



**WALTER SISULU UNIVERSITY
ASSESSMENT AND MODERATION OF
LEARNING
POLICY**



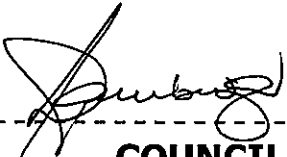
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Table of Contents

Statutory Framework	3
Acroymns	3
Preamble	3
1. Definitions	4
2. Rationale	4
3. Policy Aim and Objectives	4
4. Guiding Principles	5
5. Policy Statement	6
6. Policy Scope	6
7. Continuous Assessment	9

PREAMBLE

Assessment for student learning recognises assessment as a key motivator of learning and an integral part of the teaching and learning process. At the programme and course/ modular level, assessment is systematically and purposefully used to generate data for summative purposes (grading, ranking, selection, predicting) and additionally for formative and diagnostic purposes, such as providing timeous feedback to inform teaching and learning and to improve curriculum and assessment practice itself. Assessment data are also used to examine student performance trends and to inform institutional academic planning.

Assessment policies and systems are usually determined at institutional or faculty level, whilst their implementation and the extent of their effectiveness needs to be evaluated at programme and course level.

This policy provides the statutory framework, the rationale, the policy aims and objectives, the guiding principles, policy statement and scope for assessment of student learning. This policy supersedes the WSU Continuous Evaluation Policy as the aims and objectives of the latter are now integrated in this policy. This policy should also be interpreted in conjunction with the following WSU policies,

1. Examinations Policy
2. Curriculum Development and Review
3. Academic Staff Development
4. Recognition of Prior Learning
5. Student Access, Retention and Success

ACRONYMNS

WSU:	Walter Sisulu University
CHE:	Council on Higher Education
HEQC:	Higher Education Quality Committee
NPHE:	National Plan for Higher Education
HESD:	Higher Education Support and Development
SAQA:	South African Qualifications Authority
NQF:	National Qualifications Framework
HEQF:	Higher Education Qualifications Framework
NAP:	New Academic Policy
HE:	Higher Education
RPL:	Recognition of Prior Learning

STATUTORY FRAMEWORK

In drafting this policy the following Acts and policy documents were taken into account:

- a) Higher Education Act 101 of 1997
- b) National Plan for Higher Education, February 2001
- c) SAQA, HEQF (DRAFT 2004) and NQF
- d) New Academic Policy for Programmes and Qualifications in Higher Education (2002)
- e) Education White Paper 3, *A programme for the Transformation of Higher Education*
- f) The CHE's HEQC Framework documents on institutional audit and programme accreditation
- g) WSU Vision, Mission, Core Values and Goals as approved by Council
- h) CHE's Quality Enhancement Project

1. DEFINITIONS

The assessment for student learning is generally 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. One can also understand assessment to be a form of research that aims to find out what students know and can do. As with the principle of triangulating research methods, so with assessment, and one is likely to ascertain better what students can do if a range of different assessment

(research) methods are employed and if the research instruments are determined by their purpose. It is important to note that assessment is used for a wide range of purposes that may be more or less explicit.

2. RATIONALE

In South Africa the goal of a transformed higher education system is sought by means of a variety of strategies, significant among these are measures to widen access, improve throughput and completion rates and produce graduates with the skills and knowledge considered relevant to the needs of a developing society and economy (see NPHE 2001). Assuring the quality of the assessment of student learning is central to the achievement of these aims for three reasons.

Firstly, assessment has the potential to determine whether more equitable access is realised as more equitable achievement. Historically, assessment practices have often acted as barriers to student progress, restricting achievement. In order to strengthen public confidence and promote the credibility of assessment in higher education, its principles, methods and procedures need to be transparent and robust and its assessors accountable.

Secondly, although the curriculum may target skills, knowledge (and attitudes) appropriate to the goals of social and economic transformation, if assessment procedures fail to prioritise and test these competences, students are unlikely to acquire these intended learning outcomes.

Finally, assessment is well documented as having a critical influence on the quality of teaching and learning and can be used as a powerful point of leverage for change and improvement in education. Thus measures to assure high quality assessment of student learning which also activates its potential to improve teaching and learning, become a priority in the face of the challenges currently posed to higher education. The HEQC considers assessment practices to be a key indicator of the 'health' of teaching and learning in institutions of higher education and therefore a valid focus of quality assurance activities. It also acknowledges the need for capacity development in this area.

