



## **PDIE 009: ASSESSMENT CRITERIA, MINIMUM STANDARDS AND PROCEDURES**

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## Principle 1: The Validity of The Assessment

### Assessment Criteria:

- 1 Validity in 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.

Assessment processes, methods, and formats are valid if they assess what they intend to assess in terms of the stated outcomes for each assessment, module, and qualification.

| Assessment Minimum Standards |   | Assessment Procedures |  |
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| 1.1                          | Assessments are distinguished into two categories                 | 1.1.1                 | There are two distinct assessment categories, namely invigilated and non-invigilated assessments.  |
|                              |   | 1.1.2                 | Assessment categories must be decided based on the principles of academic quality, including an integrated assessment strategy.                              |
|                              |   | 1.1.3                 | Assessment categories are determined by the responsible academic after a recorded process of collaboration with the discipline's community of practice.      |
| 1.2                          | An appropriate assessment category is invigilated assessments     | 1.2.1                 | An invigilated assessment is a single assessment conducted under standardised conditions.  |
|                              |   | 1.2.2                 | The time allocation for such assessments is typically one to three hours.  |
|                              |   | 1.2.3                 | The time allocation must be fit-for-purpose for the requirements of the assessment.  |
|                              |   | 1.2.4                 | Ten minutes of reading time will be allocated at the start of the assessment.  |
|                              |   | 1.2.5                 | Students are not permitted to write in the answer booklets (or equivalent) during the reading time.  |
|                              |   | 1.2.6                 | A total of thirty minutes of reading time, set-up, saving, and uploading time will be allocated to assessments that require additional software to complete. |
| 1.3                          | An appropriate assessment category is non-invigilated assessments | 1.3.1                 | A non-invigilated assessment is conducted under non-standardised conditions. A non-invigilated assessment can contain single or multiple assessment points.  |
|                              |   | 1.3.2                 | The time allocation for such assessments is normally 10 hours or more.   |

| Assessment Minimum Standards |   | Assessment Procedures |  |
|------------------------------|---|-----------------------|--|
| 1.4                          | A range of assessment instruments should be used  | 1.4.1                 | There are multiple assessment instruments that may be used.  |
|                              |   | 1.4.2                 | Examples of assessment instruments include but are not limited to assignments, dissertations, examinations, portfolios of evidence, practical assessments, presentations, projects, proposals, oral examinations, research reports, simulations, tests and theses. |
|                              |   | 1.4.3                 | Assessment types may be invigilated or non-invigilated assessments.  |
|                              |   | 1.4.4                 | Assessment instruments are determined based on principles that promote academic quality.   |
|                              |   | 1.4.5                 | The assessment instruments used in modules and qualifications are decided by the responsible academic after a recorded process of collaboration with the discipline's community of practice.   |
|                              |   | 1.4.6                 | The responsible academic, in consultation with the Dean of Faculty, must ensure that there is a range of, or diversity in, assessment categories and assessment types used in a qualification.   |
| 1.5                          | Assessment preparation for, and completion of, assessments in a module should be approximately 30% of the total notional hours of a module. | 1.5.1                 | In a 15-credit module, this means that students should be spending approximately 45 notional hours on assessment preparation and completion.   |
|                              |   | 1.5.2                 | The time allocated for preparation for, and completion of, each assessment must be appropriate.  |
| 1.6                          | The weighting of all assessments in a module must be fair and reasonable  | 1.6.1                 | Assessment weightings will be determined by the responsible academic after a recorded process of collaboration with the discipline's community of practice.  |

## Principle 2: Constructive Alignment

### Assessment Criteria:

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

| Assessment Minimum Standards  | Assessment Procedures   |
|---|---|
| 2.1 All assessments must be directly related to the module outcomes and NQF level of the module | <p>2.1.1 Module outcomes must be written in such a way that students understand the outcomes that they are meant to achieve. This means that outcomes should be written from a student and not a lecturer's perspective.</p> <p>2.1.2 Module outcomes need to address WHAT (knowledge) is to be learned and HOW (skills) it is to be learned.</p> <p>2.1.3 Module outcomes should stand the test of time. This implies that they are written in a broad/ generic manner to allow for agility and change as the module matures or the discipline evolves. This is possible because module outcomes are accompanied by more detailed learning objectives.</p> <p>2.1.4 The number of module outcomes should rarely exceed five, as the more module outcomes there are, the more challenging it becomes to achieve constructive alignment.</p> <p>2.1.5 Curriculum design should start with the aims of the module, then list important concepts, decide what students are to do with these concepts, and then articulate the intended module outcomes.</p> <p>2.1.6 There must be a direct relationship between the module outcomes and the learning unit objectives.</p> <p>2.1.7 The number of module outcomes and related learning unit objectives needs to be achievable in the notional hours available.</p> <p>2.1.8 The responsible academic must engage with relevant stakeholders to ensure that the module outcomes and learning unit objectives promote deep learning and active engagement in class.</p> <p>2.1.9 The module outcomes and related learning unit objectives must be based on the competencies required in the discipline and level of study.</p> |

| Assessment Minimum Standards   | Assessment Procedures  |
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| 2.2 The learning activities on the learning management system (LMS) must support assessment completion in that they must be directly related to the knowledge and skills that students are required to demonstrate | 2.1.10 Learning content must encourage students to read widely. Prescribed textbooks are a resource for students but are not the only source of content and structure for the module outcomes and related learning unit objectives.  |
|  | 2.1.11 Module outcomes and learning unit objectives must be reviewed periodically to ensure that they are relevant.  |
|  | 2.2.1 Activities on the LMS must be geared towards achieving the module outcomes and learning unit objectives. This means that there is emphasis first on learning, and then on technology.  |
|  | 2.2.2 Activities on the LMS must include higher-order activities that require students to question, infer, speculate, and generate solutions, and should not reinforce the transmission of information.                              |
|  | 2.2.3 Activities on the LMS must be interactive and engaging.  |
| 2.3 All assessments must be related to the module outcomes, learning activities on the LMS and teaching practices in the module  | 2.2.4 Students must be able to attach value to the outcomes of the activities on the LMS.  |
|  | 2.2.5 The number of activities on the LMS must encourage understanding and not impede it. This means that the focus should not be on breadth or coverage, but on providing students with opportunities to think, question and apply. |
|  | 2.3.1 Assessments should require students to perform the intended outcomes. The responsible academic must ensure that all assessments support the explicit aims and intended outcomes of the module.                                 |
|  | 2.3.2 Assessments must indicate to students what they should be learning (knowledge) and how they should be learning it (skills).  |
|  | 2.3.3 The assessment strategy and instruments must be appropriate for the intended learning outcomes. This means that there must be a definitive synergy between the formative and summative assessments.                            |
|  | 2.3.4 The responsible academic must ensure that assessments give students an opportunity to learn from real-life contexts, meaning that assessments should have some value beyond the classroom.                                     |
|  | 2.3.5 The responsible academic should be empowered, through continued professional development, to adopt learning approaches and modalities that create a climate for deep learning.   |

| Assessment Minimum Standards  | Assessment Procedures  |
|---|--|
| 2.4 Lecturers must support the development of assessment completion skills, namely reading skills, task analysis, writing skills, time management and reflection on learning strategy | <p>2.4.1 Teaching and learning in the classroom must be outcome-based and address higher-order thinking skills, discipline-specific knowledge and skills, and future career development.</p> <p>2.4.2 Lecturers must activate the module outcomes in the classroom, meaning that the focus in the classroom is on what students, and not lecturers, are able to do.</p> <p>2.4.3 All classroom activities must be student-centred, meaning that the purpose of teaching is to support learning, with a focus on what the student does.</p> <p>2.4.4 <sup>1</sup>No lecturer, responsible academic, or developer may disseminate a memo on any platform, including social media, to students, as this does not constitute adequate assessment preparation.</p> <p>2.4.5 Lecturers and responsible academics must direct students to the assessment repository on the library system and are permitted to guide students as they work through this but are not permitted to provide model answers.</p> <p>2.4.6 Classroom activities should not reinforce the transmission of information but should be interactive and engaging.</p> <p>2.4.7 Lecturers should engage in continuous reflective practice, meaning that there is reflection on current teaching, and engagement with other academics through a community of practice that includes the responsible academic.</p> <p>2.4.8 Lecturers should be empowered, through continued professional development, to adopt learning approaches and modalities that create a climate for deep learning.</p> |

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<sup>1</sup> 2.4.4 and 2.4.5 added post S64

## Principle 3: Transparency in Assessment

### Assessment Criteria:

- 3 Comprehensive information about assessment must be made available to students.

Comprehensive information to students about assessment includes the assessment criteria, performance requirements, assessment scheduling, the responsibilities of students, lecturers, and the sites of delivery.

