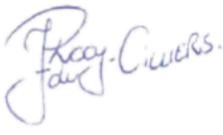




ASSESSMENT APPEALS POLICY

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1. Introduction

The Da Vinci Institute is an accredited private higher education provider offering qualifications on NQF levels five to ten, in the distance mode, 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 Business-driven Action Learning discourse on the co-creation and distribution of relevant knowledge.

Da Vinci offers outcomes based, distance education opportunities. The policies and procedures detail the principles and processes that will ensure that learning programme offerings are aligned to the principles of a Mode 2 discourse, whilst adhering to the required regulatory academic standards and empowering students with the knowledge, skills and values to contribute to their communities, society and economy of the future.

A student may request an appeal against the result achieved of a learning assessment. There is only one opportunity per learning assessment to appeal against a result, provided that the appeal is suitably justifiable.

2. Definitions

Term	Definition
Appeal	An earnest request, entreaty, or supplication. A resort to a higher authority for sanction, corroboration, or a decision
Formative Assessment	A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a year result
Published Result	The date on which the assessment results are released to the students from the Electronic Learner Management System (eLMS)
Summative Assessment	Assessment conducted at the end of sections of learning, at the end of a whole learning programme, or at any point in the learning programme, to evaluate learning related to a particular qualification, part-qualification, or professional designation

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 operating procedures are developed, implemented and maintained. These include:

A. Relevant legislation:

- I. CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004
- II. CHE: Distance Higher Education Programmes in a Digital Era: Good Practice Guide.
- III. Constitution of the Republic of South Africa: 1996
- IV. Higher Education Act (Act 101 of 1997)
- V. NQF Act, No. 67 of 2008

B. Applicable Da Vinci documents:

- I. Code of Conduct policy
- II. Procedure: Appeals.

4. Scope

This policy applies to all registered students and relevant academic and administrative staff involved in the appeals process at The Institute.

5. Purpose

The purpose of this policy is to provide guidelines for students requesting to appeal against a result achieved on a learning assessment.

6. Guidelines for Appeals of Formative and Summative Assessments

Should a student wish to dispute or appeal the findings of an assessor related to a formative or summative assessment, the following would apply:

- 6.1 A student who disputes their result, must submit a completed Appeals Request Form (available from the Programme Convener [PCon] or on MOODLE, the Learning Management System), to their PCon within seven working days of the release of the result. This request must be accompanied by the relevant proof of payment. The PCon will forward the request to the Programme Coordinator (PC) who will send the assessment for re-evaluation
- 6.2 The student's assessment is re-evaluated by another qualified assessor without any knowledge of the previous result or the first assessor's comments
- 6.3 The result, as provided by the second qualified assessor, will be regarded as the final result for the student, if there is a change of result by more than 5%. The aforementioned does not apply when the re-mark results in passing a student who was previously found unsuccessful (failed) or awarding a distinction to a

student previously marked as a non-distinction. Changes in these cases mean that the appeal is found valid

- 6.4 This amount paid by the student will be refunded if the appeal is found to be valid, but is retained if the result remains unchanged
- 6.5 Note: When a student appeals against the allocated result of a summative assessment rather than opt to resubmit as requested/suggested by the assessor, the result received from the second assessor will be the official result and the student will not have an opportunity to re-submit. As per the D19- Assessment and Moderation policy, only summative assessments may be re-submitted
- 6.6 The Programme Coordinator will notify the student within ten working days from the date of the request, and their result is captured on the eLMS
- 6.7 Once independently moderated by a qualified assessor, no further opportunity exists to appeal the final result.

7. 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.