3. POLICY AIM AND OBJECTIVES

- 3.1. The Assessment and Moderation for Student Learning policy aims to ensure the development of valid, reliable and transparent assessment practices in keeping with academic and professional standards. Assessment is arguably the teaching-learning practice where academic staff most directly exert power over their students. It is also the educational event that holds the highest stakes for students in terms of their achievement. As such assessment shall afford students sufficient opportunities for individual feedback on their progress. For these reasons measures to quality assure the accountability, transparency and rigour of assessment practices shall be critical, as are measures to ensure that teaching staff are competent to carry out their assessment responsibilities professionally.
- 3.2. The purposes for which assessment shall be used will be extended beyond the summative (the measuring, recording and reporting of end-point achievement) and the diagnostic (indicating aptitude and preparedness for a course of study). Assessment shall be used for developmental or formative purposes, namely to inform and strengthen learning and teaching. Assessment shall be recognised as an essential and integral part of teaching and learning. The realisation of such a role for assessment at WSU shall be dependent on a concerted effort to professionalise the assessment practices of academic staff. Assessment practice at WSU shall be de-mystified and made more explicit, accountable and transparent.
- 3.3. One means of improving expertise in assessment shall be the adoption of an outcomes-based approach to assessment in which the intent of the educational process will be fore-grounded. The educational process, including assessment, shall consciously be determined by the end results (learning outcomes) that it aims to achieve. This will encourage careful reflection on teaching strategies and the provision of learning opportunities that ensure that students are enabled to attain a set of learning outcomes and to demonstrate them in assessment. Assessment will be the link between the specified learning outcomes and their use to evaluate student performance that is the key to outcomes-based assessment. This will involve making explicit the learning outcomes one intends students to achieve and then designing assessment instruments that will effectively

test students' attainment of these outcomes. Explicit assessment criteria shall derive from the learning outcomes in order to assess a particular performance.

- 3.4. Assessment for student learning shall be oriented towards an outcomes-based assessment that encourages educators to interpret the meaning of specified learning outcomes and assessment criteria in their classrooms in contextually sensitive ways. Performance is understood as reflecting the cognitive development or learning that takes place in learners' minds; and the assessor makes an inference about levels of learning attained from a set of performances. Crucially, these two processes are largely independent, one implication being that student learning can be much broader and more complex than the part that is assessed. Thus students might demonstrate their learning in creative and unanticipated ways. It shall therefore be important to make provision for and to reward learners who perform unexpectedly and creatively, as well as to provide a guide to expected performance by means of pre-specified assessment criteria.

4. GUIDING PRINCIPLES

The WSU Assessment and Moderation for Student Learning policy is informed by the following guidelines and principles:

4.1. Adherence to Assessment Regulations

- Regulations shall ensure the robustness of assessment procedures especially with regard to limiting opportunities for plagiarism. Breaches of assessment regulations shall be dealt with effectively. Institutional/ faculty/ professional regulations governing assessment shall be published and clearly communicated to students and relevant stakeholders. Evidence shall be provided to demonstrate that these are widely adhered to.

4.2. Students Rights & Responsibilities

- Students shall be provided with information and guidance on their rights and responsibilities regarding assessment processes e.g. definitions and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.
- Students shall have the right of reasonable access to assessment information. Student appeals procedures shall be explicit, fair, effective and timely.

4.3. Explicitness

- Qualification specifications shall meet SAQA's, the Draft NAP and/ or professional requirements.
- The level of challenge of assessment shall be appropriate to the level at which the qualification is pegged, in terms of the level descriptors and generic qualification standards for the particular qualification awarded.
- Course learning outcomes shall contribute to the attainment of a programme's purposes and exit-level learning outcomes and shall have appropriate coverage of general transferable skills.
- The learning outcomes for a programme/ module and how they are linked to assessment criteria and judgements shall be clearly stated and communicated to students.
- Learning activities shall enable the realisation of the required assessment performances and both shall be aligned with learning outcomes at the programme and the course level.
- There shall be evidence that this is common assessment practice across the institution.