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.

| Assessment Minimum Standards |   | Assessment Procedures |  |
|------------------------------|---|-----------------------|--|
| 3.1                          | There must be transparency about the constructive alignment in a module | 3.1.1                 | Module outcomes and related learning unit objectives must be provided to students at the beginning of a semester.  |
|                              |   | 3.1.2                 | Assessment outcomes and criteria that are aligned with module outcomes and related learning objectives must be provided to students when the assessment is released to students. |
| 3.2                          | There must be transparency in assessment criteria                       | 3.2.1                 | Assessments must cover reasonable and predictable volumes of work.   |
|                              |   | 3.2.2                 | Students must be given fair and reasonable amounts of time to complete assessments.  |
|                              |   | 3.2.3                 | A pass mark for an assessment and a module is 50%.   |
|                              |   | 3.2.4                 | Clear instructions for completion and assessment expectations must be provided for all assessments.  |
|                              |   | 3.2.5                 | All technical information must be timeously provided to students, including due dates, venues, submission requirements and technical specifications.                             |
|                              |   | 3.2.6                 | The total mark for each formal assessment must be a multiple of 50 (for example, 50, 100, 150) (as of 2025).   |
|                              |   | 3.2.7                 | An assessment memorandum and/or rubric must be provided to lecturers for all assessments to enhance reliable and fair marking.   |



| Assessment Minimum Standards   | Assessment Procedures   |
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| <p>3.3 Performance expectations and standards must be made clear to students and lecturers</p> <p>3.4 All marking memoranda must be appropriate</p> <p>3.5 All rubrics must be appropriate</p> | <p>3.2.8 Knowledge and skills must be assessed in every assessment and the mark allocation for each must be indicated in the assessment and marking criteria.</p> <p>3.2.9 Higher-order cognitive skills must be assessed and must always be more highly rewarded than the reproduction of theoretical content.</p> <p>3.2.10 There must be a direct relationship between assessment questions and assessment memoranda/rubrics. The assessment questions must explicitly state the requirements, and the memo/rubric must explicitly provide the requirements. For example, an assessment question requires comparison, then the memo/rubric must provide the comparison and define different levels of performance in comparison.</p> <p>3.2.11 Mark allocations must be provided for each question on the question paper and in the memo/rubric.</p> <p>3.2.12 Explicit detail of the range within marker discretion can be exercised and must be provided in the memo/rubric.</p> <p>3.2.13 The technical referencing rubric must be included in all relevant assessments. Consequently, referencing should not form part of the assessment memo/rubric to avoid students being penalised twice.</p> <p>3.3.1 Clear instructions for marking must be provided for all assessments.</p> <p>3.3.2 Clear performance requirements must be provided in question papers.</p> <p>3.4.1 Mark allocations should be in whole numbers (i.e., one mark rather than half a mark).</p> <p>3.4.2 References to content must be provided in the memorandum. Examples include page numbers of the prescribed text and learning activities on the LMS.</p> <p>3.4.3 Model answers may be provided as examples but should not be prescriptive in instances where qualitative responses are required.</p> <p>3.5.1 The rubric must address all aspects of the assessment task.</p> <p>3.5.2 Clear, detailed, and specific descriptions of performance must be included in rubrics and contested terms such as “good” or “excellent” should not be used.</p> <p>3.5.3 The grading scale used in rubrics to indicate levels of performance should not conflate classes of pass, e.g., pass/fail or distinction.</p> |

| Assessment Minimum Standards                            | Assessment Procedures  |
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| 3.6 There must be transparency in assessment scheduling | <p>3.6.1 Assessments need to be spaced evenly through a module and programme to allow for remediation and student development and to avoid assessment overload for students.</p> <p>3.6.2 The concept of periods is used to assist in the spacing of assessments in modules and programmes:</p> <ul style="list-style-type: none"> <li>a) Period 1: After Academic Week 3<br/>Covering 25% of the module content,<br/>Submitted after 30% of the sessions were completed.</li> <li>b) Period 2: After Academic Week 4<br/>Covering 35% of the module content<br/>Submitted after 40% of the sessions were completed.</li> <li>c) Period 3: After Academic Week 5<br/>Covering 45% of the module content<br/>Submitted after 50% of the sessions were completed.</li> <li>d) Period 4: After Academic Week 7<br/>Covering 55% of the module content<br/>Submitted after 60% of the sessions were completed.</li> <li>e) Period 5: After Academic Week 8<br/>Covering 65% of the module content<br/>Submitted after 70% of the sessions were completed.</li> <li>f) Period 6: After Academic Week 9<br/>Covering 70% of the module content<br/>Submitted after 75% of the sessions were completed.</li> </ul> <p>3.6.3 The academic calendar must make provision for assessment sitting/ submission weeks.</p> <p>3.6.4 The assessment for modules must be scheduled according to the assessment schedule for the programme.</p> <p>3.6.5 No assessments will be scheduled on South African public holidays.</p> |

| Assessment Minimum Standards  | Assessment Procedures  |
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|   | 3.6.6 No assessments will be scheduled on the following religious holidays: Diwali, Pesach, Shavuot, Rosh Hashanah, Yom Kippur, Eid al-Fitr, and Eid al-Adha.  |
|   | 3.6.7 Summative assessment timetables must be released to students no less than four weeks before the first summative assessment is to be written.   |
| 3.7 There must be transparency in the scheduling of invigilated assessments     | 3.7.1 Invigilated assessments must be scheduled in the assessment weeks in the Academic Calendar.  |
| 3.8 There must be transparency in the scheduling of non-invigilated assessments | 3.8.1 Non-invigilated assessment tasks are typically released to students at the start of the semester.  |
|   | 3.8.2 Any non-invigilated assessment tasks that are specifically designed to be time-limited may be scheduled in the set assessment weeks.   |
|   | 3.8.3 Submission dates for non-invigilated assessments can be scheduled in assessment weeks or academic weeks, depending on the programme.   |
|   | 3.8.4 The submission time for online assessments is BEFORE 23h59, with no expectation of student support past 17h00.   |
|   | 3.8.5 The submission time for online submissions is the time indicated on the automated mail sent to students, indicating the time at which the uploading of the assessment was completed.   |
|   | 3.8.6 The submission time for hardcopy assessments on site is BEFORE 17h00, with no expectation of student support past 17h00.   |
|   | 3.8.7 The Operations teams on sites are responsible for enforcing the following:<br>a) Deduction of 15% for assessments submitted within the extended submission period.<br>b) Indicating absent (effectively 0%) for assessments submitted after the extended submission period.<br>c) Indicating absent (effectively 0%) 0% for non-submission of assessments. |
| 3.9 Students must take responsibility for the completion of assessments         | 3.9.1 Students are expected to complete all assessments, both formative and summative assessments.   |
|   | 3.9.2 Students are required to plan accordingly to ensure that they adhere to submission deadlines, which include external factors, for example, a lack of access to a device, or interruptions to power supply, such as load shedding.  |

| Assessment Minimum Standards | Assessment Procedures  |
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|                              | <p>3.9.3 Students must meet all the technical requirements of assessments. These requirements include:</p> <ul style="list-style-type: none"> <li>a) Submission (non-invigilated assessments) and sitting (invigilated assessments) dates and times.</li> <li>b) Attendance of invigilated assessments.</li> <li>c) Assessments must be submitted in the correct format and/or using the correct submission link.</li> <li>d) Assessment length.</li> <li>e) Any other technical requirements, including submission on the correct link and format specified in the assessment instructions.</li> </ul> <p>3.9.4 There is an extended submission period that caters for the following scenarios:</p> <ul style="list-style-type: none"> <li>a) Late submissions – within 24 hours of the submission time and date.</li> <li>b) Submissions that have not conformed to the technical requirements of the submission, including submissions on the incorrect link if found, or in the incorrect format, or in the incorrect document.</li> </ul> <p>3.9.5 Any submission received during the extended submission period will incur a penalty of 15% of the overall percentage received for that assessment.</p> <p>3.9.6 Any submission submitted after the extended submission period will not be accepted and will be awarded 0%</p> <p>3.9.7 Students must meet all intellectual integrity requirements of assessments.</p> <p>3.9.8 Students may not use a lack of access to on-site facilities, similarity detection software, or online access as an excuse for late submission, as students are expected to plan to have enough time to submit, knowing that demand will increase before the submission deadline.</p> <p>3.9.9 Students cannot use a lack of familiarity with assessment requirements and rules as the reason for non-compliance with assessment requirements and rules.</p> <p>3.9.10 Students are expected to keep copies of non-invigilated assessments and produce copies if required.</p> <p>3.9.11 Students must collect (hardcopy) or review (online) formative assessments within 10 working days of assessment results being released.</p> |

| Assessment Minimum Standards  | Assessment Procedures   |
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| 3.10 Students need to conform to all rules regarding alternative arrangements for the completion of assessments | <p>3.10.1 For students in the distance mode of offering and not located in South Africa, an alternative assessment venue must be arranged by the student.</p> <p>3.10.2 This venue must be in place <u>eight weeks</u> before the assessment opportunity.</p> <p>3.10.3 In unforeseen and exceptional circumstances, a student who cannot access their regular assessment venue, the student may be eligible for a deferred assessment opportunity.</p> <p>3.10.4 In unforeseen, exceptional circumstances, a student who cannot access their regular assessment venue is responsible for selecting an alternative venue as their designated exam centre.</p> <p>3.10.5 All applications must be made via Assist, 10 working days before the assessment opportunity.</p>  |
| 3.11 Assessments requiring syndicate work must facilitate the management of the group                           | <p>3.11.1 Assessment instructions must require a group contract.</p> <p>3.11.2 Assessment instructions must make provision for students to individually indicate and confirm their contributions.</p> <p>3.11.3 Assessment instructions must make provision for students to evaluate the contributions of others.</p> <p>3.11.4 Students who do not meet the requirements for collaboration will be penalised 20% of the overall percentage for the assessment.</p> <p>3.11.5 Any requests for a remark of the syndicate assessment must be agreed to by the majority of syndicate members.</p>   |
| 3.12 Sites must appropriately facilitate the submission, marking, and results recording of assessments          | <p>3.12.1 For non-invigilated assessments submitted in hardcopy format, sites must ensure that there is a designated submission point and sign-in sheet for student completion that is available two working days before the submission date.</p> <p>3.12.2 For non-invigilated assessments that are submitted in hardcopy format, sites are responsible for ensuring that markers sign when collecting and returning the assessment, including how many and which assessments are involved.</p> <p>3.12.3 For non-invigilated formative assessments submitted in hardcopy format, sites need to ensure that there is a collection point for students to collect their marked assessments. This collection point must be available for 10 working days after the assessment results have been released, and these assessments must be available at the site for student collection until the end of the semester.</p> |

| Assessment Minimum Standards | Assessment Procedures   |
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|                              | <p>3.12.4 For non-invigilated assessments submitted online, sites are responsible for withholding the marking of all assessments that were not submitted, where required, through the similarity detection software.</p> <p>3.12.5 Non-invigilated formative assessments that are submitted online must be kept for 18 months after the end of the semester.</p> <p>3.12.6 Sites must adhere to all rules regarding the assessment security of invigilated assessments.</p> <p>3.12.7 Mark capturing may occur manually or electronically.</p> <p>3.12.8 All marks must be verified before being released to students.</p> <p>3.12.9 Assessment marks must be verified by an individual who did not capture/ upload the marks.</p> <p>3.12.10 Sites must be able to produce an audit trail for the management of student assessment marks.</p> <p>3.12.11 Assessment marks must be released within two working days after the marking deadline.</p> <p>3.12.12 Any quality assurance processes (e.g., internal and external moderation) should not delay the release of student results.</p> <p>3.12.13 For modules that are externally moderated, all campus-verified student results are released as “provisional” until the responsible academic/Dean of Faculty has approved the external moderator’s report.</p> <ul style="list-style-type: none"> <li>a) All marks suggested by the external moderator, and confirmed by the Dean of Faculty, will stand whether they are higher or lower than the original mark.</li> <li>b) If a student qualifies for a supplementary assessment opportunity based on the provisional results but was not required to complete a supplementary, then the external moderator’s mark will stand.</li> <li>c) If a student subsequently would not have qualified for the supplementary assessment opportunity based on the external moderator’s mark, then the supplementary mark will be disregarded and the external moderator’s mark will stand.</li> <li>d) If the student did not qualify for the supplementary, but the external moderator’s mark indicates that access to the supplementary should have been granted, then the student is offered the opportunity to write the supplementary opportunity in the next available sitting submission.</li> </ul> |

