



POLICY: ASSESSMENT AND MODERATION

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1 INTRODUCTION

The Da Vinci Institute (“The DVI/The Institute”) is a registered private higher education provider with accredited programmes offered in the distance mode of delivery. The Institute offers qualifications on NQF levels five to ten, which appear on the South African Qualifications Authority (SAQA). 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- and Community-based Action Learning discourse on the co-creation and distribution of relevant knowledge.

2 DEFINITIONS

Term	Definition
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 those assessments are fair, valid, reliable, and practicable (SAQA, 2014)
ProctorFree	Is third-party software utilised for online invigilation. The software is accessed via the Learning Management System and records any examination anomalies utilising audio and video recordings
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

Term	Definition
	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. Constitution of the Republic of South Africa: 1996
- II. Council on Higher Education: Distance Higher Education Programmes in a Digital Era: Good Practice Guide (CHE, 2014)
- III. Council on Higher Education: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation (CHE, 2004)
- IV. Higher Education Act (Act 101 of 1997)
- V. National Qualifications Framework Act, No. 67 of 2008
- VI. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (SAQA, 2017).

B. Applicable Da Vinci documents:

- I. A2 - Teaching and Learning Policy
- II. A3 - Curriculum Design and the Development of Learning and Assessment Resources Policy
- III. A4 - 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 DVI.

5 PURPOSE

The purpose of this Assessment and Moderation policy is to:

- a. ensure that The Institute adheres to the national regulatory criteria and requirements for the effective management of assessments and moderation
- b. clarify The Institute's assessment and moderation principles to ensure common and shared understanding amongst the various role-players
- c. ensure that the assessment and moderation processes provide information for the evaluation of programmes for quality assurance processes
- d. ensure that the quality assurance cycle is effectively applied, for the purposes of informing curricula design, and Learning and Teaching.

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)



Assessment Design

- Exit level outcomes
- Module outcomes
- Assessment Criteria
- Assessment Plan
- Assessment instrument design
- Marking rubric and memo design
- Moderation of Assessment Instrument and marking rubric/ memorandum



Preparing assessment

- Upload Assessments to Moodle Module page
- Secure printing of invigilated assessments
- Security measures for online assessments



Student Assessment

- Formative assessment 1
- Feedback
- Formative assessment 2 (where relevant)
- Feedback
- Summative assessment
- Resubmission/ Supplementary/additional assessment opportunity if the students meet the requirements as set out in this policy



Marking & Moderation

- The responsible lecturer(s) will take responsibility for marking the assessments. In cases where there are a large number of students, the lecturer will convene a markers meeting in order to reach agreement on the interpretation of the rubric among the markers
- For assessments, the Learning Coordinator will monitor the similarity reports
- After marking, feedback is provided
- Marker's reports must be submitted to the Learning Coordinator
- 20% internal moderation of summative assessment for non-exit-level modules
- 20% external moderation of summative assessment for exit-level modules
- Marks are captured on Learner Management System (LMS)



Mark Approval

- Marks meeting after the summative assessment
- Calculation of module marks
- Consideration of Marker and Moderation reports
- Condonement of marks following a marks meeting
- Approval of marks
- As a culmination of quality assurance of assessment the results are published
- Feedback to Design team on assessment instruments based on moderator's recommendations
- Feedback to Lecturer and Markers based on moderator's recommendations

8 PRINCIPLES FOR ASSESSMENT

The Institute views assessment and moderation as an integral part of the learning and teaching 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:

- a. The assessment requirements are outlined in the study guide/module compass, 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
- b. 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
- c. 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
- d. The specific group's performance at module level is reviewed at the Marks Meeting by the Head of Programme, Learning Coordinators, Registrar and Quality Assurance Manager prior to the publication of the marks
- e. The processes described in Annexure E: Assessment Appeals Procedure are available for students who do not agree with the results awarded or the outcome of the assessment process

- f. 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 facilitator
- g. 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, must 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:

- a. 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
- b. 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
- c. Formative assessments are integral to the overall assessment of a module. It is therefore a compulsory component to the assessment of the module. Students who do not submit a formative assessment, shows no academic activity and therefore, will not be permitted to take or submit their summative 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.

