



## ASSESSMENT AND MODERATION POLICY

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## 1 Introduction

The Da Vinci Institute is an accredited private higher distance education provider offering qualifications on NQF levels five to ten, which are registered on the Higher Education Qualifications Sub-Framework (HEQSF). This policy forms part of the institutional Integrated Quality Management System and details the principles for ensuring that programme offerings adhere to academic standards and empower students to contribute to the transformation of their communities, society and the economy of the future. This approach is underpinned by the Practice-driven Action Learning discourse on the co-creation and distribution of relevant knowledge.

## 2 Definitions

<b>Term</b>	<b>Definition</b>
Assessment	The process used to identify, gather and interpret information and evidence against the required competencies in a qualification, part-qualification, or professional designation in order to make a judgement about a learner's achievement. Assessment can be formal, non-formal or informal; assessment can be of learning already done, or towards learning to inform and shape teaching and learning still to be done (SAQA, 2014).
Assessment criteria	The standards used to guide learning and assess learner achievement and/ or evaluate and certify competence (SAQA, 2014).
Assessor	A person able to conduct high-quality internal and external assessment for specific qualifications, part-qualifications, or professional designations. Appropriately qualified lecturers, teachers, educators, trainers, examiners, moderators, chief markers, markers, Recognition of Prior Learning (RPL) specialists, and Credit Accumulation and Transfer (CAT) officials are all examples of assessors (SAQA, 2014).
Learning outcomes	Statements that refer to the contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values (SAQA, 2014)
Moderation	Internal and external verification that an assessment system is credible and that assessors and learners behave in an ethical way; and that assessments are fair, valid, reliable and practicable (SAQA, 2014)

Term	Definition
Validity	The extent to which the assessment measures what it has been developed to measure. Validity in assessment is about the appropriateness, usefulness and meaningfulness of assessment procedures, methods, instruments, and materials. Assessment is valid when assessment tasks actually test the knowledge and skills required for defined competencies and learning outcomes (SAQA, 2014).

### 3 Regulatory Framework

This policy is benchmarked against, and should be read in the context of the relevant legislation underpinning the principles against which institutional policies and operational procedures are developed, implemented and maintained. These include:

#### A. Relevant legislation:

- I. CHE, 2014. Distance Higher Education Programmes in a Digital Era: Good Practice Guide
- II. CHE, 2004. Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation
- III. Constitution of the Republic of South Africa: 1996
- IV. Higher Education Act (Act 101 of 1997)
- V. Labour Relations Act (Act 66 of 1995) as amended
- VI. NQF Act, No. 67 of 2008
- VII. SAQA, 2014. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa.

#### B. Applicable Da Vinci documents:

- I. D4 - Teaching and Learning Policy
- II. D5 - Curriculum Design and the Development of Learning and Assessment Resources Policy
- III. D19-P3 – Moderation Procedure
- IV. D6 - Appointment, Management and Development of Faculty Policy.

### 4 Scope

The policy applies to all assessment and moderation processes pertaining to the registered qualifications and relevant non-qualification programmes (or part qualifications, as defined in the NQF Act, No 67 of 2008) of The Da Vinci Institute.

### 5 Purpose

The purpose of this Assessment and Moderation policy is to:

- 5.1. Ensure that The Institute adheres to the national regulatory criteria and requirements for the effective management of assessments and moderation thereof
- 5.2. Clarify The Institute's assessment and moderation principles to ensure common and shared understanding amongst the various role-players
- 5.3. Ensure that the assessment and moderation processes provide information for the evaluation of learning programmes for quality assurance processes
- 5.4. Ensure that the quality assurance cycle is effectively applied, for the purposes of informing curricula design, and Teaching and Learning.