| Assessment Minimum Standards   | Assessment Procedures  |
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| 3.13 Lecturers are responsible for the accurate and timeous marking of assessments | 3.12.14 Where there is a hold on a student account, the student is responsible for contacting the site about whether they qualify for additional assessment opportunities.                     |
|  | 3.13.1 Lecturers must meet all marking requirements, including deadlines, accuracy, and feedback to students.  |
|  | 3.13.2 Lecturers must review all available information for each student provided by the similarity detection software and provide feedback to students about intellectual integrity practices. |
|  | 3.13.3 Assessments are typically marked in the format in which they are submitted, and feedback should be provided online where possible.  |
|  | 3.13.4 All assessments must be marked within 3 to 10 working days of the assessment sitting/submission, depending on the assessment instrument involved.                                       |
|  | 3.13.5 For all assessment marks, lecturers have 1 working day to capture and submit student marks to the campus administration team.   |
|  | 3.13.6 For modules that are externally moderated, lecturers have 4 working days to supply the required number of assessments for review.   |
|  | 3.13.7 National Offices are responsible for providing overarching parameters for assessment marking schedules.   |
|  | 3.13.8 Campuses are responsible for designing assessment marking schedules that meet the requirements of this policy, the National Offices, and the unique circumstances of the campus.        |
|  | 3.13.9 Additional markers may be appointed for large classes (more than 80 students) to ensure that marking deadlines are met.   |
| 3.14 Students are responsible for checking their assessment results                | 3.13.10 Any additional markers must be qualified to teach the module concerned.  |
|  | 3.14.1 Only marks released on the student portal are official.   |
|  | 3.14.2 Assessment results for exit-level modules are unconfirmed until the external moderator's report has been signed off.  |
|  | 3.14.3 It is the student's responsibility to check any eligibility for any additional assessment opportunity.  |
|  | 3.14.4 Any failure to access published assessment results is not considered to be an adequate reason for the granting of an additional assessment opportunity.                                 |

| Assessment Minimum Standards | Assessment Procedures  |
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|                              | 3.14.5 Assessment results presented in report cards and academic transcripts can be withheld for outstanding fees and/or any pending disciplinary action against students. |

## Principle 4: Fairness in Assessment

### Assessment Criteria:

- 4 Assessment must include a variety of tasks, outputs, products, or competencies to gather evidence and compare student performance against the assessment criteria and outcomes.  
Student performance must be equitably calculated and transparent.

Students have the responsibility to complete formative and summative assessments.

Caution must be taken in the design and administration of assessment so that there is no conscious or unconscious bias related to issues of culture, language, race, and economic status.

Students with specific learning challenges must be catered for.

| Assessment Minimum Standards   | Assessment Procedures  |
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| 4.1 Students must not be disadvantaged in any way when it comes to being treated in an equal and unbiased manner | <p>4.1.1 The assessments in a module must be appropriate for the NQF level of the module and qualification.</p> <p>4.1.2 Differently-abled Students may receive assessment concessions for both invigilated and non-invigilated assessments.</p> <p>4.1.3 Any assessment concessions granted to differently abled students must be equitably granted, which includes the presentation of adequate supporting evidence for the request.</p> |



| Assessment Minimum Standards   | Assessment Procedures   |
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| 4.2 There must be sensitivity to student diversity in the design and administration of assessments | 4.2.1 The assessments in a module and qualification must consider different learning strengths and thus a range of assessment formats should be used where appropriate.   |
| 4.3 Students must be given enough time to have a fair opportunity to succeed in each assessment    | 4.3.1 The responsible academic, under the guidance of the Dean of Faculty, must ensure that the assessments in a programme are appropriately distributed over the course of a semester.   |
| 4.4 Students must be provided with reasonable opportunities to complete assessments                | 4.4.1 There are five opportunities for the completion of assessments. These are: <ul style="list-style-type: none"> <li>a) A standard sitting/submission (formative and summative assessments)</li> <li>b) A deferred sitting/submission (formative and summative assessments)</li> <li>c) A supplementary sitting/ resubmission (summative assessment only)</li> <li>d) A special sitting/ resubmission (for graduation purposes only, and summative assessment only)</li> <li>e) A discontinuation sitting/resubmission (when qualifications are discontinued and summative assessment only)</li> </ul> |
| 4.5 Students are expected to complete assessments in the standard sitting/submission               | 4.5.1 If an assessment is not completed or submitted as stipulated in the standard sitting, the student record will reflect “absent”, which effectively means that the student is awarded 0% for that assessment.   |
| 4.6 Reasonable accommodations will be made for students who  | 4.6.1 There are standard processes in place to ensure that students who have legitimate reasons for missing standard sittings/submissions are accommodated.   |

| Assessment Minimum Standards  | Assessment Procedures   |
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| are unable to complete assessments in the standard sitting/submission | <ul style="list-style-type: none"> <li>a) Deferred sittings/submissions applications made via Assist are granted at the discretion of the National Offices.</li> <li>b) Applications for deferred sittings/submissions must be made either before or within five working days of the missed standard sitting/submission.</li> <li>c) Applications logged on Assist for deferred sittings/submissions must be responded to within 48 hours.</li> <li>d) If a student does not apply for a deferred sitting/submission on time on Assist, or is denied the deferred sitting, then the student's record will reflect "absent", and the student will effectively receive 0% for the assessment.</li> <li>e) Any student who provides false, inaccurate, or misleading information to attempt to access the deferred sitting/submission will be managed according to the disciplinary code and will automatically forfeit all such deferred opportunities for the duration of their studies.</li> <li>f) A student may not be granted more than two deferment opportunities in any academic year. Any exceptions to this must be reviewed by the National Offices.</li> <li>g) Only students who have been granted a concession due to a chronic condition may submit more than two doctors' notes per year. These will be reviewed on a case-by-case basis.</li> <li>h) For non-invigilated assessments, if the application is approved, the resubmission must be made within 5 working days of the original due date.</li> </ul> |
| 4.6.2   | <p>Typical legitimate (and evidence) for an application for deferred opportunities include:</p> <ul style="list-style-type: none"> <li>a) Death of an immediate family member<br/>(death certificate and affidavit/ birth certificate confirming the relationship).</li> <li>b) Own serious illness/ injury<br/>(medical certificate valid for the standard submission/sitting and indicating a serious illness/ injury).</li> <li>c) Official Representation in a national/ international competition<br/>(documentation from a relevant official confirming the details of the event).</li> </ul>   |

| Assessment Minimum Standards  | Assessment Procedures  |
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|   | <ul style="list-style-type: none"> <li>d) Resident Visa renewal appointments (proof of appointment).</li> <li>e) Court appearance (certified copy of the subpoena).</li> <li>f) Victim of a crime (a formal police crime report detailing the incident/crime and the student's involvement in it and a case number).</li> <li>g) National and regional unrests. (if not widely published, documentation is required), but typically applications will be managed by the site.</li> <li>h) Instances that are not covered under the extended submission period and the above reasons will be managed on a case-by-case basis if documented evidence is in place.</li> <li>i) Under exceptional circumstances, the Registrar, in consultation with the site, National Offices and Dean of Faculty, may, at their discretion, approve a discretionary reweight for one formative assessment in a module to a maximum of two modules per academic year. Any applications in such circumstances must be made before the summative assessment in the relevant module.</li> </ul> |
| <p>4.7 Students will be provided with a supplementary assessment opportunity if performance standards are met</p> | <p>4.7.1 A supplementary summative assessment opportunity is available to students who attain an overall module mark of between 40% and 48%.</p> <ul style="list-style-type: none"> <li>a) The mark for the supplementary opportunity will be capped at 50%.</li> <li>b) The mark for the supplementary opportunity will replace the module mark.</li> <li>c) Students are not required to apply for additional opportunities for which they are eligible.</li> </ul> <p>4.7.2 It is the student's responsibility to check eligibility for a supplementary opportunity.</p> <p>4.7.3 A supplementary opportunity can only be taken in the summative period associated with the module.</p> <p>4.7.4 If a student writes a supplementary assessment for which they are not eligible, their supplementary assessment will not be marked.</p>   |

| Assessment Minimum Standards  | Assessment Procedures  |
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| 4.8 Undergraduate students (doing undergraduate qualifications, namely, <b>qualification types at NQF levels 5 to 7, namely Higher Certificates, Advanced Certificates, Diplomas,</b> | 4.7.5 Supplementary opportunities are conducted in the same way as the standard sitting (invigilated assessments) or resubmission (non-invigilated assessments).   |
|   | 4.7.6 Supplementary opportunities are normally conducted four to eight weeks after the first summative sitting/submission.   |
|   | 4.7.7 If a student does not attend/complete an approved deferred sitting/submission or qualifies for and fails to attend a discontinuation assessment opportunity, then the student's record will reflect "absent", and the student will effectively receive 0% for the assessment. Their former overall module result will stand, and a grade of F will reflect. <sup>2</sup>   |
|   | 4.7.8 Where a module has more than one summative assessment, and a student qualifies for a supplementary opportunity, they will sit for/resubmit each of the assessment components that they failed. If none of the assessment components were failed, the student will sit for/resubmit the component for which they received the lowest mark.  |
|   | 4.7.9 Where a student qualifies and completes multiple supplementary assessments, they will be required to pass each of those supplementary assessments separately in order to pass the module, and the final module mark will then be replaced with a mark of 50%. If a student does not successfully complete all the supplementary assessments they qualified for, they will retain their original module mark, and no changes will be made to their final module mark. |
|   | 4.8.1 If a student has one module outstanding to graduate, the student is afforded an additional opportunity to complete the summative assessment of that module.  |
|   | 4.8.2 The version of the summative assessment is the one that is used in the assessment cycle in which the additional assessment opportunity is taken. This means that there is no expectation that a student completes the form of the assessment in the module when the module was attempted.  |
|   | 4.8.3 The opportunity must be taken in the first examination opportunity after all other modules have been completed.  |