4.4. Validity

- Assessment procedures shall be effective in measuring student attainment of the intended learning outcomes.
- A range of assessment tasks and methods shall be employed to ensure that all learning outcomes are validly assessed.
- There shall be at least one integrated assessment procedure for each qualification which shall be a valid test of the key purposes of the programme. (Integrated assessment can involve variously, the assessing of skills attitudes and values, the products and the processes of learning, the use and application of knowledge in real world contexts).

4.5. Interpretation of Assessment Performance

- There shall be published, clear and consistent guidelines/ regulations for: marking and grading of results, aggregations of marks and grades, progression and final awards, compensation and /or

condonement and the timeous publication of results. These shall guarantee the integrity of the qualifications awarded.

- Interpretation of results, especially for student feedback, shall be qualitative as well as quantitative.
- There shall be an appropriate mix of criterion- and norm-referenced assessment.

4.6. Reliability

- There shall be a system for maximising the accuracy, consistency and credibility of results regardless of who is assessing, (e.g. consistency of inter and intra-rater marking is achieved, there is concurrence between assessors and external examiners on the nature and quality of the evidence which indicates achievement of learning outcomes.)

5. POLICY STATEMENT

- 5.1. Faculties will set up procedures to ensure academic and professional standards in the design, approval, implementation and review of assessment strategies for courses, programmes and for the qualifications the university awards.
- 5.2. The institution will provide the necessary resources and other support system to guarantee the implementation of policy.
- 5.3. Higher Education Support and Development, in collaboration with Faculties, will be responsible for professional academic development programmes and services that target policy aims and objectives, including ensuring academic staff profiles with required competencies.
- 5.4. Faculties will ensure that the principles, procedures and practices of assessment are explicit, valid, and reliable.
- 5.5. Faculties will ensure that professional rules and regulations governing assessment are adhered to, including ensuring that assessment is conducted securely and with rigour and fairness.
- 5.6. Faculties will ensure that the purposes for which assessment is used is explicit and appropriate.
- 5.7. With the assistance of Higher Education Support and Development, Faculties shall ensure that assessment data and results are used for developmental purposes to adjust teaching and assessment practices and to improve the curriculum.
- 5.8. With the assistance of the Examinations section, Faculties shall ensure that recorded and documentation of assessment decisions will be done securely, accurately and systematically over time.

6. POLICY SCOPE

The Assessment and Moderation for Student Learning policy will apply to institutional, programme and course levels of assessment practice.

6.1. Policy and Procedure at Institutional Level

- 6.1.1. Senate shall retain operational responsibility for the assessment of students in terms of the Higher Education Act of 1997
- 6.1.2. Senate shall ensure that there is some assessment expertise in each department and the Senate shall play a monitoring responsibility of assessment practices. External expert peers shall validate Assessment decisions the committees / boards make at these levels.
- 6.1.3. Academic managers shall be committed to the implementation of the institutional assessment policy and teaching staff and students shall be made aware of the responsibilities and rights that it accords to them.

6.2. Responsibilities with regard to the Assessment of Students

6.2.1. Internal Examiners (or Assessors)

- 6.2.1.1. The academic staff who teaches a course/ module shall be responsible for designing, running and marking both formative and summative student assessments, for recording the results and for giving feedback to students;
- 6.2.1.2. successfully applies the criteria for effective assessment in the practice;
- 6.2.1.3. effectively applies assessment for different purposes; and

6.2.1.4. Traditionally, academic staff have been considered competent to assess students by virtue of their academic qualifications, but in future, professional training in assessment shall become a requirement e.g. the confirmation of a permanent post for new staff could be conditional on acquiring assessment expertise. The institution shall make provision for staff development in assessment, especially for new staff members. In cooperation with the head of department, the academic staff takes responsibility for his/her own further development and/or training in assessment skills.

6.2.2. Responsibilities of the Head of department

6.2.3. The head of department:

- 6.2.3.1. develops a monitoring system for the assessment practices of the department/module to ensure that they comply with University policy;
- 6.2.3.2. identifies procedures, mechanisms and a remedial system to deal with deviation from the University's assessment policy;
- 6.2.3.3. monitors the perceptions of students of the quality of their assessment by means of module and lecturer feedback and develops a remedial system for instances in which the assessment does not appear to be up to standard; and
- 6.2.3.4. ensures, both at their appointment, but also continuously, that lecturers who are involved in the assessment of student learning have sufficient, appropriate training and/or experience.