## **6 Assessment and Moderation Purpose**

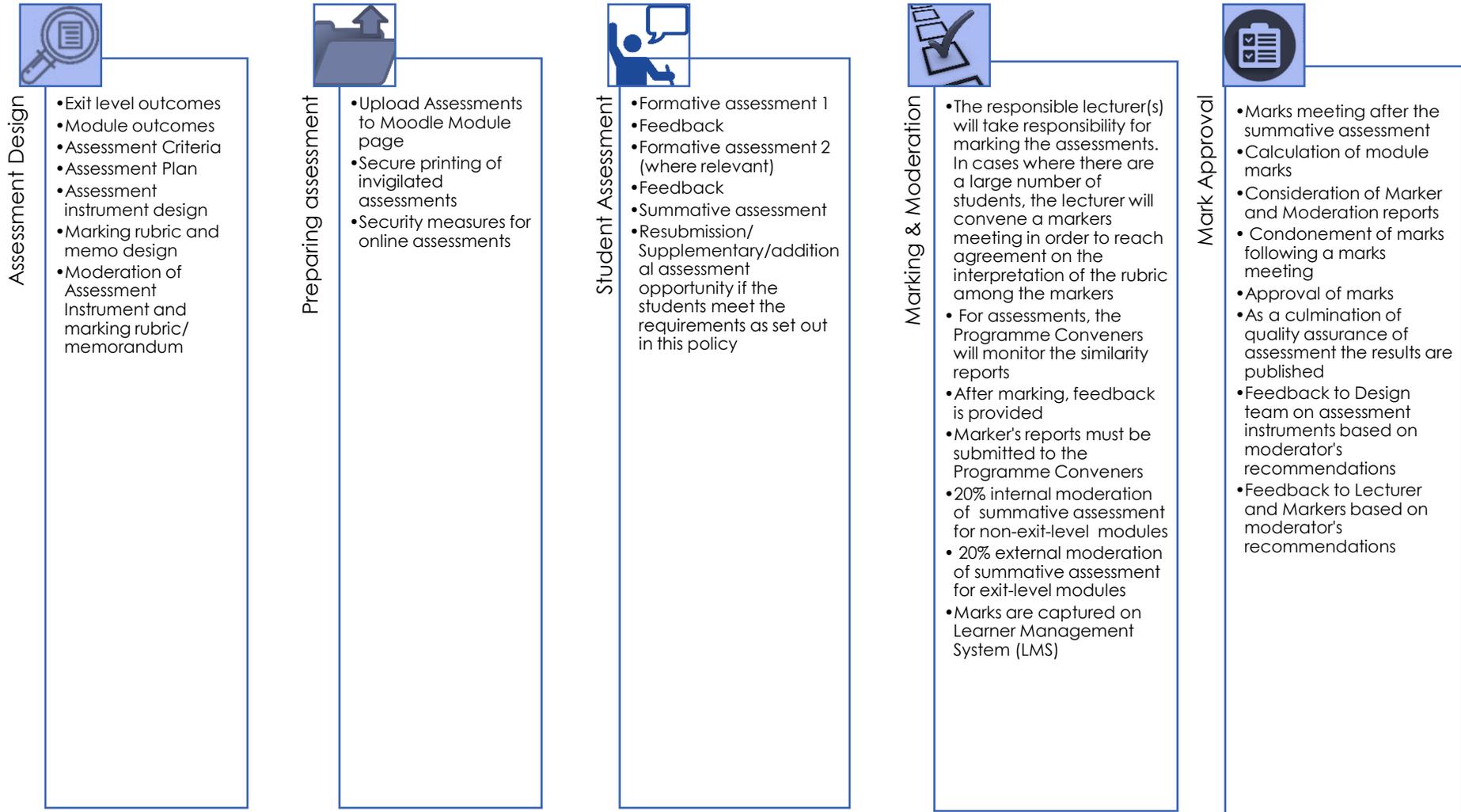
The overall purpose of assessment is to measure the competency of students against learning outcomes, relevant NQF level descriptors and relevant graduate attributes, which form the basis for certification and academic progression.

The purpose of moderation is to quality assure the assessment process against appropriate standards.

## **7 Assessment and Moderation Processes**

Figure 1 illustrates the steps in The Institute's assessment and internal/external moderation processes, as informed by the legislative and programme contexts.

**(See overleaf: Figure 1: Modular Assessment and Moderation Process)**



## 8 Principles for Assessment

The Institute views assessment and moderation as an integral part of the teaching and learning process. As a distance learning institution, the assessment practice of The Institute is based on the following principles:

### 8.1 Assessment as Learning

The Institute has embraced the principle of 'assessment as learning' and as such, uses all assessment as learning opportunities, positioning assessment as an essential part of the learning process, encouraging active engagement by students (Earl & Katz, 2006). Students are guided during their preparation of the assessments and receive comprehensive feedback to improve their learning. Assessments are designed to improve the development of knowledge, skills and attitudes.

### 8.2 Authentic Assessment

In line with adult learning principles, The Institute applies authentic assessment principles basing its assessment within 'real life' contexts (Sambell, 2016). The purpose of this approach is to increase student engagement and promote the assessment of meaningful, complex, real-world problems and tasks (Frey, Schmitt & Allen, 2012). Therefore, the assessment process acknowledges that assessment should integrate theory and practice, whilst assessing applied competence.

### 8.3 Fairness and Validity of Assessment

Assessments should be fair, valid and authentic, in that they do not allow any unfair advantage or impediment (SAQA, 2013-2014). The Institute ensures the fairness and validity of assessment in the following manner:

- 8.3.1. The assessment requirements are outlined in the study guide, which is made available to all students at the beginning of the module. These are aligned to the learning outcomes of the particular programme and/or module, as well as the Level Descriptors at the relevant NQF level
- 8.3.2. Assessments are assessed by using rubrics and marking *memoranda* to ensure consistency in terms of achieving the assessment criteria, as well as enabling specific, detailed feedback to students on their performance. It further assists with the alignment of marking standards across markers to increase the reliability of the marking
- 8.3.3. For Exit Level Modules, the summative assessment instruments are moderated by an independent external subject matter expert/s prior to implementation, to ensure that these are fair and valid
- 8.3.4. The specific group's performance at module level is reviewed at the Marks Meeting by the Head of Programme and Programme Coordinators prior to the publication of the marks

- 8.3.5. The cohort's performance at module level is reviewed by a work-stream of the Assessment Committee
- 8.3.6. The processes described in the *D5 - Appeals Policy* are available for students who do not agree with the marks awarded or the outcome of the assessment process
- 8.3.7. A suitable authenticity control measure is built into the assessment structure of each module to validate the authenticity of submissions. For example, an invigilated assessment, a sign-off by a line manager, a presentation to a group or an interview with the lecturer
- 8.3.8. The nature of the authenticity control will be tailored to the module.

## **8.4 Mode 2 Assessment**

In a Mode 2 learning environment, knowledge production is undertaken in the context of application. However, application is never one-dimensional and, thus, trans-disciplinarity is a hallmark of applied assessment. Furthermore, a Mode 2 approach seeks to solve real-life problems and consequently, has to be cognisant of organisational diversity and heterogeneities in a socially responsible manner.