<sup>2</sup> S64: 2023/11/13: NB: This addition is for system implementation from results release mid-2024. The 2023 students will be kept on the IIE009 Policy as it currently stands on 13 November 2023 prior to this amendment.

| Assessment Minimum Standards  | Assessment Procedures  |
|---|--|
| <b>Advanced Diplomas, Postgraduate Certificates, Bachelor's Degrees, including Bachelor's Degrees at NQF level 8</b> (See S2.2- (13) IIE010)<br>will be provided with an additional assessment opportunity if graduation would otherwise be possible. | 4.8.4 It is the student's responsibility to apply for this opportunity on Assist.  |
|   | 4.8.5 The mark for the additional assessment opportunity is capped at 50%  |
| 4.9 Assessment provisions are made for modules in qualifications that are being discontinued  | 4.9.1 Students are required to meet all assessment requirements of all modules.  |
|   | 4.9.2 If a student fails the supplementary or does not qualify for the supplementary assessment opportunity, the student will qualify for a discontinuation assessment opportunity, /resubmit their assessment (third assessment opportunity) for that module the next time there is an examination sitting for that module, normally the E3 <b>sitting, provided they have attempted the module but irrespective of CASS or subminimum marks (see IIE010 S4.4 (1)).</b> |
|   | 4.9.3 For invigilated assessments, the discontinuation assessment sitting must occur in the next available examination sitting.  |
|   | 4.9.4 For non-invigilated assessments, the student can resubmit their improved response to the same assessment task in the next available examination submission point/ sitting.   |
|   | 4.9.5 If the discontinuation assessment opportunity is failed, then the student is required to repeat the module or its replacement, where there is one.   |
|   | 4.9.6 The module mark for the discontinuation assessment opportunity is capped at 50%.   |

## Principle 5: Reliability of Assessment

### Assessment Criteria:

- 5 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.

There is consistency in marking student performance. There must be consistency within an individual marker, between multiple markers in the same module and consistency within each discipline and Faculty.

| Assessment Minimum Standards |   | Assessment Procedures |   |
|------------------------------|---|-----------------------|---|
| 5.1                          | Assessment moderation requires the review and validation of assessments to maintain the quality and standards of education. | 5.1.1                 | The two types of assessment moderation used at The Institute are internal moderation and external moderation.   |
|                              |   | 5.1.2                 | By combining both internal and external assessment moderation, the Institution can maintain high standards, ensure academic integrity, and enhance the credibility of our assessment processes and academic programmes. |
|                              |   | 5.1.3                 | Internal and external moderation need to take place in all modes of delivery.   |
| 5.2                          | Internal moderation processes must be robust  | 5.2.1                 | Internal moderation is carried out by appropriately qualified internal academic staff members who are subject matter experts in the discipline, with appropriate assessment knowledge and experience.                   |
|                              |   | 5.2.2                 | The prescribed procedures must be followed to receive, record, process and turn-around assessments within a time frame that allows students to benefit from feedback prior to the submission of further assessments.    |
|                              |   | 5.2.3                 | For summative assessment, especially where more than one marker is involved, internal moderation checks are undertaken to ensure the reliability of the assessment procedures.  |
| 5.3                          | Assessment instruments are internally moderated   | 5.3.1                 | A developer is responsible for constructing assessments using standard assessment templates.  |
|                              |   | 5.3.2                 | All developers should be enrolled in the online developers' community of practice on the LMS.   |
|                              |   | 5.3.3                 | A responsible academic is responsible for moderating assessment instruments.  |

| Assessment Minimum Standards                                    | Assessment Procedures  |
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|   | <p>5.3.4 Material moderation must ensure that:</p> <ul style="list-style-type: none"> <li>a) There is alignment between the assessment, the module outcomes and learning materials.</li> <li>b) The expectations placed on the student are appropriate for the NQF level.</li> <li>c) The assessment memo/rubric is accurate and appropriate and will promote consistency in marking.</li> <li>d) Both knowledge and skills in the discipline are appropriately assessed. That is, the knowledge and skills being assessed must be related to real-life use.</li> <li>e) Emphasis is not placed on what students know, but on how the knowledge is used.</li> <li>f) All assessment formats and details are correct.</li> <li>g) Payment may be withheld from a developer if changes are requested to the development and not implemented by the developer.</li> </ul> |
| 5.4 Assessment marking must be internally moderated             | <p>5.4.1 All new lecturers must automatically be included in a site's moderation pool. A new lecturer is one who is lecturing for the first time at a site.</p> <p>5.4.2 Existing lecturers must be in the site's moderation pool at least once in a three-year cycle.</p> <p>5.4.3 One-third of the lecturers must be part of the site's internal moderation pool each year.</p> <p>5.4.4 The site's moderation pool can be split across the two semesters.</p>   |
| 5.5 Appropriate internal moderators must be appointed           | <p>5.5.1 Internal moderators must be subject matter experts in the discipline, with appropriate assessment knowledge and experience.</p> <p>5.5.2 Because some sites have small pools of markers, cross-site collaborations can be in place if they are approved by the National Offices.</p>  |
| 5.6 Appropriate assessments are included in internal moderation | <p>5.6.1 One module per lecturer is reviewed.</p> <p>5.6.2 Two assessment points per module must be moderated. More assessments may be moderated.</p>  |
| 5.7 Internal moderation processes must promote lecturer         | <p>5.7.1 The moderation process is not just re-marking but is designed to standardise marking practices while the marking process is occurring.</p>  |

| Assessment Minimum Standards  | Assessment Procedures   |
|---|---|
| development and the standardisation of marking practices                | <p>5.7.2 Moderators and lecturers are required to engage with one another throughout the process of marking, for example, co-marking a few assessments at the start, engaging with one another when difficulties are experienced and reflecting on marking once the marking has been completed.</p> <p>5.7.3 The lecturer needs to work with the moderator during the moderation process to reduce the areas of discrepancy in marking.</p>   |
| 5.8 Internal moderation must not delay the release of marks to students | 5.8.1 All requirements regarding timelines for the submission of marks must be upheld.  |
| 5.9 Evidence of internal moderation must be in place                    | <p>5.9.1 All internal moderation must be logged on the internal moderation tracker.</p> <p>5.9.2 National Offices must manage and quality assure the internal moderation of scripts.</p>  |
| 5.10 Assessment is externally moderated.                                | <p>5.10.1 External moderation involves an independent review of exit-level summative assessments by appropriately qualified subject matter experts who are not directly affiliated with The Institute.</p> <p>5.10.2 The purpose of external moderation is to provide an unbiased evaluation of the quality of the assessment and marking and to ensure that the assessment standards prescribed by the regulators are met.</p> <p>5.10.3 The same external moderator must review both the instrument and the scripts wherever possible.</p> <p>5.10.4 The National Offices manage the external moderation process in collaboration with the site teams.</p> <p>5.10.5 The summative assessment of all exit-level modules in the qualification is cyclically externally moderated.</p> <p>5.10.5.1 25% of modules on Higher Certificates will be sent for external moderation per year, with all modules having undergone external moderation in a four-year cycle.</p> <p>5.10.5.2 50% of exit level modules on undergraduate qualifications, and modules on postgraduate diplomas will be sent for external moderation per year, with all modules having undergone external moderation in a two-year cycle.</p> <p>5.10.5.3 100% of modules on Honours qualifications and coursework Master's will be released for external moderation each year.</p> |



## Assessment Minimum Standards

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- 5.10.5.4 There will also be a rotation of non-invigilated assessments where submission dates do not align across brands. The brand whose submission dates are due first will be included in the moderation cycle for that semester. But these modules will also be rotated across brands to ensure that the same brand does not get left out of each moderation cycle year on year.
- 5.10.6 ACE Operations to pull institutional registered student numbers for each externally moderated module to determine the total number of expected scripts per module. The sample size per site to be determined by the student population ratio at each site.
  - 5.10.6.1 If the total number of scripts institutionally is 20 or less, all scripts are to be sent through to National Office and released for external moderation.
  - 5.10.6.2 If the institutional **total number** of scripts is more than 20 scripts then a sample of 30% to be selected and sent through to National Office for external moderation (e.g. if the total number of scripts is 80 scripts, then a sample of 24 scripts to be sent through to CAT).
  - 5.10.6.3 If **30% sample** of the total institutional scripts is 20 or fewer, then 20 scripts will be sent through to National Office for external moderation (e.g. if the total number of institutional scripts is 40 scripts, 30% of the 40 would be 12 scripts, in this case 20 scripts will be sent to the external moderator). In principle, anything less than 65 scripts institutionally will require 20 scripts to be sent for external moderation.
  - 5.10.6.4 The sample of scripts sent to any one external moderator should not exceed 100 scripts (e.g. capping the total sample at 100 scripts. Thus, once the institutional total number of scripts reaches 335, the 100 capping will apply).
- 5.10.7 External moderators must be provided with information on the curriculum.
- 5.10.8 External moderators must comment on the validity of the assessment instrument, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities observed.

