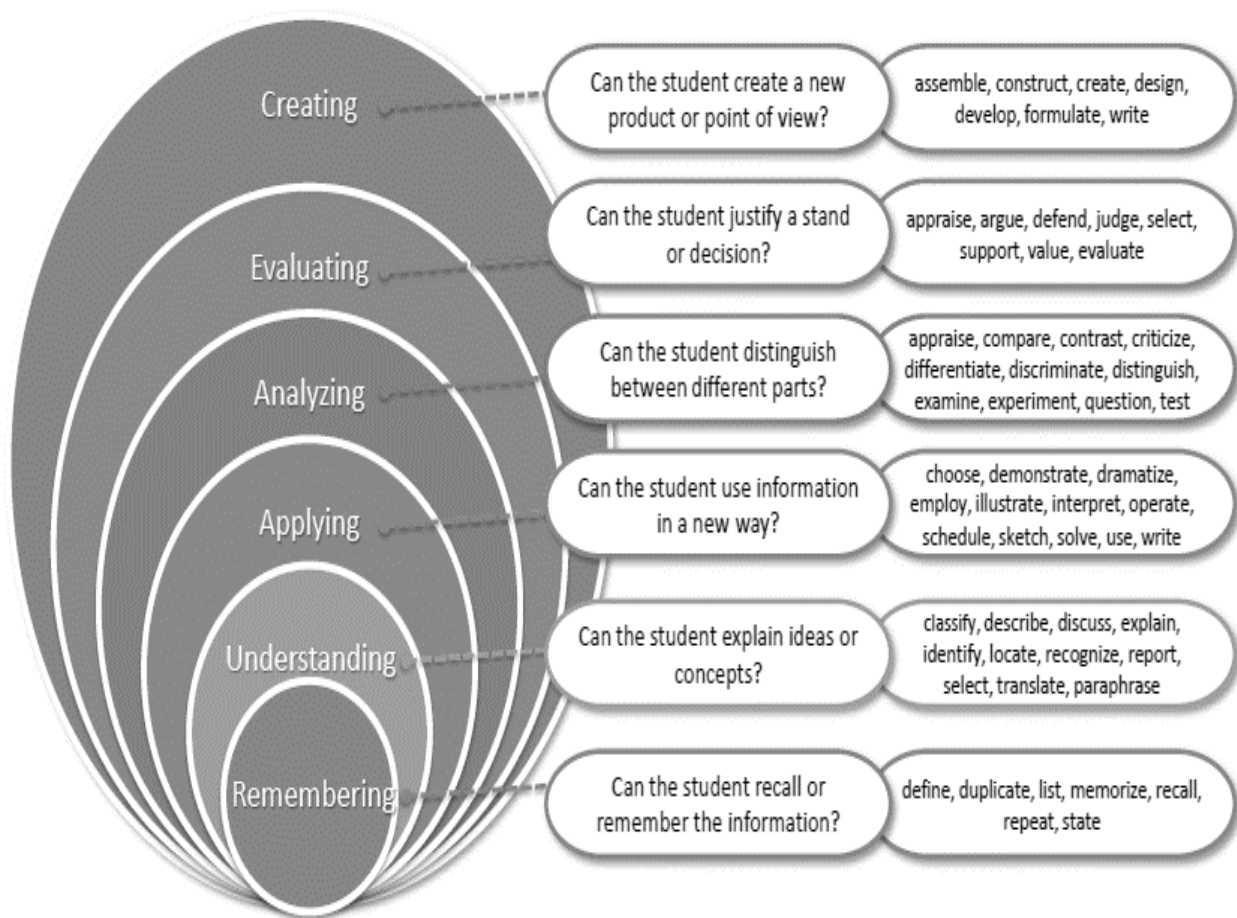
- Advancement of students registered at the College rests with the Academic Committee, which bases its decision on the marks awarded by lecturers and internal moderators (i.e. second assessor) and external moderator appointed by the College for final year modules. The College informs these students of their assessment results.
- All assessment results for each module completed in a specific assessment period are released when administratively finalized. No separate results will be released or announced before the official announcement date.
- Before a student may receive any final assessment results or a certificate/degree, all accounts payable to the College must be settled.

