



PROCEDURE: Assessment

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Inception Date	1 July 2018		
Procedure Owner	Dean: Teaching and Learning		
Review Register		Date	Signature
Approved by QMS Sub-committee	QMS Chairperson	01/07/2018	Name: Louise Fuller Signature:
Approved by MANCO	MANCO Chairperson	01/07/2018	Name: Benjamin Anderson Signature:
Revision Frequency	Annually		
Review Date	June 2019		
Review History			

Related documents

<p>Da Vinci internal (e.g. Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> • Policy: Assessment and Moderation • Policy: Curriculum Design and the Development of Learning and Assessment Resources • SOP for Moderation Practices 	<p>Other/External (e.g. Legislation, DHET and CHE directives and guidelines)</p> <ul style="list-style-type: none"> • Constitution of the Republic of South Africa: 1996 • Higher Education Act (Act 101 of 1997) • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004 • Labour Relations Act (Act 66 of 1995) as amended • CHE: Distance Higher Education Programmes in a Digital Era: Good Practice Guide, 2014 • SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa, 2017
Website address of this document:	www.davinci.ac.za

Procedure Description

This procedure document will be used for all assessments.

Step	Description	Notes
1	Programme Convener to upload assessment and relevant learning resources to the Online Learning Management System	
2	Student to complete the Formative assessment 1 and ensure the relevant cover page is used as per programme schedule due dates	Turnit in to be checked where relevant
3	Formative assessment 1 is marked by lecturer/assessor	
4	Programme Convener to inform students to access marksheet and feedback for improvement in further assessments	
5	Student to complete the Formative assessment 2 (where relevant) and ensure the relevant cover page is used as per programme schedule due dates	Turnit in to be checked where relevant
6	Formative assessment 2 is marked by lecturer/assessor	
7	Programme Convener to inform students to access marksheet and feedback for improvement in further assessments	
8	On completion of the module Student to complete the summative assessment and when this is an online submission of an assessment ensure the relevant cover page is used as per programme schedule due dates (where relevant)	This may also be assessed through means of an examination Turnit in to be checked where relevant
9	Summative assessment is marked by lecturer/assessor	
10	Lecturer/assessor to submit a markers report to the Programme convener	
11	Programme convener to check that the calculation of individual student module marks is correct	
12	Programme convener to ensure moderation takes place	

13	Programme convener to capture marks on the academic report and hold a marks meeting with relevant programme coordinator	Marks meeting includes the review of associated reports
14	Marks approved by programme coordinator	This may include condonement or amendment as per the moderators report
15	Programme Convener to minute marks meeting and update academic report if necessary	
16	Examination and Assessment committee to verify marks and module outcomes before marks are released	Feedback to Design office on assessment instruments where relevant
17	Programme Convener to load marks on the Learners Management System (LMS)	
18	Programme Convener to inform students to access marksheet and feedback can be accessed on the Online Learning Management System	Appeals or remark process is available to students if required
19	Programme Convener to give feedback to Lecturer/Marker	
20	The Resubmission/ Supplementary of assessments opportunity is applied when needed	

Stakeholders

#	Stakeholder
1	Dean: Teaching & Learning
2	Dean: Design
4	Registrar
5	Programme Co-ordinator
6	Programme Convener
7	Lecturer
8	Assesor
9	Moderator
10	Student

Version Control

Procedure Owner	Version #	Date	Reason
Dean: Teaching & learning	001	25 July 2018	