| Assessment Minimum Standards   | Assessment Procedures  |
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| 5.11 Appropriate external moderators must be appointed                 | 5.11.1 External moderators must have qualifications at least on the same level as, and preferably one level higher than, the qualification being examined.   |
|  | 5.11.2 External moderators must be appointed in terms of clear criteria and procedures.  |
|  | 5.11.3 An external moderator cannot be employed at the institute on a full-time/ part-time/ contractual basis in any role at the institution.  |
|  | 5.11.4 A period of not less than one year must lapse from the termination of IIE employment/contracting before eligibility to serve as an external moderator can be considered.  |
|  | 5.11.5 External moderators must be changed regularly and may not be appointed as part of a reciprocal arrangement.   |
|  | 5.11.6 An external moderator is appointed for a maximum period of three years for a module.  |
|  | 5.11.7 Faculty Boards must recommend a list of external moderators to Senate for approval prior to the commencement of moderation responsibilities.  |
|  | 5.11.8 In exceptional circumstances, external moderators may receive interim approval by the relevant Dean of Faculty, and any changes must be ratified at the next sittings of the relevant Faculty Board and Senate.   |
| 5.12 Assessment instruments must be reviewed by the external moderator | 5.12.1 The summative assessment instrument is reviewed by the external moderator.  |
|  | 5.12.2 The external moderator is required to comment on the validity of the assessment instrument, specifically: <ul style="list-style-type: none"> <li>a) The constructive alignment between the assessment and the module outcomes and learning materials.</li> <li>b) There is transparency in relation to the assessment criteria and performance standards.</li> <li>c) There is fairness in the assessment task, including the appropriateness of the task itself and the evidence that will be gathered to compare student performance against the assessment criteria and module outcomes.</li> <li>d) The memo/ rubric is designed in such a way as to promote reliability or consistency in the marking process.</li> <li>e) The assessment promotes authenticity as there are mechanisms in place to ensure that the work assessed is attributable to the student.</li> </ul> |
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| Assessment Minimum Standards  | Assessment Procedures   |
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| 5.13 Assessment scripts must be externally moderated  | <p>5.13.1 The external moderator will be required to fully mark one third of the sample of scripts, indicate their mark total, sign and date the script.</p> <p>5.13.2 The remaining two thirds of the sample must be reviewed, signed and dated.</p> <p>5.13.3 External moderator to be provided with the option to request additional scripts if they see the need. The external moderator needs to request any additional scripts within the 5-day time period allocated to the marking/review process.</p> <p>5.13.4 The Institutional Moderation Control Sheet (MCS) to provide a delineation between the one third of marked scripts, and the two thirds of checked only scripts. The MCS must be updated with all moderated marks per student by the moderator before returning.</p> <p>5.13.5 The scripts must reflect a range of student performance.</p> <p>5.13.6 The external moderator is required to comment on the:</p> <p>5.13.6.1 Quality of the student performance</p> <p>5.13.6.2 Standard of student attainment</p> <p>5.13.6.3 Reliability of the marking process</p> <p>5.13.6.4 Indicate any concerns.</p> <p>5.13.7 Both scripts and all relevant marking details (e.g., rubrics) must be shared with the external examiner.</p> |
| 5.14 There must be a standard procedure in place to ensure that a representative sample of student work is reviewed by the external moderator | <p>5.14.1 Each lecturer must mark the required number of the scripts with all evidence of marking (e.g., rubric) and make this available to the site in the time allotted.</p> <p>5.14.2 If a marker's average mark differs from the average mark of the other lecturers by 20% or more, then a marking buddy (another lecturer lecturing the same module) must be appointed for the original marker either during the assessment period in question (if possible), or in the next cycle of internal moderation to serve as an internal moderator.</p>  |

| Assessment Minimum Standards  | Assessment Procedures   |
|---|---|
|   | <p>5.14.3 The site must make these scripts available to the National Offices within four days of the assessment submission.</p> <p>5.14.4 The National Office must make all scripts and the feedback sheet available to the external moderator within one day.</p> <p>5.14.5 The external moderator must complete the review within five days.</p> <p>5.14.6 The faculty must review the external moderator's report, decide on whether action (if any) is required, and sign off the moderation report accordingly within one day of receiving the report.</p> <p>5.14.7 The National Offices must return all scripts and the feedback report to the sites within one day of receiving the report from the external moderator.</p> <p>5.14.8 Completed external examiner reports must be returned to the lecturer concerned as well as to the Dean of Faculty concerned. Problems must be discussed with the lecturer and or Dean of Faculty concerned, and the implementation of agreed improvements must be monitored.</p> |
| 5.15 Feedback from external moderator must be attended to                       | <p>5.15.1 All results are unconfirmed/ provisional until the faculty has signed off on the external moderator's report.</p> <p>5.15.2 The faculty is not required to implement the suggested action of the moderator but will then be required to motivate why not.</p>   |
| 5.16 The (Deputy) Dean of Faculty must approve any adjustments to student marks | <p>5.16.1 An adjustment of no more than 10% of the achieved mark can be made if an individual marker's marking is deemed not to be aligned with the standard of the marking in the module. Alternatively, a remark on the marker's scripts can be required.</p> <p>5.16.2 Recommended adjustments suggested by the external moderator can only be made by the responsible academic and/or Dean of Faculty.</p> <p>5.16.3 The reports from external moderators must be sent by the National / Head Offices to all lecturers who taught the module. This is a compliance requirement.</p> <p>5.16.4 External examiner/moderator reports must be included in programme reviews.</p>  |

## Principle 6: Authenticity of Assessment

### Assessment Criteria:

- 6 The institution must ensure that the work being assessed is attributable to the student being assessed.  
Each assessment submission should be a unique piece of work and should reflect knowledge and skills relevant to real-world settings.  
Students are expected to understand, master, and comply with the rules of intellectual integrity.  
Lecturers are required to manage and develop the academic honesty skills of students.

| Assessment Minimum Standards  | Assessment Procedures   |
|---|---|
| 6.1 Students must demonstrate academic honesty and technically correct referencing skills   | 6.1.1 Students who demonstrate academic dishonesty or technically incorrect referencing practices are penalised according to the severity of the transgression.<br>6.1.2 Non-invigilated assessments must be submitted through similarity detection software (e.g., SafeAssign or Turn-it-in) unless the format of the assessment precludes this.                             |
| 6.2 Except where required or permitted to do so, students are not permitted to submit identical work for more than one assessment and/or module, including if the module is repeated. | 6.2.1 The student will receive zero for submitting an identical piece of work more than once.<br>6.2.2 Assessments that have not been submitted through the approved similarity detection software (where required) will receive 0%.<br>6.2.3 Students should not try to bypass the software in any way. This will be cheating, and the student will be awarded a mark of 0%. |
| 6.3 Late submission through the software will not afford students extra time before submission  | 6.3.1 The submission through the similarity detection software should be done a few days before the assessment is due so that the student has time to attend to any concerns that may arise.  |
| 6.4 Lecturers are required to manage academic honesty in their modules  | 6.4.1 The full report from the similarity detection software for each student must be checked.<br>6.4.2 Feedback about intellectual integrity must be provided to each student.   |
| 6.5 The responsible academic must promote authenticity in assessments   | 6.5.1 Assessments must be appropriately and regularly reviewed and updated to ensure that students do not submit similar assessment responses.  |

## Principle 7: Assessment Security

### Assessment Criteria:

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

| Assessment Minimum Standards |   | Assessment Procedures |  |
|------------------------------|---|-----------------------|--|
| 7.1                          | All reviews of assessment instruments must preserve the security of the assessment                                | 7.1.1                 | All reviews of assessment instruments must be securely conducted. The review process includes the dissemination, actual review, and return of the review.  |
|                              |   | 7.1.2                 | Only lecturers associated with a module in the SIS will have access to that module's memo.   |
|                              |   | 7.1.3                 | Access to the memo will cease once the marking process has been completed.   |
| 7.2                          | There must be appropriate procedures in place to secure hardcopy invigilated assessments for the standard sitting | 7.2.1                 | All security processes of the institutional assessment platform must be followed.  |
|                              |   | 7.2.2                 | If a situation arises in which an exception needs to be made, assessments may be sent electronically using a password-protected document on a secure online system.  |
|                              |   | 7.2.3                 | The password for the assessment document and the assessment document itself cannot be sent in the same electronic communication.   |
| 7.3                          | The printers have the responsibility for ensuring the security of the hardcopy invigilated assessments            | 7.3.1                 | The Registrar or the senior person whose role include working with assessments must have inspected the premises of the outsourced party to assure themselves of the security in relation to the printing.      |
|                              |   | 7.3.2                 | For any printing that is managed by a site, the Head of the site needs to have done the above inspection, which must be confirmed by the National Offices and reported to the relevant brand Deputy Registrar. |
|                              |   | 7.3.3                 | A confidentiality agreement must be in place with all printers.  |
|                              |   | 7.3.4                 | Delivery and collection of all master copies and printed copies must be documented in Activity Logs.   |
|                              |   | 7.3.5                 | All master copies and printed copies must be in sealed envelopes and locked boxes and crates.  |
|                              |   | 7.3.6                 | Modules are grouped into batches for printing purposes.  |
|                              |   | 7.3.7                 | All question papers for invigilated assessments are printed.   |

| Assessment Minimum Standards  | Assessment Procedures  |
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| 7.4 The sites have the responsibility for ensuring the security of hardcopy invigilated assessments | 7.3.8 ACE Operations distribution to the printers must occur at least 16 working days (not counting the day of the assessment) before the assessment is due to be written.   |
|   | 7.3.9 Assessment documents are packed in tamperproof sealed plastic bags and clearly labelled for checking purposes with module code, module name, group, and date of assessment. These sealed bags are packed into sealed crates. |
|   | 7.3.10 The papers are couriered to the sites a minimum of five working days prior to the first assessment.   |
|   | 7.4.1 The Activity Log must be completed by sites at ALL points of the process described below.  |
|   | 7.4.2 The Assessment Officer on the site places the assessment documents in a secure storage facility.   |
|   | 7.4.3 Codes to unlock crates are sent via SMS to the site Assessment Officer, five working days in advance of the assessment.  |
|   | 7.4.4 The Assessment Officer and Administrator remove the assessments from the crates.   |
|   | 7.4.5 Only the crates can be opened – no envelopes may be opened.  |
|   | 7.4.6 The checklist received from the approved secure printer and logistics partner must be checked, comparing the checklist against the packing list.   |
|   | 7.4.7 Any discrepancies must be raised with ACE Operations.  |
|   | 7.4.8 These are then packed in crates and securely locked.   |
|   | 7.4.9 On the day of the assessment, the Invigilator collects the envelope with the assessment papers. The envelope is only opened in the assessment venue.   |
|   | 7.4.10 Once the assessment has been completed, all assessment papers, including unused papers, must be returned to the Assessment Officer.   |
|   | 7.4.11 Sites must complete a reconciliation of assessment papers after each assessment.  |
|   | 7.4.12 The assessment papers must be placed in secure storage until they are destroyed.  |
|   | 7.4.13 The destruction of the assessment paper must occur within three working days of the assessment being written.   |
|   | 7.4.14 Sites do not need to keep a master copy of assessments.   |

