



<b>POLICY NUMBER</b>	IIE009	
<b>POLICY NAME</b>	<b>Assessment Strategy and Policy</b>	
<b>LEGEND</b>	1. This Policy replaced the Assessment Policy. 2. The Policy was rewritten in Sep 2023 and now contains principles only. Procedures were moved to the Assessment Criteria, Minimum Standards and Procedures. <sup>1</sup>	
<b>POLICY VERSION</b>	23	
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<b>DATE FOR NEXT REVIEW</b>	2028	
<b>RELATED POLICIES</b>	IIE001: Quality Assurance and Enhancement Policy IIE002: Admissions Policy IIE006: Work-Integrated Learning Policy IIE007: Research and Postgraduate Studies Policy IIE008: Information Centre Policy IIE010: Qualification Completion, Credit Accumulation and Transfer, Articulation and Recognition of Prior Learning Policy IIE011: Student Records Policy	

<sup>1</sup> In accordance with T&L 53: Item 6.2.3 read with s61 Item 8.4(e)

<sup>2</sup> S54:2020-09-03 (Full review) version 15 approved

<sup>3</sup> S55:2020-12-02 version 16 approved (policy reviewed to include online submissions)

<sup>4</sup> S57: 2021-09-02 Policy has been rewritten and restructured.

<sup>5</sup> S61-11-03 item 8.2.3

<sup>6</sup> S63-09-07 Item 8.2.4.1

<sup>7</sup> S63-09-07 Item 8.2.4.2 (Full Review) The Policy underwent significant review. There are now two documents (a) The Assessment Strategy and Policy (this document) that contains the primary assessment principles and glossary of terms. The second document is the Assessment Criteria, Minimum Standards and Procedure document. This document is comparatively longer and directly mapping assessment principles to assessment criteria to assessment minimum standards to assessment procedures.

	<b>IIE012: Graduation and Certification Policy</b> <b>IIE013: Language Policy</b> <b>IIE015: Student Conduct and Discipline Policy</b> <b>IIE020: Official Documentation Marketing and Advertising Policy</b> <b>IIE022: Teaching and Learning Strategy</b> <b>IIE023: Intellectual Integrity Policy</b> <b>IIE026: Student Support and Professional Development Policy</b> <b>IIE029: Distance Education Policy</b> <b>IIE030: The IIE Internationalisation Policy</b> <b>IIE031: Governance Policy</b> <b>IIE032: Personal Information, Intellectual Property and Cyber Security Policy</b> <b>IIE033: Policy on the Integration of Artificial Intelligence (AI) Teaching and Learning Practice</b>
<b>POLICY PROCEDURES AND ANNEXURES</b>	<b>PDIIE 009: Assessment Criteria, Minimum Standards and Procedures</b> <b>PDIIE 009: Annexure A: To Write in a Different Location</b>
<b>RELATED PROCEDURES</b>	<b>PDIIE023: Intellectual Integrity Procedure</b> <b>PDIIE026: Procedures for Special Concessions and Templates</b>