Diagnostic assessments to determine a student's learning style and managerial leadership behavioural preferences 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 utilised to inform or review curriculum, supporting materials and learning and teaching activities. For further information regarding types of assessment please refer to Annexure A: Assessment Procedure of this document.

8.6 Recognition of Prior Learning Assessment

Prior learning is recognised by The Institute, as described in the A11: 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 research projects, dissertations, and theses, refer to the A6: 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, research project, 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 together with Registry 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).

The Institution condones marks at a modular level only. The programme mark is not condoned.

11.2 Cum Laude

- a. A registered student must achieve a weighted average of 75% over the whole programme to achieve their qualification with a *Cum Laude* pass. This implies that a student must complete all modules with a minimum of 75%
- b. All modules must be passed and a minimum mark of 75% must be obtained on the first attempt.
- c. Students who achieve an overall average of 75% for their qualification will be included in the Executive Dean's Merit List. These students will receive a letter indicating such and will appear in the graduation booklet.
- d. Students who received credits towards a qualification as a result of achievements in similar programmes at other registered and accredited institutions will have these reflected accordingly on their academic transcript. The award of *Cum Laude* will be calculated based on the overall weighted average achieved for modules taken at The Institute.
- e. Since no mark is allocated to a Doctoral thesis, no Doctoral student may be awarded the qualification with the status *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 unpublish 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 the line manager for the Deans and thus takes ultimate responsibility for the governance and quality assurance of all academic activities at The Institute.

13.2 Instructional Design Office

The Instructional Design Office is responsible for the quality assurance of the design of the assessment plan and instruments. This team is responsible for ensuring compliance with regulatory requirements, as well as alignment with The Institute's Dream and Purpose and relevant exit-level and module outcomes.

13.3 Head of Programmes: Undergraduate

The Head of Programme for undergraduate programmes is responsible for the quality assurance of the implementation of the learning and teaching, delivery, oral defences, assessment and moderation processes. The Head of Programme is also responsible for ensuring compliance with regulatory requirements and reporting on such to the relevant Dean, as well as alignment with The Institute's Dream and Purpose and relevant programme and module outcomes. Making recommendations to the Learning, Teaching and Assessment Committee pertaining to the continuous improvement of the assessment instruments and processes, which may be used to inform relevant policy.

13.4 Head of Programmes: Postgraduate

The Head of Programmes for postgraduate programmes is responsible for the quality assurance of research workshops and seminars, research-based projects, oral defences, dissertations and theses. The Head of Programmes is also responsible for ensuring compliance with regulatory requirements, and reporting on such to the relevant Dean, as well as alignment with The Institute's Dream and Purpose and relevant programme outcomes. Making recommendations to the Learning, Teaching and Assessment Committee pertaining to the continuous improvement of the assessment instruments and processes, which may be used to inform relevant policy.

13.5 Learning Coordinators

The Learning Coordinators of The Institute are responsible for:

- a. ensuring implementation of all academic policies, including assessment and moderation processes for faculty/academic staff/lecturers
- b. monitoring the quality, validity, and fairness of all assessment processes
- c. providing feedback to students, discipline leads, faculty, and the relevant Head of Programme.

13.6 Registry Office

The Registrar is responsible for the following:

- a. Overseeing the fairness, validity and regulatory compliance of The Institute's policies, procedures, and processes
- b. Quality assuring of all mark capturing processes for the integrity of assessment
- c. Printing of hand-written invigilated assessments and the safe keeping of these completed assessments in accordance with procedure
- d. Keeping records of all invigilated assessments.

13.7 Discipline Lead and/or Faculty

The Discipline Lead and/or Faculty is responsible for developing and reviewing module content, facilitating modules, preparing students for assessments, assessment of assignments and projects, and assisting students with understanding the implementation of the assessment process.

13.8 Invigilator

The Invigilator can either be Technology or a person.

A person can be appointed to manage the assessment process during invigilated assessments by ensuring the integrity of processes and appropriate conduct during invigilated assessments. Refer to the A9: Invigilated Examination Policy.

A technology can be allocated to manage the assessment process during online invigilated assessments by ensuring the integrity of processes and appropriate conduct during invigilated assessments.

13.9 Assessor

The Assessor 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 assessments. In some instances, feedback on summative assessments is also required. The assessor can be the discipline lead or the faculty.