| Assessment Minimum Standards   | Assessment Procedures  |
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| 7.5 There must be appropriate procedures in place to secure hardcopy invigilated assessments for the deferred and supplementary sittings | 7.4.15 Each National Office (one per brand) receives one master set of assessments delivered in the same secure manner as for sites, to use for any assessment queries on the day. |
|  | 7.5.1 The Activity Log must be completed by sites at ALL points of the process below.  |
|  | 7.5.2 The assessment paper is distributed electronically five working days before the assessment is to be written.   |
|  | 7.5.3 The assessment paper is distributed by ACE Operations to the National Offices via a secured library.   |
|  | 7.5.4 The National Office will distribute the password-protected assessment paper electronically to their sites of delivery.   |
|  | 7.5.5 The password must be sent in a separate email.   |
|  | 7.5.6 The copier must be under the direct control and supervision of an Assessment Officer.  |
|  | 7.5.7 The copier must not be in a public office, or if it is, no person other than the Assessment Officer should have access to this office while the copying is being done.       |
|  | 7.5.8 Copied assessments are then stored in the secure facility on the site.   |
| 7.6 The security of online invigilated assessments must be ensured.  | 7.5.9 The process is then identical to the one followed for standard sittings.   |
|  | 7.6.1 All assessments are stored in a secure electronic library.   |
|  | 7.6.2 The assessment is released online as per the assessment schedule and to appropriately accommodate online completion.   |
|  | 7.6.3 Access to the assessment is removed after the deadline for submission.   |
| 7.7 The security of answer booklets must be ensured  | 7.6.4 There must be security provisions in place while students are completing the assessment.   |
|  | 7.7.1 The Activity Log must be completed by sites at ALL points of the process below.  |
|  | 7.7.2 Answer books per brand are printed on an annual basis by an approved secure printer.   |
|  | 7.7.3 Answer booklets are printed and distributed as part of the same process described above concerning question papers.  |
|  | 7.7.4 An opening general balance of 600 books is sent to the site with the first assessment batch.   |



| Assessment Minimum Standards   | Assessment Procedures   |
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| 7.8 The security of memoranda for assessments must be ensured          | 7.7.5 For each assessment, one and a half answer books are packed per student. Except for cases where bespoke answer books developed and printed for specific assessments, in which case one book per student is printed. |
|  | 7.7.6 The answer books are securely wrapped and clearly marked.   |
|  | 7.7.7 Any unused answer books are returned to the Assessment Officer.   |
|  | 7.7.8 A running total of books (stock list) is kept and reconciled after each sitting.  |
|  | 7.8.1 Access to the memo will cease once the marking process has been completed.  |
|  | 7.8.2 Memoranda are distributed when the assessment is released for non-invigilated assessments and after the assessment has been completed for invigilated assessments   |
| 7.9 The security of all assessment venues must be ensured              | 7.8.3 The lecturer will access the memo from the secured library.   |
|  | 7.8.4 As an exception, a password-protected memo may be distributed electronically, with the authorisation of ACE Operations.   |
| 7.10 The seating arrangements of assessment venues must be appropriate | 7.8.5 The password must be sent separately.   |
|  | 7.8.6 All security processes of the institutional assessment platform must be followed.   |
| 7.11 Access to assessment venues must be controlled                    | 7.9.1 Sites are required to comply with all security arrangements for assessment venues.  |
|  | 7.10.1 A seating plan is required for each assessment venue.  |
|  | 7.10.2 The seating plan contains student numbers and allocated numbered seats.  |
|  | 7.10.3 There must be adequate space between students sitting next to each other. Alternatively, students next to each other may not be writing the same subject (irrespective of year of study).                          |
|  | 7.10.4 Desks in the venue need to be marked with the numbering system used on the seating plan.   |
|  | 7.11.1 Students are not permitted to write in any venue and seat other than the one to which they have been allocated.  |
|  | 7.11.2 If a student is not included in the seating plan, the student must immediately engage with the relevant site administrator.  |
|  | 7.11.3 The site administrator will then:  |

| Assessment Minimum Standards                                     | Assessment Procedures  |
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|  | <ul style="list-style-type: none"> <li>a) Sign a permission slip.</li> <li>b) Stamp this permission slip with the official site stamp.</li> <li>c) Address any system errors that may have caused the error.</li> </ul>  |
|  | 7.11.4 The student must produce this permission slip and a valid photo identification document to be permitted to enter the assessment venue.  |
|  | 7.11.5 The invigilator must manually allocate a seat to the student.   |
|  | 7.11.6 If the seating plan was correct, and the student did not attain entry into the assessment, then the student is awarded a mark of 0%.  |
|  | 7.11.7 Students may only enter the assessment venue on presentation of one of the following valid photo identification documents: <ul style="list-style-type: none"> <li>a) Student card</li> <li>b) RSA Identification document/card</li> <li>c) RSA driver's licence</li> <li>d) Passport</li> </ul>   |
|  | 7.11.8 Any student who fails to produce a valid form of identity must have their identity verified by a site Assessment Officer. The student will forfeit any time lost in this verification process.  |
|  | 7.11.9 The invigilator must ensure that the integrity of the assessment room is preserved and that students have no opportunity to access the room unattended.   |
|  | 7.11.10 The invigilator must validate the identity of and seat the students.   |
|  | 7.11.11 Students will not be permitted into venues more than 30 minutes prior to the assessment.   |
|  | 7.11.12 Students should be seated 15 minutes prior to the commencement of the assessment.  |
| 7.12 Only approved materials may be present in assessment venues | 7.12.1 Only material required for the assessment may be present in an assessment venue as indicated on the assessment instrument. All additional student material may be placed at the front of the venue.<br>7.12.2 The Assessment Officer/Administrator will ensure that English dictionaries (1:50) are available.<br>7.12.3 If students are not permitted to use dictionaries in an examination, it must be specified on the assessment paper. |

| Assessment Minimum Standards  | Assessment Procedures  |
|---|--|
| 7.13 All assessments conducted on sites must be appropriately managed | 7.12.4 The Invigilator and the site Administrator need to check the room and the seating plan and confirm that there is an attendance register and enough papers, answer books, and dictionaries.  |
|   | 7.12.5 An IT Administrator/ technician must ensure that all configurations and any other requirements are in place and have been tested at least 30 minutes before the start of an invigilated online assessment.  |
|   | 7.13.1 All assessment checklists, trackers and reports must be fully completed.  |
|   | 7.13.2 The invigilator must ensure that all students and their answer books are accounted for – before, during, and at the end of the assessment.  |
|   | 7.13.3 The following rules must be read out at the start of the assessment:  |
|   | <ul style="list-style-type: none"> <li>a) Students must sit in the seat allocated to them.</li> <li>b) This assessment is XX hour(s) long. There is XX amount of reading time for this assessment.</li> <li>c) Students are not permitted to leave the venue in the first hour or the last 15 minutes of any assessment sitting.</li> <li>d) Students must complete all details on the front cover of the answer booklets.</li> <li>e) Students must adhere to all relevant policies during this assessment.</li> <li>f) All the instructions and any additional instructions on the question paper. <ul style="list-style-type: none"> <li>i. Sites must ensure that all arrangements concerning students with approved assessment concessions are in place.</li> <li>ii. The relevant Faculty (responsible academic and/or Dean of Faculty) must be available to answer questions during the assessment. As an alternative the Deputy Dean and/or Faculty Manager may be contacted to source a response from the Faculty.</li> <li>iii. Assessment commencement and ending times must be displayed in the venue.</li> <li>iv. Students must be alerted to the progression of time every hour.</li> <li>v. At the end of the assessment, two individuals (invigilators/ administrators/lecturers) must reconcile the papers submitted against the attendance/submission register.</li> <li>vi. All answer booklets must be securely stored after the assessment.</li> </ul> </li> </ul> |

| Assessment Minimum Standards  | Assessment Procedures   |
|---|---|
| 7.14 Students have a responsibility in ensuring the security of invigilated assessments written on-campus | <p>7.14.1 Students must ensure that they are in the correct venues at the correct time for assessments.</p> <p>7.14.2 No student will be permitted to enter the venue later than 30 minutes after the commencement of the assessment.</p> <p>7.14.3 Any student admitted after the commencement within the first 30 minutes will not be given additional time.</p> <p>7.14.4 Students are not permitted to leave the venue in the first hour or the last 15 minutes of any assessment sitting.</p> <p>7.14.5 Students must sit as stipulated by the seating plan and Invigilator.</p> <p>7.14.6 Students may not leave their desks without the permission from the Invigilator.</p> <p>7.14.7 Students who leave the venue will not be readmitted unless they are accompanied by an Invigilator during the absence period. Such absence is at the discretion of the Invigilator and should only be for reasons of urgency.</p> <p>7.14.8 Students must leave all materials (papers, books, bags, and notes) at the front of the assessment venue.</p> <p>7.14.9 Any required stationery must be carried loose or in a clear plastic bag.</p> <p>7.14.10 Students must complete assessments in ink. Any work not completed in ink will not be marked.</p> <p>7.14.11 Any additional material required must conform to all specifications.</p> <p>7.14.12 Any calculators required must not have any data stored in the device.</p> <p>7.14.13 Students are responsible for the full functioning (including charging and batteries) of, and any loss or damage to, any required electronic devices.</p> <p>7.14.14 Students must behave in an academically honest manner in all assessments.</p> <p>7.14.15 Students may not communicate in any form with another student during the assessment.</p> <p>7.14.16 Students may not bring into the venue, or use any device (e.g., cell phones or smart watches) unless that device is specifically required for the assessment.</p> <p>7.14.17 Students are required to abide by all policies and assessment venue rules.</p> |