6.2.4. Responsibilities of the Faculty

Faculties safeguard that their assessment strategies with regard to the planning, implementation and monitoring of their assessment practices are in line with the University's Assessment & Moderation Policy.

Faculties

- 6.2.4.1. ensure that assessment is given specific attention in the faculty's strategy for learning and teaching;
- 6.2.4.2. establish and maintain quality assurance processes for their programmes in which specific attention is paid to assessment practices;
- 6.2.4.3. develop and implement procedures for the promotion of best practices in assessment (for example, by providing examples of good assessment practices); and
- 6.2.4.4. are in possession of procedures and mechanisms to identify and deal with problems concerning to the implementation of the University's assessment policy.
- 6.2.4.5. shall make provision, including time release, for staff development in assessment, especially for new staff members.

6.2.5. Responsibilities of the Quality Assurance Division

The Quality Assurance Division

- 6.2.5.1. advises heads of departments and faculties (during the planning of academic programmes) on ways in which to improve the quality of their assessment processes;
- 6.2.5.2. supports faculties during the formulation and/or adaptation of processes that are related to the assurance of the quality of assessment; and
- 6.2.5.3. ensures that the University's policy, processes and strategies with regard to assessment comply with national policy and requirements.
- 6.2.5.4. Ensures that all assessment tasks are moderated to ensure quality of assessment
- 6.2.5.5. For summative assessment on a course, and especially where more than one marker is involved, at least 50% of the final marks shall be moderated via a system of internal moderation (i.e. the checking of the reliability of the marking).
- 6.2.5.6. Internal moderation shall be conducted to provide a reliability check on the marking process and to provide developmental feedback to staff on their assessment practice.

6.2.6. Responsibilities of the student

The student :

- 6.2.6.1. ensures that he/she is fully informed of the rules and regulations with regard to

- examination, as contained in the General University Calendar;
- 6.2.6.2. ensures that he/she is fully informed of the rules and regulations with regard to the assessment in a specific module as contained in the module learner guide;
- 6.2.6.3. commits himself/herself to making an honest and dutiful attempt during assessment tasks; and
- 6.2.6.4. ensures that he/she is familiar with the contents and stipulations of this assessment policy.

6.3. The Assessment of Students at Exit Qualifications

6.3.1. External Examiners (or External Moderators, SAQA)

- 6.3.1.1. For summative assessment of exit qualifications external examiners shall be appointed to examine at least 60% of the credits at the exit level at which a qualification is awarded, (e.g. summative assessment for 72 credits at Level 7 for a Bachelor's Degree is externally examined).
- 6.3.1.2. The institution shall have a clear criteria for the appointment of external examiners, e.g. they should be independent experts in their fields with qualifications at least one level above the qualification being examined (except of course for PhD level), and should be changed every three years.
- 6.3.1.3. External examiners shall be approved by Senate and responsible to Senate.
- 6.3.1.4. Faculties shall provide documentation on the curriculum and all relevant assessments and guidelines or a format to assist external examiners in the completion of their reports. Completed external examiners' reports shall be returned to the lecturer concerned and also to the programme director or head of department/ school. Where problems are raised, these shall be discussed with the lecturer concerned and the academic manager shall ensure that agreed improvements are effected.
- 6.3.1.5. External examiners shall have the right to adjust marks and they shall be required to approve the final marks list for the qualification concerned. They shall also be asked to comment on:
 - The validity of the assessment instruments in relation to the specified learning outcomes, ideally prior to their implementation;
 - The quality of student performance and the standard of student attainment across the spectrum of results;
 - The reliability of the marking process;
 - The quality of feedback given to students;
 - Any concerns or irregularities with respect to the observation of institutional/ professional regulations.
 - Remuneration for external examiners shall be commensurate with the extent of their duties.

