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## Assessment Policy

Code: FAC- POL-QA-01.01.06

Version: 2.5

Date: 04.06.2024

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## 1 Relevant Documents

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

<b>Act</b>	The Higher Education Act (101 of 1997)
<b>Act</b>	The Constitution of the Republic of South Africa: 1996
<b>Act</b>	NQF Act, No. 67 of 2008
<b>Reference</b>	National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (SAQA; 2014)
<b>Reference</b>	CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation (CHE; 2004)
<b>Reference</b>	National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-qualifications and Professional Designations in South Africa (SAQA; 2017)
<b>Reference</b>	The Higher Education Qualification Sub-framework
<b>Reference</b>	National Qualifications Framework Standard Glossary of Terms (SAQA;2017)

<b>FAC-POL-QA-01.01.01</b>	Recognition of Prior Learning (RPL) Policy
<b>FAC-POL-QA-01.01.15</b>	Pass Requirements Policy
<b>FAC-POL-QA-01.01.07</b>	Moderation Policy
<b>FAC-POL-QA-01.01.18</b>	Plagiarism Policy

## 2 Document Approval

CEO	Head of Education	Academic Dean
		
<b>Mr Nigel Tattersall</b>	<b>Dr Jannie Zaïman</b>	<b>Dr Jan Mentz</b>

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### 3 Document Control

All records are kept in safe and in secure custody (either in records storage areas or off-site storage in case of hard copy records or on approved electronic systems in case of electronic records) according to prescribed procedures and guidelines particularly the Document Control Log provided by the Quality Assurance department.

Date Reviewed	Reviewed Version	Update Affected
13/07/2004		Assessment Policy 2001
02/04/2007		Assessment Policy 2004
01/01/2015	2.0	Assessment Policy 2007
01/06/2015	2.1	EP310
01/06/2015	2.2	EP310
01/03/2021	2.3	FAC-POL-QA-01.01.06
01/03/2023	2.4	Change of Policy Custodian
04/06/2024	2.5	Review and update of policy

### 4 Definitions

Term	Definition
Access	An opportunity to pursue education and training, including relevant qualifications and part qualifications, for all prospective learners.
Appeal	An expression of dissatisfaction with how the student has been assessed and the outcome thereof. Furthermore, making use of internal structures to report their dissatisfaction.
Formative Assessment	A range of formal, non-formal, and informal ongoing assessment procedures are used to focus teaching and learning activities to improve student attainment, or which are required for a year mark.
Assessment	The process is used to identify, gather, and interpret information and evidence against the required competencies in a qualification, part-qualification, or professional designation to make a judgment about a learner's achievement. Assessment can be formal, non-formal, or informal; assessment can be of learning already done, or towards learning to

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	inform and shape teaching and learning still to be done (SAQA, 2014).
Assessment Criteria	The standards are used to guide learning and assess learner achievement and/ or evaluate and certify competence (SAQA, 2014).
Assessor	A person can conduct high-quality internal and external assessments 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).
Exit Level Outcomes	The knowledge, skills, and attitudes that a learner should have obtained or mastered on completion of the qualification and against which the learner is assessed for competence.
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 ethically; and those assessments are fair, valid, reliable, and practicable (SAQA, 2014).
Summative Assessment	An assessment is conducted at the end of sections of learning, or any point in the learning programme, to evaluate learning related to a particular qualification, part qualification, or professional designation.
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 assess the knowledge and skills required for defined competencies and learning outcomes (SAQA, 2014).

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## 5 Acronyms

RPL	Recognition of Prior Learning
NQF	National Qualifications Framework
HEQC	Higher Education Quality Committee

## 6 Purpose

The assessment of student learning is understood to mean the practice of designing formal tasks for students to complete and then of making inferences from and estimating the worth of their performances on these tasks. Assessment can also be understood to be a form of research that aims to establish what students know, understand, and can do.