| Assessment Minimum Standards                                      | Assessment Procedures   |
|---|---|
| 7.15 Competent Invigilators must be in place in assessment venues | <p>7.14.18 Students must write legibly in ink as illegible work may not be marked.</p> <p>7.14.19 All rough work must be completed in the answer booklet and crossed out before submission.</p> <p>7.14.20 Students must follow all the instructions of the Invigilator.</p> <p>7.14.21 All students must raise their hands if the attention of the Invigilator is needed (e.g., to request an additional answer booklet).</p> <p>7.14.22 Students must correctly complete all required documentation (e.g., numbering and cover pages of answer booklets and ensure that any loose sheets are inserted into the answer booklet).</p> <p>7.14.23 Students must sign the attendance register at the start of the assessment.</p> <p>7.14.24 Students must sign the attendance register again to confirm that they have submitted the answer booklet/ online data files.</p> <p>7.14.25 If a student does not sign any of the above, then the student will be absent from the assessment, and a mark of 0% will be entered.</p> <p>7.14.26 Students may not remove any material (assessment paper, answer booklet, or any other provided material) from the assessment venue.</p> <p>7.15.1 Sites are responsible for the selection and appointment of suitable Invigilators.</p> <p>7.15.2 The suitability of Invigilators is determined by:</p> <ul style="list-style-type: none"> <li>a) Previous experience in an academic environment.</li> <li>b) Assertiveness and maturity.</li> <li>c) Ethical behaviour.</li> </ul> <p>7.15.3 All Invigilators must be trained once a semester on the following:</p> <ul style="list-style-type: none"> <li>a) Invigilation and assessment procedures.</li> <li>b) Assessment rules and regulations.</li> <li>c) Procedures for managing irregularities during invigilated assessments.</li> <li>d) The Invigilation Feedback Report.</li> </ul> <p>7.15.4 Invigilators must complete an Invigilation Feedback Report.</p> <p>7.15.5 The ratio of Invigilator to students should not exceed 1:50.</p> |

**Assessment Minimum  
Standards**

**Assessment Procedures**

- 7.15.6 Chief Invigilators must be appointed to oversee the Invigilators for each examination session.
- 7.15.7 A Chief Invigilator is required to check on all Special Concession venues at least twice every hour.
- 7.15.8 In venues where a single Invigilator is required, a second person must be available on a cell phone and able to come to the venue immediately, if needed, to either assist or relieve the Invigilator.
- 7.15.9 Any person who has taught the class may Invigilate, provided they are not the only Invigilator present.
- 7.15.10 At least one Invigilator should be in the assessment venue 45 minutes before the commencement of the examination.
- 7.15.11 Other Invigilators must be in the venue 30 minutes before the commencement of the session.
- 7.15.12 The responsible academic or SME must be available during the assessment times to address any queries that may arise.

## Principle 8: Consequences

### Assessment Criteria:

- 8 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.
- Students also have the right to appeal assessment decisions and must do so in standard and appropriate ways.
- Provision must be made for managing borderline marks.
- Any major disruptions to assessment must be accommodated.
- 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 documents. These consequences must be reasonable and appropriate for the violation.

### Assessment Minimum Standards

### Assessment Procedures

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| 8.1 | There are standard processes in place to manage assessment errors | 8.1.1 | Errors in assessments must be formally communicated through standard communication processes (e.g., through a Nexus item) by the sites.  |
|     |   | 8.1.2 | An investigation involving all relevant stakeholders must be conducted, which will determine the extent of the error and resultant actions.                                      |
|     |   | 8.1.3 | The decision about the impact of the assessment error and resultant actions must be made by the relevant Dean of Faculty in consultation with the relevant responsible academic. |
| 8.2 | Errors in non-invigilated assessment instruments must be mediated | 8.2.1 | Examples of errors material to the completion of the assessment include:   |
|     |   | a)    | If the assessment instrument is not aligned with the stipulated assessment criteria, module outcomes and learning unit objectives.   |
|     |   | b)    | If the wording of the assessment instrument is unclear.  |
|     |   | 8.2.2 | The responsible academic must provide an addendum for the assessment.  |
|     |   | 8.2.3 | Assessment submission deadlines could be adjusted to accommodate the delay where necessary.  |

| Assessment Minimum Standards  | Assessment Procedures  |
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| 8.3 Any errors in invigilated assessment instruments must be mediated               | <p>8.3.1 Examples of errors material to the completion of the assessment include:</p> <ul style="list-style-type: none"> <li>a) Correct answer booklets are not provided.</li> <li>b) Any additional material or resources required for the completion of the assessment are not provided.</li> <li>c) More than 20% of the assessment is not aligned with the stipulated assessment criteria, module outcomes and learning unit objectives.</li> </ul> <p>8.3.2 The responsible academic must provide a new assessment instrument.</p> <p>8.3.3 The new assessment must be completed within the assessment period associated with the module.</p> <p>8.3.4 This rescheduled assessment is taken as the standard sitting.</p> <p>8.3.5 If the error is not material to the completion of the assessment, students must be instructed to complete the assessment within the parameters of the original time for completion.</p> <p>8.3.6 If the error affects 20% or less of the assessment, then the error is corrected during the process of marking.</p> <p>8.3.7 The responsible academic must provide an alternative marking memo/ rubric, which must be approved by the Dean of Faculty.</p> <p>8.3.8 Examples of what can be altered in the memo/ rubric include:</p> <ul style="list-style-type: none"> <li>a) Disregarding the question and reducing the total number of marks for the assessment to a maximum of 20% of the total marks for an assessment.</li> <li>b) Awarding marks to all students for the question to a maximum of 10% of the total paper.</li> </ul> |
| 8.4 Any disruptions to or evacuations from invigilated assessments must be mediated | 8.4.1 If students are required to leave an assessment venue once the assessment has commenced, then the assessment must be rescheduled.  |
| 8.5 There must be procedures in place to manage lost assessments                    | 8.5.1 Both sites and students have responsibilities in managing lost assessments.  |



| Assessment Minimum Standards   | Assessment Procedures   |
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| 8.6 There must be procedures in place to manage lost invigilated assessments                   | <p>8.6.1 If the attendance register indicates that the student did not attend the assessment, then the student's record must reflect "absent", and effectively the student is awarded 0% for the assessment.</p> <p>8.6.2 If the attendance register indicates that the student did attend the assessment, or the site is unable to produce the attendance register, then the student can choose between the following options:</p> <ul style="list-style-type: none"> <li>a) Access to the deferred sitting (if possible), or</li> <li>b) Receiving their average mark of all other formative assessments in the module as the lost assessment mark, or</li> <li>c) Receiving their average of all other assessments in the module (formative and summative) as the assessment mark</li> </ul> |
| 8.7 There must be procedures in place to manage lost non-invigilated assessments               | <p>8.7.1 If the submission sheet or grade book on the LMS indicates that the student did not submit the assessment as per the submission requirements and deadline, then the student's record needs to indicate "absent", and effectively the student receives 0% for the assessment.</p> <p>8.7.2 If the site is unable to produce the submission sheet for the assessment, then the student is required to submit the assessment within 24 hours of being requested to do so, and the assessment is marked without penalty.</p>   |
| 8.8 There must be procedures in place to manage problems with online submission of assessments | <p>8.8.1 Students must conform to all specifications (including location, links, naming conventions, etc.) regarding electronic assessment submissions.</p> <p>8.8.2 If an electronic file is corrupted, the student is required to resubmit the assessment within 24 hours of notification, and the assessment will be marked without penalty.</p> <p>8.8.3 If an electronic file is corrupted, and the student does not resubmit the assessment within 24 hours of notification, the assessment will receive a mark of 0%.</p> <p>8.8.4 If recordings of oral assessments are corrupted, then the mark awarded by the assessor during the "live" assessment will stand.</p>   |
| 8.9 Students have the right to appeal assessment results                                       | <p>8.9.1 Any appeal not submitted on time via Assist will automatically be rejected.</p> <p>8.9.2 All appeals are handled by the National Offices, in collaboration with the Registrar, as required..</p>   |

| Assessment Minimum Standards   | Assessment Procedures   |
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| 8.10 Students have the right to lodge appeals regarding assessment processes | 8.10.1 An appeal can be lodged concerning an unfair assessment process or procedure.  |
|  | 8.10.2 The appeal must be lodged within five working days of the assessment being completed.  |
|  | 8.10.3 The National Offices Office must respond to such appeals within five working days of the appeal being received.  |
|  | 8.10.4 If successful, the results of the appeal could include: <ul style="list-style-type: none"> <li>a) Students affected by the unfair process/procedure will be granted a new attempt at the assessment.</li> <li>b) In rare instances, individual students affected will be granted a new attempt at the assessment.</li> <li>c) Any arrangement and sanction approved by the Dean of Faculty.</li> </ul> |
| 8.11 Students have the right to request to view summative assessments        | 8.11.1 Students must apply to review a summative assessment within five working days of the results being released within reason.   |
|  | 8.11.2 The review of the summative assessment with the student must be conducted by the relevant academic and should not take more than thirty minutes.   |
|  | 8.11.3 The review must include the script and the memo/rubric. The site must request the memo from ACE Operations.  |
|  | 8.11.4 Students may not copy any aspect of the assessment or memo but may take notes for learning or dispute purposes.  |
|  | 8.11.5 The reviewer must ensure that any marking errors are corrected and accurately recorded on the SIS.   |
|  | 8.11.6 The site must ensure that the memo is destroyed after the review.  |
| 8.12 Students have the right to appeal assessment results                    | 8.12.1 Students may apply for an assessment to be remarked within five working days of the results of the assessment being made available (formative assessment) or having viewed the assessment (summative assessment).  |
|  | 8.12.2 The National Offices must respond to the appeal within five working days of the appeal being lodged.   |
|  | 8.12.3 Remarking is completed by a different marker that is selected by the site.   |
|  | 8.12.4 Remarking must be completed within five working days of the remark being granted.  |
|  | 8.12.5 The result of the remark will stand, regardless of whether it is higher or lower than the original mark.   |