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 a randomly selected 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 a randomly selected sample of 20% of marked assessments for exit level modules. External Moderation takes place if there is a variance of >10% between the result allocated by the facilitator and the mark allocated by the internal moderator.

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 learning and teaching 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. Formative assessments are compulsory and successful participation and completion contributes to access to the summative assessment.

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.

Discipline Leads/Faculty: The type of assessment method used takes the number of students into account with the aim of providing a realistic and manageable workload.

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 and 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, level descriptors 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 Annexure B below), as well as the procedure to appeal (see Annexure E 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: Discipline Lead/Faculty should be appointed in line with the institutional lecturer requirements and should have at least one qualification level above the qualification exit NQF-level for which the assessment is set
- 16.10.2. Experience: Discipline Lead/Faculty 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. Discipline Lead/Faculty 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 Head of Programme 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. Formative assessments are a compulsory component of the assessment process. 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 submit their formative assessment within a week of the first published date, 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 one 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 one 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. 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. A resubmission fee is applicable.
- c. Even if the summative assessment was passed, a student may apply for the opportunity to have it remarked if they wish to improve their results for a specific module. The applicable remark fee will apply.

Only one (1) resubmission opportunity will be allowed per module.

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. For the procedure for application for this assessment, refer to Annexure B - Application for Assessment Procedure (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 Annexure B - Application for Assessment Procedure (Supplementary Assessment, Additional Assessment or Resubmission).

16.16. Aegrotat 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 Annexure B - Application for Assessment Procedure (Supplementary Assessment, Additional Assessment or Resubmission).

16.17. Appeal

Students have the right to appeal an assessment outcome (refer to Annexure E: Assessment Appeals Procedure 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. If the student has a need to re-register, such registration must be accompanied by a motivation, signed-off by the Executive Dean.

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 Executive Dean.

Master's Students:

Passing the Research Proposal with a score of 60% 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 Learning Coordinator
- c. A supervisor will be appointed and work can continue on the thesis or dissertation

Doctoral Students:

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

- d. Doctoral students will be required to attend all 7 (seven) compulsory research workshops during the first twelve months of their preliminary admission to the programme.
- e. Upon completion of the thesis proposal, it will be assessed and minimum mark of 60% will be required for the proposal to be successful.
- f. Once a student successfully completed the proposal, the student will be admitted to the programme after all applicable fees have been paid, and supervisor will be appointed to assist the student with the rest of the thesis and study.

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 Discipline Leads/Faculty 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 Discipline Lead/Faculty 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.

Discipline Lead/Faculty 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 Discipline Lead/Faculty 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 a formative or summative assessment, the Discipline Lead/Faculty will mark only the questions as per the instructions provided on the formative or summative assessment. 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 Assessor 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 projects, 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 Assessor 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 Discipline Leads/Faculty should be written immediately and submitted to the Registrar who will lead the investigation and disciplinary process according to the code of conduct.

Invigilated 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
 - l. 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 ANNEXURE A: ASSESSMENT PROCEDURE

Procedure Description

This procedure document will be used for all assessments.

Step	Description	Notes
1	The Design Team is to upload the assessment and relevant learning resources onto the Learning Management System (LMS)	
2	The student must complete the Formative Assessments and ensure that the relevant cover page is used. All assessments must be submitted via the LMS as per the programme schedule due dates.	The Similarity Index Report to be checked by the facilitator where relevant.
3	The Formative Assessment is marked on the LMS by the facilitator/assessor	
4	The Learning Coordinator (LC) will inform students to access the results on the LMS and use the feedback provided on the LMS to improve on further assessments	
5	The student is to complete the Summative Assessment and where this is an online submission, ensures that the relevant cover page is used. If the Summative Assessment is an online submission, it must be submitted as per the programme schedule due dates and via the LMS	The Similarity Index Report to be checked where applicable
6	The Summative Assessment is marked by the Facilitator/Assessor	
7	After completion, the Facilitator/Assessor must submit an assessment report to the LC	The assessment report confirms the marks awarded
8	The calculation of the module results is automated via the Student Information System (SIS)	
9	The LC is to ensure that moderation takes place as per Annexure B: Integrity of Assessment Procedure	
10	Condoned results of more than 5% must be signed off by the Head of Programme (HoP) and approved at a Marks Meeting	This may include condonement or amendment as per the Moderator's Report
11	The minutes are recorded and if necessary, the Academic Report is updated	Feedback from the moderator is provided to the Design Office on the assessment instruments, where relevant
12	The HoP checks the results on the LMS against the results on the Academic Report and SIS and if the results are confirmed, will grant permission to the LC to release the results to the students	
13	The LC provides moderators' feedback to the Facilitator/Assessor	
15	The request for Resubmission/Supplementary assessments are processed when necessary and where relevant	