Applying the Mode 2 principles to assessment suggests that problem-based, contextualised approaches are used where possible. This allows The Institute to evaluate the extent to which students can apply theory and knowledge by using multiple disciplinary lenses in socially-responsible ways.

## **8.5 Programme Assessment**

All programmes have at least two (2) different assessments, namely, formative assessments and summative assessments:

- 8.5.1. Modules that are not offered at the exit level of a qualification, with a credit value of 20 and below, will have one formative (weighted at 20%) and one summative assessment (weighted at 80%) that can take any form. For example, a report, essay or multiple choice
- 8.5.2. Modules offered at the exit level of a qualification, with a credit value below 20, will have one formative (weighted at 20%) and one summative assessment (weighted at 80%) that must take the form of an invigilated assessment
- 8.5.3. Modules that are not offered at the exit level of a qualification, with a credit value above 20, will have two formative assessments (weighted at 15% each) and one summative assessment (weighted at 70%) that can take any form
- 8.5.4. Modules that are offered at the exit level of a qualification, with a credit value above 20, will have two formative assessments (weighted at 15% each) and one summative assessment (weighted at 70%) which must take the form of an invigilated assessment.

Formative assessments are designed to allow for conceptual and cognitive development and align with the summative assessments, outcomes and relevant level descriptors. Summative assessments are conducted at the end of sections of learning or at the end of a whole learning programme, to evaluate overall learning achievements.

Integrated Assessments are designed to assess knowledge and skills application across several modules within a programme. Diagnostic assessments are conducted before teaching starts to identify student strengths and weaknesses in order to use gathered information to create suitable learning environments. All assessments can be used diagnostically to inform or review curriculum, supporting materials and teaching and learning activities. For further information regarding types of assessment please refer to Appendix A of this document.

## **8.6 Recognition of Prior Learning Assessment**

Prior learning is recognised by The Institute, as described in the Policy for Recognition of Prior Learning (refer to *D2 – RPL, CAT and Articulation Policy*). A RPL assessment is used to assess whether an RPL candidate is capable of undertaking specific tasks based on evidence of skills and knowledge gained throughout their life measured against certain criteria.

## **9 Postgraduate Assessment**

With respect to assessment of dissertations and theses, refer to the *D13 - Examination of Dissertations and Theses Policy*.

## **10 Feedback**

Students receive detailed, constructive and timely feedback from the Assessor, in line with The Institute's philosophy of 'assessment as learning' as discussed in Paragraph 8.1.

## **11 Principles for Moderation**

'Moderation' of assessment means internal and external verification that an assessment system is credible, allowing for assessments that are fair, valid and reliable.

### **11.1 Condonation of Marks**

In circumstances where the outcome of a summative assessment, dissertation or module is within one or two percent of a pass mark or a distinction, the Heads of Programmes for undergraduate and postgraduate studies will consider the following condonation rules when reviewing the mark/s awarded:

- a. A module mark of 48% and 49% condoned to 50% (pass mark)
- b. A module mark of 73% and 74% condoned to 75% (distinction mark). As we condone marks at a modular level the programme mark cannot be condoned.

c. A programme mark of 73% and 74% condoned to 75% (Cum Laude).

## **12 Record Keeping**

Students' records, including a database of assessment outcomes and results, are maintained in a secure manner as required by the HEQCIS, CHE and SAQA and applicable legislation.

The ability to un-publish results may only be effected by the Registrar's Office.

## **13 Responsibilities**

In this section, the roles and responsibilities of the main role-players are described.

### **13.1 Executive Dean**

The Executive Dean serves as line manager for the Deans of Design and the Heads of Programmes, and takes ultimate responsibility for the governance and quality assurance of all academic activities at the Da Vinci Institute for Technology Management.

### **13.2 Dean: Design**

The Dean: Design, is responsible for leadership and quality assurance of the design of the assessment plan and instruments. The Dean is also responsible for ensuring compliance with regulatory requirements, as well as alignment with The Institute's Mission and Vision and relevant exit-level and module outcomes.

### **13.3 Head of Programme: Undergraduate**

The Head of Programme for undergraduate programmes is responsible for the quality assurance of the implementation of the teaching and learning, assessment and moderation processes. The Head of Programme is also responsible for ensuring compliance with regulatory requirements, and reporting on such to the Executive Dean, as well as alignment with The Institute's Mission and Vision and relevant programme and module outcomes.

### **13.4 Head of Programme: Postgraduate**

The Head of Programme for postgraduate programmes is responsible for the quality assurance of research-based assessments, dissertations and theses. The Head of Programme is also responsible for ensuring compliance with regulatory requirements, and reporting on such to the Executive Dean, as well as alignment with The Institute's Mission and Vision and relevant programme outcomes.

### **13.5 Programme Coordinator/s**

The Programme Coordinator/s of The Institute are responsible for:

- 13.5.1. Ensuring implementation of all academic policies, including assessment and moderation processes by faculty/academic staff/lecturers
- 13.5.2. Monitoring the quality, validity and fairness of all assessment processes
- 13.5.3. Provision of feedback to students, faculty (lecturers) and the relevant Heads of Programme
- 13.5.4. Making recommendations to the Assessment Committee pertaining to the continuous improvement of the assessment instruments and processes, which may be used to inform relevant policy.