In terms of outcomes-based approaches, assessment is a process during which evidence of performance is gathered and evaluated against the assessment criteria. As with the principle of triangulating research methods, so with assessment: one has a better likelihood of ascertaining what students can do if a range of different assessment (research) methods is employed and if the 'research instruments' are fit for their purpose.

The purpose of the Assessment Policy is to articulate the principles and practices that underpin the approach that Belgium Campus iTversity utilizes to assess student learning, as per the programme structure, module assessment profile, and the various forms of assessments.

The institution continues to evaluate the following criteria in its implementation of institutional assessment and moderation practices:

- The extent to which assessment policies and procedures ensure academic and professional standards in the design, approval, implementation, and review of assessment strategies for modules, courses, programmes, and qualifications awarded.
- The moderation and validation of assessment procedures and results to ensure validity, reliability, and integrity of qualifications awarded by the institution.
- The extent to which the views of students and institutional stakeholders are solicited.
- The incorporation of recognition of prior learning (RPL) in its assessment practices.

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- The extent to which academic staff responsible for official decisions on assessment(s) are appropriately trained and experienced to be deemed competent in assessment practices.
- The availability of staff development opportunities to improve and professionalise assessment practices at Belgium Campus iTiversity.
- The extent to which the institutional rules and regulations governing assessment(s) are adhered to and the extent to which assessments are conducted securely and with rigour and fairness.
- The extent to which principles, procedures, and practices of assessment are explicit, valid, and reliable.
- The extent to which assessment methods and tasks align to the learning outcomes, content, and teaching and learning activities of the respective programme, course, or module as well as the extent to which assessment used is explicit and appropriate.
- The extent to which assessment data and results are utilized for programme developmental purposes to adjust teaching and assessment practices and to improve curricula.

## 7 Scope

The HEQC delegates responsibility for assuring and maintaining the integrity, validity, and reliability of assessment to its constituents. In this context, the implementation of this policy applies to Belgium Campus iTiversity. The policy applies to all assessment and moderation processes about the registered qualifications and relevant non-qualification programmes (or part qualifications, as defined in the NQF Act, No 67 of 2008).

This policy applies to the following stakeholders:

- Current Belgium Campus iTiversity students
- Belgium Campus iTiversity Academic Staff
- Belgium Campus iTiversity Faculty Leadership

## 8 Policy Description



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## 8.1 General/Introduction

- Each academic year consists of several academic modules adding up to 120 credits. Each module is defined within a programme with the following attributes:
  - NQF level,
  - Credits, also representing the course weight as the ratio of the module's credits to the total number of credits for the programme year,
  - Prerequisites and/or co-requisites,
  - Core (required for all instances of the programme), Fundamental (specific to a specialisation/electives instance of the programme), or Elective (option exercised to select from a group of modules).
- An experiential learning year for the Bachelor of Computing consists of 12 months of in-service training for a total of 120 credits. The experiential learning year can consist of multiple modules assessed on different NQF levels as stipulated in the exit level outcomes of these modules.
- For the respective undergraduate qualifications, the programme(s) includes a research report during the final year.
- For the Master of Information Technology qualification, the programme includes both formative assessments and a dissertation totaling 180 credits.

## 8.2 Assessment Methods

- **Appropriateness** - The assessment method used is appropriate for the assessment criteria being assessed. The evidence to prove competence about the intended outcome is gathered, and not something else.
- **Manageability** - The assessment activity should be manageable for the student and the lecturer (assessor/supervisor). This activity, such as evidence collection, can be easily arranged, cost-effective, and not unduly interfere with learning.
- **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.
- **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 unambiguous. Activities must be as close as possible to the actual performance.



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- **Contextualised** - All assessment activities should draw on both theory and practice according to the learning outcomes for the module and/or programme.

### 8.3 Evidence of Assessment

- **Valid** - Evidence should match what the learning outcomes stipulate e.g., skills, knowledge, attitude, or applied competence.
- **Authentic** – The evidence used to assess a candidates work must be confirmed to be the students work.
- **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”.
- **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).
- **Reliable** – An assessment method is reliable when it can produce consistent results for any assessor/supervisor (SAQA, 2004:9).