6.4. The Validation of a Programme's Assessment Strategies

6.4.1. Programme Evaluators (or Verifiers, SAQA)

- 6.4.1.1. Programme evaluators shall be the discipline/ professional experts who form part of a programme evaluation team.
- 6.4.1.2. Faculties shall provide guidelines or a format outlining their functions and clear criteria for their appointment (e.g. they should be independent, recognised experts in their fields and also have qualifications or expertise and experience in curriculum and assessment).
- 6.4.1.3. The functions of programme evaluators shall include:
 - Evaluating the curriculum design and the assessment strategy for the programme as a whole, in relation to its purpose, exit level outcomes and relevant generic qualification standard;
 - Judging the appropriateness and validity of integrated assessments and the standard of samples of student performance on these;
 - Reviewing all external examiners reports for the programme during the period under review and ensuring that their recommendations have been considered and acted upon;
 - Commenting on the overall progression and graduation rates for the programme

- in relation to its purpose and learning outcomes;
- Checking that institutional and professional regulations and procedures for assessment have been adhered to;
- Making recommendations for the improvement of the programme to the relevant academic manager(s)
- If appointed by the HEQC, making recommendations on accreditation status to the HEQC's Accreditation Committee.

7. CONTINUOUS ASSESSMENT

7.1. IDENTIFICATION OF SUBJECTS FOR CONTINUOUS ASSESSMENT. CATEGORIES OF SUBJECTS TO BE CONSIDERED.

Possible subjects for "continuous assessment" fall into two distinct categories, namely:-

- 7.1.1. Subjects which are specified as examinable by "continuous assessment" or 100% course mark "on NATED 02 (310, 311, 319/321).
- 7.1.2. Subjects which are specified as examinable by "internal regulations" or "internal theoretical evaluation" or having no specifications of the examination of the SAPSE document.

The above two categories can be considered for implementation of the continuous assessment. Should a Faculty wish to apply for a continuous assessment of any subject other than the above, it must apply through Senate, meeting the SAPSE requirements. Motivation must be provided for using continuous assessment, stating reasons why this is educationally more acceptable than traditional assessment techniques.

7.2. FACULTY RESPONSIBILITY

- 7.2.1. Ultimate Responsibility
Continuous assessment implies that each Faculty carries responsibility for its own complete academic programme.
- 7.2.2. Application Form
The completion and submission of an application form for each subject via the Faculty Board and the Senate.
- 7.2.3. Security
Security measures should be undertaken by each Faculty individually to the satisfaction of the Dean. All continuous assessment must be typed. Duplicated and moderated by the Faculty. Arrangements can, however, be made with the Examinations Department in connection with the duplication and safe keeping of assessment papers and memoranda.
- 7.2.4. Evaluation Mark
A minimum of four assessments per semester is recommended and these marks must be entered into the computer system on the specified dates. Assessments towards the end of the academic period must focus on the integration of knowledge gained during the year or semester and not on small portions of the instructional material.
- 7.2.5. Pass Mark
50% will be regarded as a minimum requirement assessment subject. Students who do not obtain the pass mark in subjects assessed continuously will be required to re-attend class.

7.2.6. Final Marks

These will be published by the Examinations department along with all other Examination results.

7.2.7. Study Manual

The methods and procedures of assessment must be clearly specified in the study manual for the subject. A copy of this document must be submitted to all students taking that subject and to the Examinations Department.

7.2.8. Moderation

Written evaluations to be submitted to moderators must be presented in a professional manner, and for this purpose use could be made of the Official test Books (obtainable from the Examinations department).

7.2.8.1. Practical Subjects

The following must be submitted to the moderator during the course:

- 7.2.8.1.1. The question papers for at least 60% of the total marks and memoranda of all reports.
- 7.2.8.1.2. A document showing the break down of all marks used to determine the final examination mark.

7.2.8.2. Theoretical Subjects

The following must be submitted to the moderator during the course:

- 7.2.8.2.1. The question papers for at least 60% of the total marks and memoranda of all the assessment reports before such are written by the students.
- 7.2.8.2.2. All tests /assessments written by the students during the semester/year.
- 7.2.8.2.3. A document showing the breakdown of all marks used to determine the final examination mark.

7.2.9. Supplementary Examinations

No supplementary examinations will be applicable to continuous assessments subjects. Should a student not perform as expected in a particular assessment, lecturer might at his own discretion, re-test such student.