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## GLOSSARY AND ROLES

<b>Assessment</b>	The process of making judgements about students' knowledge, skills and competencies.
<b>Assessment categories</b>	Assessment categories explain whether an assessment is conducted under standardised or non-standardised conditions.
<b>Assessment completion skills</b>	Reading skills, task analysis, writing skills, time management and reflection on learning strategy. Lecturers are expected to support the development of these skills.
<b>Assessment instruments</b>	Assessment instruments are the tools used in assessment. There is a range of formats in which assessment is conducted, including, for example, tests, assignments and portfolios of evidence.
<b>Assessment periods</b>	The length of time used to assist in the spacing of assessments to ensure that the knowledge and skills required in the assessment have been taught and that students are not overloaded with assessments.
<b>Assessment schedule</b>	The plan for carrying out the process of assessment.
<b>Assessment weighting</b>	The level of importance assigned to each assessment in relation to the other assessments in modules.
<b>Authenticity</b>	All assessed work must be attributable to the student being assessed.
<b>Collaboration</b>	The act of working together to achieve an assessment decision.
<b>Community of practice</b>	The academics who are responsible for the teaching and learning in modules, disciplines and qualifications.
<b>Competencies</b>	The knowledge, skills, abilities, behaviours and attitudes covered in an assessment.
<b>Consequences</b>	The effect, result or outcome of assessment actions.
<b>Constructive alignment</b>	The planned and explicitly stated coherence between module outcomes, learning content and activities, teaching practices and assessment in a module.
<b>Criteria</b>	The standards by which the quality of assessment is judged.
<b>Curriculum design</b>	The planning of all learning activities and assessments in order to achieve learning goals.
<b>Deferred sitting/ submission</b>	The postponement of the point at which assessments are submitted.
<b>Discontinuation sitting/resubmission</b>	An additional assessment opportunity offered to students who have failed the supplementary assessment opportunity in qualifications that are being discontinued.
<b>External moderator</b>	A suitably qualified, independent, and impartial academic expert, independent from the institution. Their primary role is to review and evaluate the quality and standards of assessments and examinations. They ensure the fairness and consistency of marking. They further confirm alignment with regulatory requirements and standards and provide an additional layer of

	quality assurance and credibility to The Institute's assessment processes.
<b>Fairness</b>	The reasonable adjustments that are applied in assessment in order to reasonably accommodate students' needs and characteristics.
<b>Formative assessment</b>	Formative assessment is designed to support the learning process. It assists in future learning planning as it diagnoses the student's strengths and weaknesses and provides feedback to students on their learning progress. Formative assessment is developmental in nature and assists in making decisions about the readiness of students to do a summative assessment.
<b>Formal assessment</b>	In formative assessment, formal assessment is an assessment for which a mark is awarded, which counts towards the promotion marks and feedback on learning is provided. In summative assessment, formal assessment is an assessment for which a mark is awarded.
<b>Hardcopy submissions</b>	Assessments that are printed on paper, artifacts, etc.
<b>Informal assessment</b>	Only used in formative assessment, when a mark is not awarded, and only feedback on learning is provided.
<b>Internal moderation</b>	The process of ensuring that assessment instruments are of high quality and that marking is consistent and produces the same results across time when students are assessed on the same knowledge, skills and competencies using a variety of assessment methods.
<b>Invigilated assessment</b>	An assessment conducted under standardised conditions.
<b>Knowledge</b>	The theoretical content covered in an assessment.
<b>Learning unit objectives</b>	Statements that describe the knowledge, skills and competencies that students need to acquire after completing activities on the learning management system (LMS).
<b>Moderation</b>	Assessment moderation is a crucial process that ensures the fairness, consistency, and accuracy of the assessment outcomes. It involves the review and validation of assessments to maintain the quality and standards of education.
<b>Module outcomes</b>	The knowledge, skills and competencies that are assessed in modules.
<b>Memorandum</b>	A scoring guide used to evaluate the quality of students' responses to assessment. The format of a memo is typically a list of notes indicating how marks can be allocated.
<b>Minimum standard</b>	The level of quality in assessment that is accepted as a minimum, below which is unacceptable.
<b>Non-invigilated assessment</b>	An assessment conducted under non-standardised conditions.
<b>Principle</b>	The fundamental truth or proposition that serves as the foundation for assessment actions.
<b>Procedure</b>	The official or established way of conducting an assessment.