### **13.6 Registry Office**

The Registrar is responsible for the following:

- 13.6.1. Chairing the Assessment Committee
- 13.6.2. Overseeing the fairness, validity and regulatory compliance of The Institute's policies, processes and procedures
- 13.6.3. Quality assurance of all mark capturing processes for the integrity of assessment
- 13.6.4. Printing of hand-written invigilated assessments and the safe-keeping of these completed assessments in accordance with procedure
- 13.6.5. Keeping records of all hand-written and online invigilated assessments.

### **13.7 Lecturer**

The lecturer is responsible for facilitating modules, preparing students for assessments and assisting them with understanding the implementation of the assessment process.

### **13.8 Invigilator**

The Invigilator is appointed to manage the assessment process during invigilated assessments by ensuring the integrity of processes and appropriate conduct during invigilated assessments (Refer to the *D18 - Invigilated Assessment Policy*).

### **13.9 Assessor**

The Assessor/Marker is responsible for assessing student submissions against assessment criteria and learning outcomes. The assessor provides formative feedback on formative assessments to assist in preparing students for summative assessment. In some instances, feedback on summative assessments are also required.

### 13.10 Internal Moderator

The internal moderator evaluates the suitability of the assessment instrument and provides judgements on the outcomes of the assessment. The internal moderator also provides the assessor with formal structured guidelines regarding his/her assessment practice/s and ensures that assessment takes place in accordance with the assessment plan. Internal moderators moderate 20% of marked assessments for non-exit level modules.

### 13.11 External Moderator

The external moderator evaluates the suitability of the assessment instrument for exit level modules and provides judgement on the outcomes of assessments. The Institute reserves the right to make additional use of external moderators where deemed necessary. The external moderator ensures that the assessment meets the requirements of the discipline in terms of depth, breadth and level. The external moderator also provides input in respect of the veracity, validity and reliability of assessment instruments. External moderators moderate 20% of marked assessments for exit level modules

## 14 References

- a. Council on Higher Education, (2014). Distance Higher Education Programmes in a Digital Era: Good Practice Guide. CHE, Pretoria.
- b. Earl, L.M. and Katz, M.S., 2006. Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning. Manitoba Education, Citizenship & Youth.
- c. Frey, B.B., Schmitt V.L. & Allen, J.P. 2012. Defining Authentic Classroom Assessment. Practical Assessment, Research & Evaluation, v17 n2 Jan 2012
- d. Sambell, K. 2016. Assessment and Feedback in Higher Education: Considerable Room for Improvement? Student Engagement in Higher Education, 1 (1)
- e. South African Qualifications Authority. 2008. National Qualifications Framework. SAQA, Pretoria.
- f. South African Qualifications Authority. 2013. National Policy for the Implementation of the Recognition of Prior Learning. SAQA, Pretoria.
- g. South African Qualifications Authority. 2014, National Qualifications Framework Act, No. 67 of 2008. Notice 505 of 2014
- h. South African Qualifications Authority, 2014. *National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa.*

## **15 Review of this policy**

Regular review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at departmental and institutional level, under the auspices of the official custodian of this policy, namely the Executive Dean.

## **16 Appendix A**

### **16.1. Principles of Assessment**

#### **16.1.1. Assessment as a component of the planning process**

The planning of assessment is seen as an integral component of the planning process of all teaching and learning and should be done before the onset of the teaching of a module. This implies the drawing up of a memorandum or marking guide (rubric) together with the assessment opportunities during the planning stage.

#### **16.1.2. Assessment is done against learning outcomes**

All assessments are done according to pre-set learning outcomes and related assessment criteria, which are aligned to the NQF level of the module and programme. Evidence should be collected that allows judgement on the depth and breadth of the student's knowledge, skills, attitude and applied competence. Assessment criteria should be set for all learning outcomes and will thus be criterion-based to ensure objective and fair assessment.

#### **16.1.3. Assessment methods**

A variety of assessment methods will be used in order to assess the different learning outcomes for knowledge, skills and applied competence. The methods will be aligned to the specific competence set for individual learning outcomes.

#### **16.1.4. Formative and summative assessments**

Assessment is formative during the teaching and learning phase of a module and serves to identify areas where students have challenges and to provide developmental feedback. Summative assessment occurs at the conclusion of a module and/or programme and serves to assess the extent to which a student has achieved the learning outcomes of a module and/or programme.

Assessment for all modules and programmes include both formative and summative assessment opportunities.

#### **16.1.5. Workload taken into consideration**

Students: The number of assessment opportunities are aligned to the credit value of a module and therefore to the notional hours of the module or programme to be assessed.

Lecturers: The type of assessment method used takes the number of students into account with the aim of providing a realistic and manageable workload for lecturers.

#### **16.1.7. Alignment to assessment criteria**

Assessment should comply with assessment criteria to ensure that it is educationally accountable. The following criteria are important when formulating and designing assessment activities and conducting assessment:

## **16.2. Assessment methods**

- 16.2.1. Appropriateness. The method used is suitable to the outcome being assessed. This means that the evidence can be gathered about competence in relation to the intended outcome, and not something else.
- 16.2.2. Manageability: The assessment activity should be manageable for the student and the lecturer (assessor). It should be such that evidence collection can be easily arranged and it should be cost-effective and not unduly interfere with learning.
- 16.2.3. Fairness. The method does not present any barriers to achievements, which are not related to the evidence. All students to be assessed are given the same (equal) opportunity to provide evidence of their competence.
- 16.2.4. Directness: All assessment activities should relate directly to the competence to be assessed and should be non-repetitive and reflect the core of the learning outcomes. Questions should be clear and unambiguous. Activities must be as close as possible to the actual performance.
- 16.2.5. Contextualised: All assessment activities should draw on both theory and practice according to the learning outcomes for the particular module and/or programme.