### 8.4 Pass Requirements

- The minimum pass requirement for any module is 50%.
- The final result for any module is calculated as a weighted average of 30% of the class mark obtained through continuous assessment and 70% of the examination result for that module.
- To gain admission to an examination, the student must achieve a minimum of 50% of the class mark for the module. If these minimum requirements are not met, the student does not gain admission to the examination and the module is deemed to be failed. If a student does not manage to obtain the requirement to qualify for the module's examination, the student may apply to be granted special permission to write the examination.
- A student who achieved the minimum examination admission requirements for a module but failed the module after the first examination may sit a re-examination for the module during the next examination block. The result of the re-examination will then replace the result of the first examination in the calculation of the final result for the module.

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- The Master of Information Technology minimum pass requirement is 50%.
- More detailed information on pass requirements can be found in the Pass Requirements policy.

### 8.5 Assessment Profile

- The assessment of any module must include at a minimum assessment of the learning activities specified in the credit calculation of the module. The learning activities are categorised to include homework assignments, projects, tests, examinations, and workplace experience. The number of assessment items may exceed the minimum specified.
- Assessment items are designed to assess the exit level outcomes of the module. The total combination of assessment components must assess all the exit level outcomes of the module at its specified NQF level.
- The relative weight of tests to submitted assignments or projects is determined by the profile of the module:
  - For modules with strong theoretical content, the total weight of assessment via tests must be between 75% and 80% of the assessment items, with the remainder consisting of written assignments.
  - For modules with strong practical content, the total weight of assessment items via formative tests must be between 60% and 75% of the assessment items, with the remainder consisting of practical assignments and projects.
- Each assessment item is weighted and the weighted average of all the assessment items yields the class mark for the module.
- Academic modules are assessed as a programme of formative and summative assessments – tests, assignments, projects, or other items as appropriate. The final evaluation is through a formal examination, which may consist of one or two papers as determined by the module profile. In the case of two examination papers, the final result for the examination will be a weighted average of the results for the individual papers.
- Experiential learning is assessed formatively by the evaluation of monthly reports, mentor reports, and quarterly presentations. The final evaluation consists of an evaluation by the mentor and evaluation of the final report submitted by the student on the entire period of experiential learning. This final

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report must demonstrate learning in the student's specialisation modules and the application of professional and soft skills.

- An innovative project is assessed formatively through presentation and defence at appropriate milestones and uses the same means for final, summative assessment by an examining panel.
- A research report is assessed formatively by the study leader's evaluation of each milestone in the research process. The final evaluation is through evaluation of the final research report document and presentation and defence to a jury of evaluators.
- A dissertation is assessed formatively by the supervisor's evaluation of each milestone in the research process. The final evaluation is through a summative assessment of the dissertation by appointed external examiners.

### 8.6 Continuous Assessment

- To maximises the efficacy of learning, it is essential that a student possesses the fullest possible information regarding the requirements for a module, understands exactly what is expected of them, and have continuous access to their current results to judge whether they are on track to complete a module successfully.
- To maximise the efficacy of teaching, it is essential that a lecturer is an expert in a module and can transfer knowledge effectively, uses all policies and good practice guides to ensure quality teaching and that results are available as soon as possible to enable intervention and corrective actions to happen early enough to affect performance improvement.
- Students are provided with relevant study material for a module on the first day of each module. The study guide describes the following information regarding the module:
  - Module description, purpose, and exit level outcomes.
  - Lecturer's contact details.
  - Module schedule, including dates for all tests and submission of assignments and projects. Each test specifies the learning outcomes to be tested. A minimum of one test is written per week for every module, on the last class day of that week.
  - Standard rules and regulations for the submission of written or practical assignments and projects, as appropriate.
- Each study guide is also loaded on the student's profile on the learner management system.