16	On completion of a programme the Learning, Teaching and Assessment Committee will recommend a student's results for ratification by Senate	
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18 ANNEXURE B: INTEGRITY OF ASSESSMENT PROCEDURE

Procedure Description

This procedure document will be used for all modular assessments.

Step	Description	Notes
1	Each student has unique login details for <i>MOODLE/Da Vinci Connect</i> , the Learning Management System (LMS), and must submit assessments through the originality checking software via the LMS.	The LMS is accessed via a web portal using SSL (Certificates for encrypted Security). Students are able to submit assessments multiple times through the originality checking software until the scheduled submission deadline. Students must check that the similarity index of their assessments are within the acceptable range, prior to the submission deadline as per the programme schedule.
2	Students upload their assessment in Word-format onto the LMS as per the communicated scheduled deadlines.	Originality checking software automatically produces a Similarity Index Report for each assessment submitted.
3	Learning Coordinator's (LCs) inform the facilitators/assessors when the assessments are ready for marking.	The lecturer checks and evaluates the Similarity Index Reports and should the percentage exceed the allowed similarity percentages as per the A16: Academic Integrity and Plagiarism Policy, then the assessment and the report are forwarded to the LC who sends it to Registry for evaluation. LCs restrict student access to the assessments during the marking process.
4	The facilitator/assessor and LCs have specific access rights to the LMS.	This is set in rights and permissions on the LMS and managed according to the relevant policies. Only the facilitator/assessor can change results on the LMS. LCs can view results but cannot change them. The secure connect integration between the LMS and the Student Information System (SIS), allows for the secure pushing of student results, therefore, ensuring data integrity. LC are unable to manipulate student results.

		All activity on the LMS and SIS are logged for auditing purposes. Registry pulls activity logs from the LMS for each LC monthly. Once results have been validated and published to the LMS, the results can no longer be changed. Only the Registrar and Assistant Registrar can un-publish results.
5	The facilitator/assessor marks the assessments online according to the rubric or memorandum and applies penalties as required as per The Institute's policies. Invigilated assessments may be venue-based or written online via the LMS through proctoring, and the invigilated assessment procedure must be followed.	The facilitator is required to capture the students' results on the LMS. The facilitator also needs to provide feedback on the students' assessments on the LMS.
6	For summative assessments, on completion of the marking, the facilitator informs the LC, who then downloads and sends 20% of marked assessments, or a minimum of 3 assessments for smaller groups, (high, medium, low or threshold cases) for moderation to an appropriately qualified and appointed moderator.	If there are circumstances where the facilitator wants to alert the moderator to specific issues, an assessment report can be sent with the assessments to the moderator. Exit level modules are moderated by external moderators, while non-exit-level modules are moderated by internal moderators.
7	The moderator sends the moderation report back to the LC.	The moderator is required to also email the report to the HoP should there be recommended changes to the results.
8	If, after moderation, an adjustment in results or a remark was required, the LC needs to record the adjustments on the academic report and LC report.	Marks adjusted, based on appeals and resubmissions, must also be captured on the Academic Report and LC Report. The LC will inform the facilitator, who will adjust the result on the LMS.
9	The final modular result for a module is calculated via the SIS. The condonement of a final module result will be captured on the SIS by the Registrar and recorded on the Condonement Register.	NB: Condonements, as per policy, are only applied to a final module result, not to individual assessment results or results at qualification level.
10	On the SIS, LCs are unable to 'unpublish results' as per their permission levels, ensuring the integrity of assessment. Only the Registrar has these rights.	This is set in rights and permissions.