## **16.3. Evidence**

- 16.3.1. Valid: Evidence should match what the learning outcomes stipulates e.g. skills, knowledge, attitude or applied competence
- 16.3.2. Sufficient: The evidence should be sufficient to establish that performance to the "required standard can be repeated consistently in the future i.e. the performance to standard is not a "once-off" (SAQA, 2004:9)
- 16.3.3. Current: The evidence is proof that the student can perform the assessment outcomes at the time of competency declaration (this is especially important in Recognition of Prior Learning).

## **16.4. Overall assessment process**

- 16.4.1. Openness: There should be an opportunity for students to contribute to the planning and accumulation of evidence. Feedback from students is thus important
- 16.4.2. Transparency: The learning outcomes and assessment activities should be clearly communicated to the student with regard to the activities, the assessment criteria and the mark allocation
- 16.4.3. Reliability: The memorandum and marking guide should provide sufficient guidelines for consistent judgement and mark allocation.

## **16.5. Conducting outcomes-based assessments**

Assessments against the prescribed learning outcomes of an outcomes-based curriculum are guided by the following principles:

- 16.5.1. Assessments must focus on the production acquisition of new knowledge (as reflected in top level cognitive processes of Bloom's taxonomy – evaluate, analyse, etc.) as opposed to the re-production of existing knowledge, i.e. programme content
- 16.5.2. Assessments should always be aligned to learning outcomes and passing criteria. Students should always be made aware of 'what' is being assessed and what is needed to 'pass' an assessment and be in agreement with it
- 16.5.3. Assessment should assess that which falls within the student's realm of ability and that is NQF level appropriate
- 16.5.4. The 'design down' principle should be followed where standardised exit level outcomes are available
- 16.5.5. Expressions of competence other than that of writing (speech or illustration, for instance) should be accommodated and encouraged where feasible
- 16.5.6. Assessment should aim to provide students with multiple opportunities to practice what they have learned and provide feedback on that practice (formative). As conclusion to a learning programme, students must demonstrate achievement (summative)
- 16.5.7. Assessments should only be implemented where learning outcomes are assessed and we only assign value to items that relate directly to learning outcomes.

## **16.6. Assessment plan communicated to students**

Assessment opportunities, assessment criteria and dates of submission should be clearly indicated and communicated to students through the schedule and study material. Students should also be informed about supplementary and additional assessment opportunities as well as the right to appeal against the assessment outcome, plan or process. Students should have the opportunity to contribute to the assessment plan through feedback and comment.

## **16.7. Feedback**

Feedback to students should be prompt. Feedback on formative assessments should be constructive and developmental and enhance the teaching and learning process. Feedback on summative assessments serves the purpose of clarifying judgements to the student by informing the student on how they can improve in similar future assessments.

## **16.8. Reliable and transparent assessment process**

The assessment process should be reliable and ensure consistency in the assessment process, e.g. regarding re-assessment, supplementary and additional assessments. The process should also be reliable in terms of assessment and moderation practices. The assessment process should be transparent and all information should be made available to assessors, moderators, students and assessment administrators. Assessment rules and regulations should indicate re-assessment (to improve marks), supplementary assessment (a re-write) and additional assessment (in times of illness or trauma) rules of application and submission. It should also include the procedure for application for these assessments (see Appendix B below), as well as the procedure to appeal (see Appendix C below).

### **16.9. Equality of all assessment**

Assessment is according to assessment criteria and the rules of assessment are applicable to all routes of assessment. This indicates no discrimination against traditional and non-traditional (recognition of prior learning) students or for Senate discretionary exemption.

### **16.10. Appointment of assessors**

- 16.10.1. Academic qualification: Lecturers appointed should have at least one qualification level above the qualification exit NQF-level for which the assessment is set
- 16.10.2. Experience: The lecturer should have at least three years relevant practical experience in assessment at the level required for the qualification. Where a novice lecturer is used, the lecturer should be mentored by a more senior staff academic.

### **16.11. Quality assurance of assessment**

Assessment determines whether a student receives credits for a module or programme and it needs to be done in an accountable manner. Lecturers and administrators in the different structures need to manage assessments with integrity. Internal and external moderation plans should be developed and implemented by every lecturer responsible for a module in collaboration with the Programme Coordinator for the related programme.

### **16.12. Assessment opportunities and weights**

The number of assessment opportunities (formative and summative) and the weight of each should be set during the planning phase and discussed with the developer. A minimum of two assessment opportunities is required per module. For all invigilated assessments, the maximum marks awarded to a question must be clearly indicated and the total marks should tally to 100.