7. PRACTICAL GUIDELINES - ASSESSMENT AND RE-ASSESSMENT: DEGREE PROGRAMMES

7.1 CONTEXT AND CONDITIONS FOR ASSESSMENT

The assessment of knowledge, insight and skills in the degree programmes offered by the Hugonote Kollege will be based on the revised Bloom's taxonomy (Anderson and Krathwohl, 2001). This implies that assessments move from a concrete level of knowledge towards an abstract level of knowledge, as depicted in the figure below:

Bloom's Taxonomy (Revised)



Assessment will be scaffolded in terms of cognitive processes that should develop in each of the grade levels. Students will therefore be assessed on a scale that moves from factual and conceptual knowledge on the first- and second-year levels to a procedural and metacognitive level of knowledge on the third/fourth-year level.

Together with Blooms Taxonomy, the level descriptors for the South African Qualifications Framework (2012) as published by SAQA must be considered.

7.2 ASSESSMENT METHODS/TOOLS

Assessment tools

Some of the tools that might be used to assess (formative or summative) a module are listed below:

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- Oral presentations
- Written presentations
- Forum and Blog discussions
- Portfolio of Evidence and Reports covering the integration of theory and practice.
- Online Quizzes
- Class tests
- Speed tests
- Portfolio of Evidence

Assessment plans must be made available to students and moderators/second assessors.

Practical guideline: A Portfolio of Evidence (PoE) may be required for ALL modules as described by the programme.

Description of a Portfolio of Evidence

A PoE reflects the work that has been produced by a student. It includes proof of any learning materials that have been used, with specific emphasis on the *connection between theory and practice*. The student compiles the portfolio to “tell a story about the growth of the student”. It is a record of the processes of learning and creating (integration of theory and practice) and portrays the student’s ability to apply theoretical knowledge in practice. It also highlights the obstacles encountered along the way.

A PoE is therefore the student’s evidence of competence. It is a collection of work done for a specific module and linked to the Exit Level Outcomes/BSW-standards and Associated Assessment Criteria for the specific module. For this reason, the student can (for instance) show how s/he grew by providing three reports – depicting how skills/insight took place from report 1 to report 3 OR from year 1 to year 3/4. A key component is the student’s reflection on each section of the portfolio. The reflection shows the level of learning, the understanding related to the learning and the readiness/ability to apply knowledge/skills within a specific year level.

The Purpose of a Portfolio of Evidence

- To encourage the student to illustrate his/her unique characteristics, strengths, and learning needs.
- To encourage active use of feedback to enhance personal and professional development.
- Assessment is done in a standardized manner to assess skills, knowledge and understanding.
- It is used as a formative assessment (i.e. pointing out the areas that need more work) as well as a summative (i.e. final) assessment.
- It involves students in the assessment process and could stimulate motivation to improve knowledge, skills and understanding.
- It encourages the use of knowledge, skills and understanding in the future (the student can use the PoE in practice).

The Process of building a Portfolio of Evidence

• Collection

Based on the exit level outcomes of the module, the student collects relevant literature and theory, as well as evidence of the application thereof in practice. This step requires that students continuously collect and store information, their work and feedback. Meticulous *documentation and recordkeeping skills* are required. The layout of the portfolio provides some

guidelines as to “what” to collect and document, and “where” to store the information. Information could be collected and stored in a file or in electronic format, depending on the availability of resources. A file in an electronic format will be stored by the Hugonote Kollege in PDF format once feedback was provided to ensure reliability.