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- Assignment and project specifications are loaded on the student's learner management system profile with the appropriate deadline. Assignments are submitted by uploading to the specific item on the LMS.
- A review session is included within a reasonable time to return the tests or assignments. For the Master of Information Technology degree feedback sessions in form of meetings are scheduled.
- Student attendance is recorded during each lecturing session. Recording may happen through electronic recording/ scanning devices or signing into online classes using an online learning platform. This is used to prove that a student met the 85% class attendance requirements. for examination special permission and received feedback during test or assignment review sessions.
- The results for any assessment item are loaded on the administration system as soon as the moderated results are finalised during a review session. Any student has access to their detailed, up-to-date, results at any time through their profile on the web portal.
- A student who misses a class test due to illness or compassionate reasons must submit documentary evidence demonstrating a valid reason for their absence. The student may then be granted another opportunity to sit the test in question, by applying for a special test or sick test, where their application will be reviewed, and feedback will be provided regarding the outcome to their student email account.

### 8.7 Types of Assessments

- Summative assessment through tests consists of a set of questions or problems posed to which the student must supply answers or solutions individually within a specified timeframe. This type of assessment occurs at a scheduled time and venue, physical or online, under controlled, invigilated conditions. This type of assessment includes tests and examinations and forms a critical component in assessing a student's proficiency in a module by posing questions whose solutions demonstrate the required outcomes of a module. The final summative assessment for a module may also be via means of questions on our online assessment tool or electronic artifact which must be submitted, presented, and defended to a panel of examiners.
- Summative assessments summarise what the students have learned and test whether they possess a thorough level of understanding. These constitute the

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major evaluative components and contribute the largest weight to the student's grade for the module.

- Formative assessment through assignments, projects, milestones, and tests consists of a problem to be solved, questions to be answered or an artifact to be constructed meeting specified requirements. The student works on the solution over an extended period under uncontrolled conditions. The solution is submitted by a specified deadline. This type of assessment includes homework, assignments, and projects and is important in developing the student's ability to work independently, manage available time, research solutions, and construct important artifacts like reports, programmes, or evaluations.
- Formative assessment occurs during the period of instruction to determine if the students understand the work and to stimulate self-discovery, insight, and areas requiring attention. These constitute aid to learning but should preferably count toward the student's grade to promote execution by the students and stimulate the application of suitable effort.
- The salient differences between the types of assessment regarding their use at the institution are summarised below and should be used to classify an assessment item to choose the relevant policy statements that follow in this document:

	<b>Summative</b>	<b>Formative</b>
<b>Location</b>	Classroom, Examination venue using an online assessment tool	Chosen by the student, on-campus or at home
<b>Time</b>	Scheduled, during class hours or an examination period	Outside class hours
<b>Duration</b>	Fixed hours, usually between one and four hours	Longer periods, days, or weeks of interruptible activity
<b>Control</b>	Invigilated conditions reign for the duration of the assessment	Control happens ex post facto, through checks for plagiarism or interview to validate authorship
<b>Participation</b>	Solutions are created individually	Solutions are developed individually or in small groups

## 8.8 Summative Assessments

This section should be read to include all instances of class tests and examinations.

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- The study guide for the module details the learning outcomes to be assessed during the weekly class tests. The final class test covers the entire content of the module and tests all the learning outcomes. The final class test is similar to the examination for the module and therefore provides a prediction of the result to be expected in the examination.
- Lecturers associated with the module meet and discussed the content of a class test. A lecturer is appointed to set a specific test or examination.
- A memorandum must be set for each test or examination paper.
- The appointed lecturer submits the digital test or examination along with its memorandum two weeks before the scheduled date of the assessment.
- The moderator moderates the question paper and memorandum and submits a moderation report to the department head.
- Corrections are applied as appropriate. The final question paper and memorandum for continuous assessment are submitted one week before the scheduled date of the assessment. Digital question papers and memoranda for examinations have a longer lead time as specified in the Examinations policy.
- The digital question paper and memorandum are moderated to satisfy the requirements as specified in the Moderation policy.
- Written answers are saved on the secure server as appropriate to the type of question.
- Practical questions are answered by logging on to the online assessment system from a computer in the testing venue and creating the required answer. These electronic answers are securely saved on the server system.
- All tests and examinations are taken under the rules and regulations as specified, published, and read to students taking the test before commencement.
- Any irregularities are managed by the invigilator, who supplies a report on irregularities or incidents after completion of the test.