<b>Online submission</b>	Assessment that is submitted electronically.
<b>Reasonable</b>	Appropriate, fair, moderate and sensible.
<b>Reliability</b>	Assessment must be consistent and should produce the same results across time when specific students are assessed on the same knowledge and skills using a variety of assessment methods.
<b>Responsible academic</b>	The individual who is accountable for the quality of the learning materials and assessments in a module.
<b>Rerun</b>	A rerun is a repeat of a module that happens in a short period of time. Only summative assessments are included in re-runs.
<b>Resubmission</b>	The second time that a non-invigilated assessment is presented.
<b>Rubric</b>	A scoring guide used to evaluate the quality of students' responses to assessment. The format of a rubric is typically a table with classes of pass.
<b>Security</b>	Processes that are put in place to ensure that the integrity of assessment is preserved.
<b>Sitting</b>	A scheduled period of time in which invigilated assessments are completed.
<b>Skills</b>	The cognitive skills required in an assessment include application, analysis, synthesis, evaluation, and creation.
<b>Special sitting/resubmission</b>	An additional assessment opportunity offered to students who would otherwise not be eligible to graduate.
<b>Standard sitting/ submission</b>	The normal point at which assessments are completed.
<b>Submission</b>	The presentation of non-invigilated assessments.
<b>Submission time</b>	The time of the day by which assessments are required to be submitted by students.
<b>Summative assessment</b>	A formal assessment that occurs at the end of a module to determine if a student is competent or not yet competent in the knowledge and skills developed in the module. Credits are awarded to successful students.
<b>Supplementary sitting/ resubmission</b>	An additional summative assessment opportunity that is offered to students who meet module performance requirements.
<b>Transparency</b>	Making comprehensive information available for all assessments. Students should know what is expected of them and all other stakeholders. Employers should know what an individual who holds a particular qualification has achieved.
<b>Validity</b>	Validity in assessment is the soundness, or trustworthiness, of assessment practices; the interpretation of these practices; and the use of these interpretations in decision-making about student performance.
<b>Weighting</b>	The calculation used to give importance to each assessment.
<b>Working days</b>	Monday, Tuesday, Wednesday, Thursday, and Friday. Public holidays are not working days.

# 1 PREAMBLE

- (1) The Independent Institute of Education (Pty) Ltd (“The IIE”) aims to inspire individuals to develop a sense of self as citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement.
  - a) We encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.
  - b) We empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.
  - c) We foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.
  - d) We pursue impactful research and collaborations that improve and enrich lives, communities, and society.
  - e) We entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.
- (2) We value a transformative mindset characterised by “**CHANGE**” (an acronym for the below concepts):
  - **Co-creation:** Collaboratively pursuing knowledge that transforms individuals and society.
  - **Holistic thinking:** Approaching challenges from a systemic viewpoint acknowledging the interconnectedness and interrelatedness of all the parts.
  - **Advocacy:** Championing meaningful, positive, and sustainable change ethically and mindfully.
  - **Nation building:** Promoting social cohesion that celebrates and embraces diversity, equity, and inclusion.
  - **Grit:** Navigating the challenges that accompany learning and transformative change with passion, perseverance, and resilience.
  - **Empowerment:** Enabling individuals to participate actively in shaping their own lives and the world around them.
- (3) These characteristics collectively form a transformative mindset that embraces change, innovation, and growth, while empowering individuals and communities to create positive and lasting change in society.

## **2 POLICY PURPOSE**

- (1) The purpose of this Policy is to provide a framework of principles.
- (2) These principles form the foundation of the quality management framework for the assessment of student learning at The IIE.
- (3) This quality management framework manifests in a set of criteria, minimum standards, and procedures for constructive assessment strategies that effectively support student achievement of intended learning outcomes in all academic programmes of the institution.

## **3 POLICY SCOPE**

- (1) All assessment principles, criteria, minimum standards, and procedures apply to all modules at The IIE.
- (2) The only exceptions to this are that the requirements from professional bodies supersede any institutional practice.
- (3) Any exceptions to this Policy must be approved by the relevant Faculty Board.

## **4 VALIDITY OF ASSESSMENT**

- (1) Validity of assessment refers to the soundness, or trustworthiness, of assessment practices, the interpretation of these practices, and the use of these interpretations in decision-making about student performance.
- (2) Assessment processes, methods, formats, and instruments are valid if they assess what they intend to assess in terms of the stated outcomes for each assessment, module, and qualification.
- (3) The validity of the assessment at The IIE is determined using several key principles. These principles are constructive alignment, transparency, fairness, reliability, authenticity, security, and consequences.

### **4.1 Constructive Alignment**

- (1) Assessment is an integrated part of the teaching and learning process.
- (2) There must be planned and explicitly stated coherence between learning outcomes, learning content, teaching practices, and assessment in a module.