• Selection

In this step, all the collected documents need to be sifted. The student must decide how the documents will be presented, what will be highlighted and what relates to the outcomes of the module and what not. The student must also identify what is still needed to ensure that there is enough evidence that the outcomes were reached. *Reflection* is therefore already needed during this stage. Some questions that students could ask at this stage are:

- How am I going to organise this?
- Do I want to keep hand-outs and notes separate from finished work?
- Do I want to present my knowledge, skills and understanding separately or integrated?
- Do I want to keep everything or only the best ones?
- Do I want separate sections/folders for different topics/outcomes/standards? (this is highly recommended as it makes it easier for the assessor of the file to identify aspects related to the outcomes/standards – thereby showing that the student understands what he/she needed to proof)
- How often will I review the contents?

• Reflection

Once all the evidence is selected, the student reflects on the learning experience, as well as the obstacles experienced. This is then documented. This step is the most important in the portfolio process. It is what distinguishes portfolios from mere collections. Students must *explain* what they have learned and their understanding thereof. It is important that the student is also able to acknowledge learning needs – this indicates the ability to reflect to ensure ongoing learning. This step is important because the student takes an active role in the assessment process.

• Connection

Connection is a result of reflection. During this last step, the student must be able to answer the following question:

- Why did I learn this and how will I use it in the future?

The student is now required to be able to understand the significance of both the knowledge and the skills that were required and the purpose of why the specific outcomes/standards are needed for professional development.

Requirement for a Portfolio of Evidence

- Students should use a *wide range of evidence* (e.g. from diverse sources and in different formats).
- Students must continuously *link* the content (i.e. evidence) with the outcomes that will be assessed.

- The *layout* of the portfolio must be logical so that assessment can be done – it means that the link between the outcome/standard and the evidence must be clear.
- *Cross-referencing* must be done in such a way that the assessor can easily find the reference (e.g. give page numbers).

Examples of evidence produced **by the student** can include:

- Reports (e.g. interviews, minutes, etc.);
- Essays, notes, letters, diary entries, sermons, Bible studies;
- Logs, graphs, diagrams;
- Pictures, posters, maps, photographs;
- Presentations;
- Questionnaires;
- Theoretical information related to the outcome / journal articles related to the outcome / extracts from legislative and policy documents and
- Reflection sheets.

Examples of evidence produced **by others**:

- Witness testimony,
- Supervision reports and
- Feedback by lecturers/mentors/supervisors.

Authenticity of evidence:

The assessment of the PoE entails that the authenticity of the information must be verified. The student must therefore make use of original documents as far as possible and a reference list of authors and their works that were included. Authentication can be achieved by one or more of these methods:

- Signatures and dates;
- Questioning;
- Use of personal logs;
- Personal statements produced by the student;
- Peer reports;
- Witness testimony;
- Write-ups under supervised conditions;
- Electronic tools such as computer-based programmes with security functions and
- Countersigning of work by student, and/or by the lecturer/mentor/supervisor.

Layout of a Portfolio of Evidence

- Personal information: Student name, student number, CV (optional)
- Information regarding the organisation – in this case Hugenote Kollege (including a daily programme/diary to illustrate activities and time management)
- Summary of the module: Name and code

- List of outcomes that need to be achieved (the assessment form for the module can be used in this regard)
- Declaration that plagiarism did not take place
- Table of contents
- Sections according to outcomes
- Sub-sections, e.g. evidence of knowledge, evidence of understanding, evidence of application, feedback, reflection sheet
- Reference list

7.3 REMARKING/REGRAIDING AND ASSESSMENT APPEALS PROCESS

Students may apply for remarking/regrading of completed assessments on the Hugonote Kollege student portal interface. Should the grievance not be resolved, students may submit appeals on the same interface.

7.4 CAPTURING AND ENDORSEMENT OF ASSESSMENT RESULTS

Each module guide will provide students with a layout of all assessment activities and their associated weights. Marks will be captured according to the pre-determined weights on the student interface platform and endorsed by the Academic Committee.