7.2.10. Retention of Assessment Documentation

At the end of the study period, one set of student assessment papers (scripts) together with all tests and memoranda set during the study block, with a concise breakdown of all marks used to determine the final examination mark, along with the moderator's report, must be handed in to the Examination Department by the subject lecturer concerned. Due to shortage of space in the examinations department these documents are stored by the departments.

7.2.11. Re-evaluation

Projects marked will not be re-assessed.

7.2.12. Types of Assessment

Table 1 Types of assessment

Criteria	Marks	Descriptors
Referencing	0 – 29 40 – 49 50 – 64 65 – 64 75 – 100	Not achieved Partially achieved Achieved Achieved with merit Achieved with distinction
Formative Assessment	Assessment that assists in forming a learner's development and progress towards achieving desired criteria and outcomes. Sometimes done formally but mostly informally. If done constructively, it can play a large part in motivating learners who are unsure of their abilities.	
Summative Assessment	This represents a formal summing up of the learner's achievements over a particular time frame, the purpose of which is to describe and to accredit the learner . E.g. A semester test in which a section of the work is finally assessed (written off).	

Learners will have to attain a final grading of **Achieved** or above in order to gain credit for a module.

PROCEDURE MANUAL

1. PREAMBLE

This Procedure Manual should be read within the framework of the NQF and programme and module templates registered with SAQA, and together with the University General Rules and other University Policies, all of which provide important points of reference for improvement in the quality of student

assessment. In particular, this document is linked to the associated University Policy: Assessment and Moderation of Student Learning and Examinations' Policy and Procedures.

Senate, Faculties, Departments and, most importantly, individual lecturers have collective responsibility for the implementation of these Assessment and Moderation Procedures.

The standard of the qualifications awarded by a University depends on the quality of the assessment of student learning therefore we should strive to adhere to principles of good assessment always namely, systematic, validity, fairness and transparency.

More specifically, the purposes of this Procedure Manual are:

1. To maintain the standards of WSU qualifications by ensuring that assessment is at the right level, and that it fits the specified module outcomes and the exit level outcomes of the programme, including the generic outcomes expected of a tertiary level qualification.
2. To ensure that assessment adheres to principles of best practice, and is transparent, valid, reliable, consistent, practical, fair and flexible.
3. To assist academic staff in their understanding of what makes for good assessment practice and to make them accountable for the quality of assessment they implement.
4. To guarantee that marking is consistent, and that assessment judgements can be explained to students, to colleagues and to internal or external moderators and examiners
5. To make Faculties, and departments responsible and accountable for translating the policy into assessment practices, so that in any quality audit they can show records of sound assessment practice.

2. GUIDELINES FOR IMPLEMENTATION

2.1. Planning for Assessment

- 2.1.1. The Learning outcome, assessment methods and assessment criteria must be constructively aligned. The learning outcomes of a module, together with associated assessment methods and criteria, must be given at the start of the module to students registered for the module.
- 2.1.2. Lecturers should consider assessment options such as mastery learning, criterion-referenced and norm-referenced assessment, formative and summative assessment, which are **manageable and appropriate** to the outcomes of the particular module.
- 2.1.3. Lecturers and tutors should be alert to the opportunities for formative assessment that arise in the course of teaching, and for eliciting feedback

from students on their understanding and learning that can indicate how the teaching process should be adjusted as well as use of e-assessment on WiSeUp, the WSU Virtual Learning Environment (VLE) for immediate feedback to students.

- 2.1.4. The programme of summative assessment tasks, together with due dates and venues, should be communicated and explained to all students at the start of the module. (As far as possible, cognate departments should communicate with each other about test dates and due dates to ensure that students do not suffer overload at any one point of term.)
- 2.1.5. Fairness demands that the content should not be selective or biased in such a way that any one cultural or racial group feels excluded or favoured. It also means that special arrangements may have to be made for any physically or otherwise challenged student.
- 2.1.6. Peer and self-assessment are valuable methods of assessment in a higher education environment which promote meta-cognitive development, and should be used creatively. They may, for instance, assist students in understanding assessment criteria.
- 2.1.7. Assessment tasks should be varied in order to keep the students motivated, to target the appropriate level of competence expected in the module, and to ensure that all the outcomes are met. This may mean that some assessment tasks are designed to show specific detailed understanding or skills, whereas others are more holistic and integrated. Use of Appendix A is recommended.
- 2.1.8. Integrated assessment is particularly important in relation to the question of whether the exit level outcomes of the programme or qualification have been achieved.
- 2.1.9. Summative assessment must be implemented in such a way that students and examiners can be certain the procedures were not open to abuse or cheating.