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- Assessors mark the answers and electronic artifacts according to the memorandum. Marks are allocated on the online assessment tool and in electronic mark sheets.
- An electronic result sheet is compiled for the test or examination.
- The moderator moderates the assessment of the test or examination. This encompasses checking that the answers are marked correctly according to the memorandum, that even judgment is applied to the assessment of all assessments, that marks are correctly allocated and totalled, and that mark sheets and result sheets are compiled accurately.
- Test results are discussed with students during a review session within a reasonable period following the taking of the test. Queries regarding the marking and appeals are managed during these sessions and referred to the moderator if necessary.
- Final moderated results for the test are entered into the administration system. The entered marks are verified to be correct by the result sheet.
- Result sheets for class tests are submitted to the head of departments within the faculty to analyse the data and identify areas that require improvement or intervention. These results are also shared with the student support department to identify at-risk students. These results are to reach these parties within a reasonable period after the test was written to enable sufficient time to implement any actions identified.
- Examination results are deliberated by an examination commission once the final moderated results for the examination are prepared. Examination results are released to be visible on the students' portal once the examination commission formally accepts the results of the entire examination period.

## 8.9 Formative Assessments

This section should be read to include all instances of all types of formative assessments and refers to assignments, projects, milestones, reports, or any other assessment items that match the definition earlier in this document.

- Assignments are set with the purpose of assessing selected learning outcomes and have a scope such that solutions may be prepared within a period no longer than one week.



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- Projects assess the knowledge and skills acquired over longer periods, typically the duration of a module, and assess the proficiency in all or most of the learning outcomes for the module.
- Lecturers meet and design assignments and projects to assess the required learning outcomes at the NQF level of the module. Setting and moderating assignments and projects occur before module commencement.
- When specific solutions are required to be produced, for example, a set of mathematical problems to be solved, a memorandum must be set for the assignment.
- When solutions are constructed that will be evaluated on a scale to determine how well they are executed, for example in the creation of a programme or a system design, a rubric must be constructed that demonstrates how solutions will be assessed.
- Assignment and project specifications, along with relevant memoranda and/or assessment rubrics, are submitted for moderation as stipulated in the Moderation policy.
- Students receive details of assignments and projects within the schedule for the module on their online learner management system at module commencement.
- Solutions are uploaded to the online learner management system before the deadline. The system automatically manages the deadline and closes the item once the deadline transpires.
- Solutions are marked and moderated against the memorandum or rubric.
- Submitted solutions are checked for plagiarism by comparison to public sources and other submissions from the same class and previous deliveries of the module. Plagiarised work or parts of the work that are plagiarised will be disqualified or penalised. If the work is copied from another student, both parties are penalised as per the Plagiarism Policy.
- Results are discussed with students during a review session within a reasonable period following the submission of the solution. Queries regarding the marking and appeals are managed during these sessions and referred to the moderator if necessary.

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- Final moderated results for the assignment or project are entered into the administration system. The entered marks are verified to be correct by the result sheet. These results will be available on the student's web portal.

### 8.10 Access and Appeal

- A student has the right to view their continuous assessments, whether for class tests, assignments, or projects. As described in this document, formal review sessions form part of the schedule for each module to offer an opportunity for this purpose. A student should raise a dispute regarding assessment during such a review session in the first instance, but no later than two calendar weeks after the review session for any assessment item. Disputes should be raised with the lecturer in question, thereafter they may be escalated to the deputy dean and then to the academic dean, who shall make a final decision in the matter.
- A student has the right to view their assessed examinations and appeal the result, as described in the Examinations policy.

## 9 Review of this policy

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 the departmental and institutional level, under the auspices of the official custodian of this policy, namely the Head of Education and the Academic Dean.