## 4.2 Transparency

- (1) Comprehensive assessment information must be made available to students.
- (2) This should include information about the assessment criteria, requirements, performance standards, scheduling, and the responsibilities of students, lecturers, and the sites of delivery.
- (3) Students should know what is expected of them and all stakeholders. Employers should know what an individual who holds a particular qualification has achieved.
- (4) Students have the responsibility to complete both formative and summative assessments.

## 4.3 Fairness

- (1) Assessment must include a variety of tasks, products, outputs, or competencies (integrated assessment) to gather evidence and compare students' performance against the assessment criteria and outcomes.
- (2) Student performance must be equitably calculated and transparent.
- (3) The design and administration of assessment should be inclusive, and any conscious or unconscious biases should be avoided. Inclusivity relates to the issues of culture, language, race and gender. Students with specific learning challenges must be catered for.

## 4.4 Reliability

- (1) Assessment must be consistent and should produce the same or similar results across time when specific students are assessed on the same knowledge and skills using a variety of assessment methods.
- (2) There must be consistency in marking or in assessing student performance.
- (3) There must be consistency within an individual marker, between multiple markers in the same module, and consistency within and across each discipline and Faculty.
- (4) Assessments must be appropriately moderated, internally and externally.

## 4.5 Authenticity

- (1) The Institution must ensure that the work being assessed is attributable to the student being assessed.
- (2) Each assessment submission should be a unique piece of work and should reflect knowledge and skills relevant to real-world settings.
- (3) Students are expected to understand, master, and comply with the rules of intellectual integrity.
- (4) The academic staff is required to manage academic honesty.

## 4.6 Security

- (1) There must be procedures in place to ensure that opportunities for all forms of dishonesty are limited and are detected when they occur.
- (2) These procedures must be in place in all parts of the assessment chain, including printing, site management, and online platforms.
- (3) Students have responsibilities in terms of the assessment security matrix.

## 4.7 Consequences

- (1) There are mechanisms in place to monitor unintended consequences that may result from assessment practices. These consequences include those that relate to errors in assessment instruments, assessments that are lost or in a problematic format, and where assessment conventions and requirements have not been followed.
- (2) Students also have the right to appeal assessment decisions and must do so in standard and appropriate ways.
- (3) Provision must be made for managing borderline marks.
- (4) Any major disruptions to assessments must be accommodated.
- (5) Appropriate consequences should be imposed on students and staff who violate the principles contained in this Policy and its related criteria, minimum standards, and procedure document. These consequences must be reasonable and appropriate for the violation.

## 5 APPROACH TO ASSESSMENT

- (1) Assessment should include both formative and summative assessments.

### 5.1 Formative Assessment

- (1) Assessment must develop learning through the provision of feedback during the learning period.
- (2) Formative assessment is used to improve learning and to give feedback to students on progress made. Consequently, this feedback must be sufficiently clear and detailed to ensure that students can correct and improve their performance.
- (3) Formative assessment is considered to be an assessment for learning.
- (4) It serves needs intrinsic to the educational process.
- (5) The weighting of formative assessments must be reasonable and a continuous and integrated assessment process must be in place in all modules.
- (6) Students have the responsibility to access formative feedback.
- (7) Sites are required to retain formative assessments for student access for a reasonable amount of time.

### 5.2 Summative Assessment

- (1) Assessment must measure learning against intended outcomes at the end of the learning period.
- (2) Summative assessment is considered to be an assessment of learning.
- (3) Summative assessment is formalised assessment that is used to certify the attainment of a certain level of education.
- (4) It is used to serve needs extrinsic to the educational process.
- (5) Summative assessment of individual students may be used for promotion, certification, or admission to higher levels of education.
- (6) The weighting of summative assessments must be reasonable.
- (7) Summative assessments must be retained for five years.

## **PDIIE 009: ASSESSMENT CRITERIA MINIMUM STANDARDS AND PROCEDURE**

### **PDIIE 009: ANNEXURE A: TO WRITE IN A DIFFERENT LOCATION**

### **PDIIE 009: ONLINE INVIGILATED ASSESSMENTS: CRITERIA, MINIMUM STANDARDS AND PROCEDURES**