2.2. Assessment Tasks

- 2.2.1. All assessment tasks must be aligned with learning outcomes and assessment criteria of the module and students should be informed in time about dates, venues and learning outcomes to be assessed for them to prepare properly.
- 2.2.2. There should be a minimum of four (4) assessment tasks per year and two (2) per semester which count towards the year mark.
- 2.2.3. All assessment tasks must be moderated by peer lecturer/immediate senior (Faculty to determine acceptable procedure). Appendix B should always accompany submitted assessment task.
- 2.2.4. Moderation reports should be discussed in departmental meetings

2.3. Marking

- 2.3.1. The criteria for marking any assessment task should be explained to students. For fairness and transparency, **rubrics** should be used as marking guides.
- 2.3.2. Some components of assessment may be negotiated with (more advanced) students noting that some tasks will require independent thinking, creativity and autonomous judgement.
- 2.3.3. The marking of summative assessment must be done in such a way that moderators (or a student who exercises the right to see the marked script) can see immediately how a given mark can be explained or justified according to the criteria.

2.4. FEEDBACK

- 2.4.1. Students must be given detailed information on their performance in all assessment tasks.
- 2.4.2. Feedback on assessment done during a semester should be given within a time period specified in the information given to students at the start of the module, or as negotiated with the students during the module. Depending on workload of the assessors, feedback can either be given individually, in writing or orally, or can be given on marking templates, and/or can be given in general remarks to the whole class. Although feedback often entails judgement of current performance, it should be formulated in such a way that the student(s) can see how to improve their learning and are motivated to do so. Feedback should therefore be given in a respectful, formative and facilitatory manner.
- 2.4.3. All marked scripts/projects must be returned to students so that students can prepare for their examinations in time.
- 2.4.4. Lecturers should make copies of marked scripts as samples for various categories of student performance

2.5. Record of Marks

- 2.5.1. All assessment marks must be entered immediately on the proper WSU ITS mark list and submitted through the correct channels, to improve data quality and allow for monitoring.
- 2.5.2. Marks should always be submitted in adherence to Examinations' section set time frames without fail.

- 2.5.3. It is the responsibility of the individual examiner, and department, to ensure that the confidentiality of summative assessment tasks is maintained throughout.
- 2.5.4. Departments must keep records for any quality audit: the module template, course materials, assessment task rubrics, examination and test papers, moderator and external examiner reports, as well as the evidence of the candidates' performance. Evidence of formal marked work by candidates must be stored for a minimum of THREE years.
- 2.5.5. Test Item analysis should be done to check reliability and validity of questions.

Internal and External Moderators (refer to Examinations Procedure Manual)

All question papers when submitted should be accompanied by Appendix B to enable moderators to check module coverage and relevance of questions to module outcomes.

N.B. Detailed procedures for assessment should be formulated by each Faculty and should include, but not be limited to, the above.

MONITORING OF IMPLEMENTATION

Policy implementation will be monitored by the Head of Department, and/or Faculty Quality Officer, following on the conclusion of the end-of-year examinations.

Glossary of Terms:

Assessment – The process of gathering evidence and making judgements about the degree to which a learner has met predetermined criteria in the achievement of an outcome. Learners must show that they have mastered outcomes in a prescribed way.

Assessment criteria – Articulations of the competences required to determine whether or not an outcome has been achieved.

Assessment tools – All memoranda, rubrics, etc, used to make the judgement of the level of achievement of the outcome.

Assessment tasks - Learning activities designed to obtain evidence about a student's level of competence against stated learning outcomes.

Assessor – WSU appointed academic/non-academic acting as an assessor.

Continuous assessment - A system of assessment by which all aspects of a student's performance during a module/course/programme are taken into account when making a judgment about the student's level of competence.

Credits - The value assigned to a given number of notional hours of learning which may be accumulated until conditions have been met for the award of a module/course/programme/qualification.