### **16.13. Assessment submission dates**

- 16.13.1. Each programme schedule indicates the formative and summative assessment dates for each module
- 16.13.2. A late formative and summative submission is any submission received after the published due date and will only be allowed under exceptional circumstances (refer to 16.17. Additional Assessments)
- 16.13.3. Students who fail to submit a formative assessment on the submission deadline, in the absence of a legitimate reason, must submit their assessment within a week of the first published date and the score will be capped at 50%
- 16.13.4. Failure to meet the second submission date for formatives, will result in the assessment not being assessed and a score of zero will be allocated
- 16.13.5. Only one late summative submission is allowed per year of registration
- 16.13.6. Should a student fail to submit the summative assessment on the late submission date (refer to 16.13.5.) then the student would be deemed to have failed the module and will be required to re-register for the incomplete module(s). Such re-registration implies that the student will not be able to claim any benefits related to late submissions as he/she will still be within the Academic year within which such benefits apply.
- 16.13.7. For any late submissions, students will not be provided with an opportunity to resubmit their assessments to improve their marks.

### **16.14. Resubmission of summative assessments**

- 16.14.1. Resubmission only applies to summative assessments
- 16.14.2. Students have an opportunity to resubmit a re-worked assessment to improve their mark in one of the following cases:
  - a. If a student failed the summative assessment, the student has the opportunity to re-submit the assessment to improve his/her mark. If the student fails the re-submission, he/she will be required to re-register. The relevant module fee will then apply
  - b. Even if the summative assessment was passed, a student may apply for the opportunity to have it resubmitted if they wish to improve their results for a specific module
  - c. In instances where a module is the last outstanding module for the student to graduate, The Institute will allow the student an additional resubmission after a consultation session with a qualified lecturer. An additional resubmission fee will apply.

Only one (1) resubmission opportunity will be allowed per module and a re-assessment fee is applicable
- 16.14.3. An assessment must be resubmitted within the specified time. No resubmission submitted after the deadline for resubmissions will be considered.
- 16.14.4. To qualify for award of the qualification Cum Laude, resubmission results will not be considered.

16.14.5. For the procedure for application for this assessment, refer to *Appendix B - Application for a Supplementary Assessment, Additional Assessment or Resubmission*.

### **16.15. Supplementary Assessments**

- 16.15.1. Supplementary assessments are applicable to invigilated assessments
- 16.15.2. Students who receive a result that ranges between 40% and 49% for their summative assessment qualify to write a supplementary assessment
- 16.15.3. Only one (1) supplementary opportunity may be granted per module
- 16.15.4. For the procedure for application for this assessment, refer to *Appendix B - Application for a Supplementary Assessment, Additional Assessment or Resubmission*.

### **16.16. Additional Assessment**

Students qualify for an additional assessment under the following circumstances:

- 16.16.1. Students who were absent during the formative or summative assessment due to illness or trauma and can produce a certificate of illness or trauma from a legitimate medical practitioner or affidavit from the South African Police
- 16.16.2. For the procedure for application for this assessment, refer to *Appendix B - Application for a Supplementary Assessment, Additional Assessment or Resubmission*.

### **16.17. Appeal**

Students have the right to appeal an assessment outcome (refer to the *E5 - Appeals Policy and Appendix C below*).

### **16.18. Assessment in the case of Master's and Doctoral students**

A student who fails to submit the Research Proposal on the third and final submission and within one year of being granted admission, shall be de-registered.

A Master's or Doctoral student who misses the first submission date, will need to include chapter one together with draft one of chapter three on the second submission date. If the student does not meet the second submission date, these two draft chapters will need to be submitted on the third and final due date. In this instance, the student will have waived the opportunity to receive feedback for submissions one and two. If the student fails the final submission, then the student has one opportunity to resubmit within four (4) weeks of receipt of the results and feedback, but within one year of being granted admission. If the event that the student still fails the research proposal, the student has the opportunity to appeal the exclusion decision. If successful, the

student will be granted a further six months in which to re-submit the draft research proposal under the close supervision and guidance of the Research Office. This decision is at the discretion of the Research Office.

Passing the Research Proposal with a score of 60% and will activate the following:

- a. In the case of Master's students, they proceed with the rest of the modular course-work and are allowed to attend the relevant tuition support workshops
- b. Master's students may choose to complete all other modules and then attempt the dissertation. This must be communicated to the relevant Programme Convener
- c. A supervisor will be appointed and work can continue on the thesis or dissertation.

The Institute reserves the right to deregister a student who fails to show satisfactory academic progress in any academic year. In such cases, students will be responsible to provide evidence of participation and academic progress, on request, so as to enable a review of their registration. In line with adult learning principles, the onus for academic progress and the evidence thereof is on the postgraduate student.

## **16.20. Preparation of students**

The following information should be provided to students:

16.20.1. The number of assessments to be completed for each module

16.20.2. The due dates for assessments

16.20.3. Assessment dates

16.20.4. When a student fails a module an assessment mark cannot be carried over

16.20.5. The percentage of the assessment mark contributes to the Final Mark

Reference to the following important issues:

16.20.6. Instructions for Completing and Submitting Assessments

16.20.7. Student Assessment Cover page

16.20.8. Plagiarism: Information to Students

16.20.9. Plagiarism Declaration for Assessments

16.20.10. Referencing Guide.

## **16.21. Preparation of assessors**

On appointment, all lecturers will be provided with copies of previous assessments and assessment briefs on a module to familiarise themselves with the standard and style of the questions, the number of questions normally set and the number of questions to be answered.

The lecturer will receive a detailed rubric and/or typed marking memorandum in the format specified by The Institute, with assessment briefs indicating how marks should be awarded.

## 16.22. Marking and feedback

Marking is seen as an important step in the teaching and learning process.