19 ANNEXURE C: MODERATION PROCEDURE

Procedure Description

This procedure is to ensure the validity and reliability of assessment and confirm the reliability of the assessors' marking and the quality of assessment feedback provided to students.

Step	Description	Notes
1	Moderation is done after the completion of the marking of summative assessments at the end of the module	Assessments for non-exit-level modules are moderated by an internal moderator and all exit-level assessments are moderated by external moderators
2	Learning Coordinators (LC) to send sample size to the relevant Moderator with the Summative assessment documentation and module mark sheets	Sample size: 20% of the group, with a sample of high, medium, and low results as well as fails and distinctions.
3	Moderator has 3 working days to moderate and give feedback through completing the moderator's report, commenting on discrepancies and making recommendations	
4	Should the Moderator indicate a change in results of 5% and more, the LC will schedule a Marks Meeting with the Head of Programme (HOP)	If changes are less than 5% the results are released without changes
5	LC to upload Moderator's Report along with other required documents for the Marks Meeting	Links to the academic report and a copy of results as captured on the Student Information System (SIS) should be uploaded
6	LC to sign off mark pack per group and per module as per A10: Assessment and Moderation Policy and uphold or amend moderator recommendations in consultation with the Head of Programme (HoP)	
7	LC to provide Moderation feedback to the facilitator where needed	
9	LC to update Academic Report and inform students that the results have been released	
9	The SIS automatically calculates the final module	
10	Module marks that need condonement are identified and condoned	Recorded on the condonement report

11	Students can view their assessments and/or module results on the SIS	
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20. ANNEXURE D: APPLICATION FOR ASSESSMENTS PROCEDURE

This application form is available from the Learning Coordinator and is to be completed by students requesting a Supplementary assessment, Additional assessment, or a Resubmission.

First Name:							
Surname:							
Student Number:							
Intake group name:							
Cell number:							
Email address:							
Programme registered for:							(tick)
Higher Certificate							
Bachelor of Commerce							
Postgraduate Diploma							
Master's Programme							
Assessment Type:	Resubmission (refer 1 below)	(tick)	Supplementary assessment (refer 2 below)	(tick)	Additional assessment (refer 3 below)	(tick)	
Module:							
Module Name:							
Module Code:							
Formative (applicable to Assessments only:		(tick)	Summative:			(tick)	
Assessment Type Detail:							
1) Resubmission: A resubmission only applies to summative assessments - Students have an opportunity to resubmit a re-worked assessment to improve their mark in one of the following cases: - 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 - 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. A resubmission fee of R800.00 is applicable - 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.							

- Only one resubmission opportunity will be allowed per module.
- The proof of payment must accompany this application. The bank details:
Account Name: The Da Vinci Institute for Technology Management (Pty) Ltd
Bank: Standard Bank
Branch: Sandton
Branch Code: 019205
Account Number: 022717277 (Use Surname, Initials, and course name as reference)
- The student is required to complete this form and submit it to their Learning Coordinator 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 Learning Coordinator 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 Learning Coordinator within 7 working days of receiving a summative assessment result. An application received after 7 working days, will not be considered
- The Learning Coordinator 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 Learning Coordinator 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 Learning Coordinator will advise the student of the Additional Assessment date.

Signature.....

Date.....

Student

Signature.....

Date.....

Learning Coordinator

21. ANNEXURE E: ASSESSMENT APPEALS PROCEDURE

Students may discuss their results with the marker in order to understand the results and feedback provided. Should they wish to dispute or appeal the findings of an assessor related to a Formative or Summative Assessment, the following assessment appeal procedure would apply:

Step	Description	Notes
1	A student should appeal to the Learning Coordinator (LC) 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 LC. The request must be accompanied by the relevant proof of payment.
2	The LC will forward the request to the relevant Head of Programme (HoP) who will send out the assessment for re-evaluation.	
3	The submission is re-evaluated by a different assessor that is also suitably qualified but has no previous knowledge of the results or the previous assessor's comments.	
4	The result, as provided by the second assessor, will be regarded as the final result for the student.	Note: 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.
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 HoP 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 affected, the HoP will inform Accounts to reimburse the student.
8	If a change in result is required, the HoP will notify the Registrar to adjust the result on the SIS	
9	Once independently moderated by a qualified assessor, no further opportunity exists to appeal to the final result.	