Criterion-referenced assessment - Student performance is judged against pre-specified criteria or standards.

Critical Outcomes - Broad, generic cross-curricula outcomes that underpin all learning recognized by SAQA.

Diagnostic assessment - A specialised procedure which is concerned with determining the cause(s) of persistent or recurring learning difficulties that are left unresolved by formative assessment

Evaluation - The process of gathering information from students, peers and literature in order to reflect on the quality of teaching and courses.

Expected Levels of Performance - Standards that students are expected to achieve during a module/course/programme.

Formative Assessment - Assessment which is conducted during instruction to provide students with feedback about what learning they have achieved in order to improve their competence as well as to develop the curriculum

Final mark – the mark obtained at the end of a completed module/course/programme, the composition of which is determined by the rules for that particular module/course/programme. The general rule of the University being that the final mark is the average of the semester/year mark and the examination mark.

Integration - The grouping of specific learning outcomes from different modules/courses/programmes in terms of skills, knowledge, attitudes and values.

Internal Moderation - A process designed to ensure that assessment methods are appropriate for the standards being measured, the judgments about students' performance against stated learning outcomes are carried out in a consistent and trustworthy manner, and to provide assessors with feedback to improve their assessment practices.

Learning outcomes - High quality, culminating demonstrations of significant learning in context

Moderation - The process of ensuring that all assessors who assess a particular qualification are using equivalent assessment methods, and making similar, and consistent judgments about students' performance against stated learning outcomes.

Moderator – WSU appointed moderator (internal or external); cannot be the same person as the assessor. For all terminating modules, an external moderator must be appointed.

Norm-referenced assessment- The process of comparing a student's performance with that of peers in the same class or cohort

Outcomes-based education - A learner-centered, results oriented approach to education that requires students to demonstrate evidence that they are able to achieve stated learning outcomes.

Peer assessment - The assessment of students' learning/performance by other students in the same class or cohort in order to help each other improve their learning/performance.

Portfolio - A portfolio is a deliberate, strategic and specific collection of a student's work or evidence of a student's work over time that demonstrates the learning that has occurred in order to meet stated learning outcomes.

Recognition of Prior Learning - A means of recognising what individuals already know and can do. RPL is based on the premise that people learn both inside and outside formal learning structures (including learning from work and life experience) and this learning can be worthy of recognition and credit. RPL is used extensively by those seeking admission to a course, advanced standing for a course or credits towards a qualification. It can also be used by those seeking entry to a particular field of employment, promotion or self-deployment.

Reliability – This concerns issues of consistency in assessment, for example would the same results be achieved on another occasion, have marker factors influenced the results in any way and how far can the results of this performance be generalised to other performances?

Rubric - An assessment tool to record a student's level of performance against stated outcomes and assessment criteria.

Self-assessment - The process whereby students make judgments about their own performance against stated outcomes and assessment criteria

Summative Assessment- This refers to a system of assessment whereby the attainment of a certain level of education is certified to make educational decisions; a formalised form of assessment used to serve needs extrinsic to the educational process.

Validity – This concerns the accuracy and appropriateness of methods of assessment and the dependability of the inferences made on the basis of assessment results. Seeks to answer questions such as 'are we assessing the right things and are we assessing the things right?'

Note: In assessment design, there is usually a trade-off between achieving validity and reliability.

Appendix A

Test grid: number of questions by outcome and cognitive level

	BLOOM'S COGNITIVE LEVELS					
Outcomes	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Appendix B

QUESTION PAPER GRID

SUBJECT & LEVEL:	EXAMINER:
TASK:	MODERATOR:

Learning Outcome(s)	Item No.	Format/ Type			± Time (Min)	Mark allocation and Cognitive Level						Total	
		Short Response	Medium Response	Extended Response		1 Remembering	2 Understanding	3. Applying	4. Analysing	5. Evaluating	6. Creating		
TOTAL													

Short Response (multiple-choice, one-word, definitions, bulleted list, etc.)
 Medium Response (short explanations / descriptions requiring a couple of sentences)
 Extended Response (long explanations / descriptions requiring several or more sentences e.g. essays)

	Signature	Date
EXAMINER:		
MODERATOR:		