Lecturers must ensure that:

- 16.22.1. Assessments are marked according to the assessment rubric or memorandum as applicable
- 16.22.2. All the questions are marked
- 16.22.3. Marks awarded per question are correctly copied to the assessment rubric, correctly totalled and the correct percentage written in the appropriate field provided
- 16.22.4. Feedback to students in the formative assessments should be constructive and developmental in nature. Students should therefore receive feedback, by comments as well as ticks or crosses indicating where they have performed well or where they need to improve. The awarding of a mark per question without any kind of feedback to the student on that particular question is unacceptable, as this kind of feedback is most important especially to distance education students.
- 16.22.5. The pass mark in each module is 50% with a subminimum of 50% for the summative assessment and distinction of 75% or above, unless otherwise stipulated.

All programme results are preliminary pending institutional quality assurance processes.

Penalties to be applied when marking:

- 16.22.6. Too many questions answered: If the student answered more questions than were required, the lecturer has the right to mark only up to the correct number of questions. If s/he marks more than the correct number of questions, s/he shall include only the correct number in determining the final mark
- 16.22.7. Misallocation: If the incorrect number of questions are answered in a particular section or part of an examination paper, the lecturer will mark only the questions as per the instructions provided on the examination paper. For example, if the candidate is asked to attempt two questions from Part A and two from Part B but the student answers one from Part A and three from Part B, the Examiner will mark the one Part A answer and only the first two Part B answers as they appear in the script
- 16.22.8. Incorrect numbering: If an answer has been incorrectly numbered, provided the error is obvious, there will be no penalty. If there is any cause for doubt, then the answer must be marked relative to the question number shown
- 16.22.9. Errors of style and language: A high standard of expression, structure, and communication is required, especially at postgraduate level in dissertations and theses. Nevertheless, students with disabilities (e.g. dyslexia resulting in poor spelling) or disadvantages (e.g. second or third language candidates) should be judged on the quality of their knowledge, as they are able to

communicate it to the Examiner and not on pedantic expectations of spelling and language.

### **16.23. Irregularities**

Irregularities include any form of dishonesty or where there is doubt about any aspect of the evidence presented by the student. Incidents might occur during invigilation where students use inadmissible information sources or where plagiarism or inconsistency in the answering of assessments during the formative or summative assessment is detected. A written report by the invigilator or lecturer should be written immediately and submitted to the Registrar who will lead the investigation and disciplinary process according to the code of conduct.

#### **ProctorFree Assessment Rules**

- a. The student must complete a webcam scan of the room where s/he will take the Invigilated assessment. However, not all proctored assessments have to be taken in the same room
- b. No other person is allowed to enter the room while the student is taking the proctored assessment
- c. The proctored assessments must be taken in a well-lit room that is bright enough to be considered "daylight" quality
- d. The room in which the proctored assessment is taken must be quiet. Music or television sounds in the background are not permitted
- e. Students are not permitted to have the following items on their desks during a proctored assessment, unless otherwise specified and communicated:
  - Cellular phones or any other smart devices
  - Books
  - Paper notes
  - Pens
  - Calculators
  - Textbooks
  - Notebooks
- f. Students must dress appropriately for the proctored assessment
- g. Students are not permitted to use headphones or any other type of listening devices during a proctored assessment
- h. Students are not permitted to communicate with any other person by any means during the proctored assessment
- i. Students may not use a cellular phone for any reason
- j. Students may not leave the room during the proctored assessment for any reason
- k. Students with special needs who require additional time or any other specific accommodations to take the proctored assessment, must consult with the course team before any choices are made on the assessment page. The course team must approve the request and will make the necessary adjustments before the student starts the proctored assessment

- I. Students may not leave the assessment page for any reason, unless it is an open-book assessment. In such instances, students will be allowed to access study guides, e-books (if applicable), notes and previous assessments while writing the proctored assessment.

### 16.24. General assessment report

The moderator will compile an assessment report, reporting on the following matters:

- 16.24.1. Questions students answered well
- 16.24.2. Questions students had difficulties with
- 16.24.3. Wrong interpretations of questions
- 16.24.4. Dual interpretation of questions
- 16.24.5. Allocation of marks to different questions
- 16.24.6. General comments
- 16.24.7. Feedback to the assessor
- 16.24.8. Recommendations for improvement.

### 16.25. Recording

Each assessment received is immediately recorded as received, on the Learning Management System. Students can access their assessment results via the Learning Management System (Moodle) or through the transcript sent to them.

## 17 Appendix B

### Application for Assessments Procedure

<b>Policy Code</b>	D19-P4	<b>Authorised by</b>	Dr Franzél du Plooy-Cilliers
<b>Version</b>	V2	<b>Signature</b>	
<b>Date Approved</b>	2020/05/19		

<b>Date Reviewed</b>	<b>Version History</b>	<b>Custodian</b>
2020/04/28	V1	Executive Dean: Academic

This application form is available from the Programme Convener and is to be completed by students requesting a Supplementary assessment, Additional assessment or a Re-assessment.

First Name:						
Surname:						
Student Number:						
Intake group name:						
Cell number:						
Email address:						
<b>Programme registered for:</b>						(tick)
Higher Certificate						
Bachelor of Commerce						
Postgraduate Diploma						
Master's Programme						
<b>Assessment Type:</b>	Resubmission(refer 1 below)	(tick)	Supplementary assessment (refer 2 below)	(tick)	Additional assessment (refer 3 below)	(tick)
<b>Module:</b>						
Module Name:						
Module Code:						
Formative (applicable to Additional Assessments only:		(tick)	Summative:			(tick)
<b>Assessment Type Detail:</b>						
<p><b>1) Resubmission:</b></p> <p>A resubmission only applies to summative assessments</p> <ul style="list-style-type: none"> <li>Students have an opportunity to resubmit a re-worked assessment to improve their mark in one of the following cases: <ul style="list-style-type: none"> <li>If a student failed the summative assessment, the student has the opportunity to resubmit the assessment to improve their mark. If the student fails the resubmission, he/she will be required to re-register. The relevant module fee will apply</li> <li>Even if the summative assessment was passed, a student may apply for the opportunity to have it resubmitted if they wish to improve their results for a specific module</li> <li>In instances where a module is the last outstanding module for the student to graduate, The Institute will allow the student an additional resubmission after a consultation session with a qualified lecturer. An Additional Resubmission fee will apply.</li> </ul> </li> </ul> <p>Only one resubmission opportunity will be allowed per module and an assessment fee is applicable</p> <ul style="list-style-type: none"> <li>To qualify for award of the qualification Cum Laude, resubmission results will not be considered</li> <li>The proof of payment must accompany this application. The bank details: <p><b>Account Name:</b> The Da Vinci Institute for Technology Management (Pty) Ltd  <b>Bank:</b> Standard Bank  <b>Branch:</b> Sandton  <b>Branch Code:</b> 019205  <b>Account Number:</b> 022717277 (Use Surname, Initials and course name as reference)</p> </li> </ul>						

- The student is required to complete this form and submit it to their Programme Convener within 7 working days of receiving a summative assessment result. An application received after 7 working days, will not be considered.
- The student has 7 working days to resubmit, following the approval of the application. A resubmission received after 7 working days, will not be considered.
- The Programme Convener will manage the resubmission and marking of the resubmission and communicate the results to the student
- The result obtained after the resubmission process, will be regarded as the final and official result.

**2) Supplementary Assessment:**

- Supplementary assessments are applicable to invigilated assessments
- Students who receive a result of between 40% and 49% for their summative assessment qualify to write a supplementary assessment
- Only one (1) supplementary opportunity may be granted per module
- The student is required to complete this form and submit it to their Programme Convener within 7 working days of receiving a summative assessment result. An application received after 7 working days, will not be considered
- The Programme Convener will advise the student on the Supplementary Assessment date
- Failing the supplementary assessment will result in the student having to re-register for the module.

**3) Additional Assessment:**

- Students who were absent during the formative or summative assessment due to illness or trauma and can produce a certificate of illness or trauma from a legitimate medical practitioner, or affidavit from the South African Police, are eligible for an additional assessment
- The student is required to complete this form and submit it to their Programme Convener within 7 working days of the original assessment date. An application received after 7 working days, will not be considered. The medical certificate must accompany this application
- The Programme Convener will advise the student of the Additional Assessment date.

Signature.....

Date.....

**Student**

Signature.....

Date.....

**Programme Convener**

## 18 Appendix C

# ASSESSMENT APPEALS PROCEDURE

<b>Policy Code</b>	E5-P1	<b>Authorised by</b>	Prof Benjamin Anderson
<b>Version</b>	V2	<b>Signature</b>	
<b>Date Approved</b>	29/07/2020		

<b>Date Reviewed</b>	<b>Version History</b>	<b>Custodian</b>
30/01/2018	V1	Registrar
21/07/2020	V2	Executive Dean: Academic

## Procedure Description

Should a student wish to dispute or appeal the findings of an assessor related to a Formative or Summative Assessment, the following would apply:

Step	Description	Notes
1	A student should appeal to the Programme Convener in writing and must submit a completed Assessment Appeals Request Form within 7 working days should they not accept their assessment result	A student must appeal within 7 working days after the result was published.  The Assessment Appeals Request Form is available on MOODLE or from the Programme Convener.  The request must be accompanied by the relevant proof of payment.
2	The Programme Convener will forward the request to the Programme Coordinator who will send out the assessment for re-evaluation	
3	The submission is re-evaluated by a different qualified assessor without any knowledge of previous results or the first assessor's comments	
4	The result, as provided by the second assessor, will be regarded as the final result for the student	<b>Note:</b> A student who appeals a result instead of opting to resubmit, will not have an opportunity to resubmit
5	If there is a significant change of result (more than a 5% difference), the change will be effected	If a change is effected, the student will be reimbursed

Step	Description	Notes
6	If a reassessment results in passing a student who previously failed or where a distinction is awarded where the first result was not a distinction, the change will be effected	If such a change is effected, the student will be reimbursed
7	The Programme Coordinator will return the submission together with the moderator's comments to the student and will notify the student in writing of the outcome within 10 working days from the date of the request	If a change is effected, the Coordinator will inform Accounts to reimburse the student
8	If a change in result is required, the Programme Coordinator will notify the Assessment Administrator to adjust the result on the Electronic Learner Management System (eLMS)	
9	Once independently moderated by a qualified assessor, no further opportunity exists to appeal the final result.	

### Stakeholders

#	Stakeholder
1	Head of Programme: Postgraduate
2	Head of Programme: Undergraduate
3	Registrar
4	Assistant Registrar
5	Programme Co-ordinator
6	Programme Convener
7	Assessor
8	Accounts