| Assessment Minimum Standards   | Assessment Procedures  |
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| 8.13 Provisions must be in place to accommodate any major disruptions to the assessment                | 8.12.6 For oral assessments: the marking material (rubric/ memo) is reviewed.  |
|  | 8.12.7 A fee is charged for re-marking.  |
|  | 8.12.8 The re-mark fee is refunded if: <ul style="list-style-type: none"> <li>a) The new mark is 10% higher than the original mark.</li> <li>b) The new mark is a pass mark, and the original mark was a failing mark.</li> <li>c) There is an administrative (incorrect capturing) or technical (incorrect adding of marks) error.</li> </ul>   |
|  | 8.13.1 A take-home assessment is a replacement assessment that was originally planned to occur under invigilated conditions, but national circumstances (for example, lockdown because of a pandemic) preclude the completion of the assessment under invigilated conditions on sites.<br>8.13.2 Take-home assessments require submission through similarity detection software.<br>8.13.3 There may be additional time allocated between the release and submission of take-home assessments. This additional time does not indicate the amount of time taken to complete the actual assessment, but rather, provides students with time to deal with any external factor, for example, a lack of access to a device, or power supply.<br>Students are required to plan accordingly to ensure that they adhere to submission deadlines. |
| 8.14 Errors caused by sites that impact the student's ability to complete assessments must be mediated | 8.13.4 All other requirements relating to invigilated assessments apply to take-home assessments.  |
|  | 8.14.1 All sites must have a lecturer and lecture schedule in place for the first week of the semester.  |
|  | 8.14.2 A module may be re-run under the following conditions: <ul style="list-style-type: none"> <li>a) There are significant operational challenges that were not resolved within three weeks of the module commencing.</li> <li>b) There were significant challenges with the lecturer that were not resolved within two weeks of the module commencing.</li> </ul>  |
|  | 8.14.3 The site must provide comprehensive information as to the exact nature of the problem and what has been done to avoid the problem in the future.  |
|  | 8.14.4 Following a recommendation from the Dean of Faculty, all re-runs must be approved by the Executive Dean Academic, in the absence of the Executive Dean Academic, the Dean: Academic Support.  |

| Assessment Minimum Standards | Assessment Procedures   |
|------------------------------|---|
|                              | <p>8.14.5 All re-runs must be reported at the relevant Faculty Board, which must include information provided by the National Offices about what has been done to avoid the need for such site-specific intervention.</p> <p>8.14.6 Students are not charged for the re-run of a module.</p> <p>8.14.7 All students registered for the module on the site must be notified in writing about the re-run, to both the billing address and the student's institutional email address.</p> <p>8.14.8 Students can elect whether to attend the re-run of the module.</p> <p>8.14.9 If the student does not select the re-run option, then the original overall mark attained stands.</p> <p>8.14.10 Re-runs are assessed through summative assessments only.</p> <p>8.14.11 National Offices are responsible for ensuring that a new summative assessment is constructed. This must be done in consultation with and approval by the relevant responsible academic.</p> <p>8.14.12 The original formative assessment marks are replaced by the new mark achieved for the summative and the new summative mark is captured in the relevant field on the student administration system.</p> <p>8.14.13 If the reason for the re-run is a significant problem with the lecturer, then the re-run must be conducted by another lecturer.</p> |

## Principle 9: Formative Assessment Must Be Part of the Assessment Process

### Assessment Criteria:

- 9 Assessment must develop learning through the provision of feedback during the learning period and thus support the process of teaching and learning. Formative assessment is used to improve learning and to give feedback to students on progress made.  
It serves needs intrinsic to the educational process.  
The weighting and number of formative assessments must be reasonable.  
A continuous and integrated assessment process must be in place in all modules.  
Students have the responsibility to access formative feedback.

| Assessment Minimum Standards |  | Assessment Procedures |   |
|------------------------------|--|-----------------------|---|
| 9.1                          | Formative assessment must support the teaching and learning process.<br>The weighting of formative assessments must be reasonable. | 9.1.1                 | Each module must contain formative assessment, and students should have several opportunities to receive feedback on their progress.  |
|                              |  | 9.1.2                 | Formative assessment can be: <ul style="list-style-type: none"> <li>a) Formal: a mark is awarded, which counts towards the promotion marks and feedback on learning is provided.</li> <li>b) Informal/ non-formal: no mark is awarded, feedback on learning is provided.</li> </ul> |
|                              |  | 9.1.3                 | Formative assessments must be fairly weighted to provide students with sufficient opportunity to receive feedback on the learning required in the module.   |
| 9.2                          | Formative assessment must provide feedback to students on progress   | 9.2.1                 | Feedback to students must provide input to students about performance in terms of both knowledge and skills. Contested terms such as “good” or “excellent” must be avoided, and clear descriptions must be provided.  |
|                              |  | 9.2.2                 | Feedback about intellectual integrity must be provided to students.   |
|                              |  | 9.2.3                 | Feedback must be timely and provide students with insight into how performance can be improved.   |

| Assessment Minimum Standards  | Assessment Procedures   |
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| 9.3 Where applicable, a continuous assessment strategy (CASS) is in place in a module                   | 9.3.1 Students are expected to complete all the formative assessments in a module.<br>9.3.2 There is no mark requirement in the continuous assessment strategy (CASS) for entry into the summative assessment.<br>9.3.3 CASS must be released to students at least five working days before the summative assessment  |
| 9.4 Students have the responsibility to access formative feedback                                       | 9.4.1 Students must collect assessments in hard-copy format within 10 working days of the results being released.<br>9.4.2 Any uncollected hardcopy assessments must be retained until the end of the semester for student collection.<br>9.4.3 Students receive feedback online for assessments submitted online.  |
| 9.5 A continuous and integrated (ICE) assessment process must be in place in all undergraduate modules. | 9.5.1 Integrated Curriculum Engagement (ICE) activities are activities requiring active engagement with a limited number of learning objectives to measure the interim progress of students.<br>9.5.2 ICE is weighted at 10% in undergraduate modules and is part of the formative assessment component.<br>9.5.3 Any exceptions to including ICE in undergraduate modules must be confirmed by the responsible academic after a recorded process of collaboration with the discipline's community of practice.<br>9.5.4 Lecturers must assign four ICE tasks to students. <ul style="list-style-type: none"> <li>a) More tasks may be assigned, but only four tasks will be equally weighted to contribute to the overall formative assessment mark.</li> <li>b) A maximum of two ICE tasks may be for participation in learning tasks. If participation tasks are provided, then clear parameters for what constitutes participation must be clearly provided to the students.</li> </ul> 9.5.5 ICE activities must be spread across the semester.<br>9.5.6 Each ICE activity should not take the students more than an hour to complete.<br>9.5.7 A mark of either 0% or 100% is awarded for each ICE task.<br>9.5.8 Qualitative feedback on learning progress must be provided. |

## Principle 10: Summative Assessment Must Be Part of the Assessment Process

### Assessment Criteria:

- 10 Assessment measures learning against intended outcomes at the end of the learning period.
- Summative assessment is formalised assessment that is used to certify the attainment of a certain level of education.
- It is used to serve needs extrinsic to the educational process.
- Summative assessment of individual students may be used for promotion, certification, or admission to higher levels of education.

| Assessment Minimum Standards   | Assessment Procedures   |
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| 10.1 There must be a measure of overall competency at the end of a learning period.      | <p>10.1.1 Each module must contain summative assessment, which is an integrated final assessment opportunity.</p> <p>10.1.2 Feedback to students is typically a grade/ mark only.</p> <p>10.1.3 Summative assessments are not typically returned to students.</p> <p>10.1.4 The exceptions to this are assessments that are useful for employment purposes (e.g., practical work or portfolios of evidence). These must be collected by students within 10 working days of the results being released</p> |
| 10.2 There is a subminimum mark requirement in the summative assessment to pass a module | <p>10.2.1 For modules at NQF levels 5,6, and 7, students need to achieve at least 30% in the summative assessment. Students who achieve 28% or less will automatically fail the module.</p> <p>10.2.2 For modules at NQF 8, 9 and 10, students need to achieve at least 40% in the summative assessment. Students who achieve 38% or less will automatically fail the module.</p>   |
| 10.3 Students must be informed about summative assessment timetables and venues          | <p>10.3.1 The site Assessment Officer/ Administrator must provide the timetable for summative assessments on designated notice boards and/or electronically at least four weeks before the start of the examination session.</p> <p>10.3.2 The venues for summative assessments must be provided to students and Invigilators at least five working days before the summative assessment.</p>   |

## Assessment rules that apply specifically to professional qualifications

### Faculty of Education

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| <p>11.1 The Minimum Requirements for Teacher Education Qualifications (MRTEQ) and the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators must be met</p> | <p>11.1.1 The assessment requirements for Teaching Experience modules must be fit for purpose.</p> |
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### Faculty of Engineering, Science and Health

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| <p>12.1 All provisions required by the Engineering Council of South Africa (ECSA) must be met.</p> | <p>12.1.1 These provisions apply to all Bachelor of Engineering degrees:</p> <ul style="list-style-type: none"> <li>a) Students must demonstrate the competencies prescribed in the Graduate Attributes to graduate.</li> <li>b) All prescribed GAs must be assessed at the exit level.</li> <li>c) Students are categorised as “competent” or “not competent”.</li> <li>d) No marks are assigned.</li> </ul> <p>12.1.2 The assessment of the prescribed GAs must be externally moderated.</p> <ul style="list-style-type: none"> <li>a) The external moderator must be a professionally registered engineer.</li> </ul> <p>12.1.3 Students who fail to demonstrate competence in any of the prescribed GAs at their first attempt must be given a second opportunity to demonstrate competence.</p> <p>12.1.4 Students should be given opportunities prior to the exit level assessment to engage with the GAs and practice demonstrating competence.</p> |
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## Faculty of Finance and Accounting

13.1 There are additional policy provisions in place to ensure that the assessment requirements of the South African Institute of Chartered Accountants (SAICA) are met

**13.1.1** <sup>3</sup>These provisions apply to students registered on the Postgraduate Diploma in Accounting (PGDA) and the Bachelor of Accounting (BAcc)<sup>4</sup>:

### **13.1.1.1 Postgraduate Diploma in Accounting (PGDA)**

- a) There is only one deferred assessment opportunity for all tests.
- b) The deferred test opportunity will include four integrated tests covering all four subject disciplines and will take place after the final test series.
- c) Students must apply via Assist for the deferred test with the required supporting documentation.
- d) A CASS mark of 40% is required for entry into the summative assessment.
- e) A student who obtains CASS for three out of the four modules will be granted access to the final examination for the fourth module.
- f) A student who passes three out of the four modules will automatically qualify for a supplementary exam in the fourth module.
- g) A student who obtains access to the supplementary sitting for three out of the four modules will automatically qualify for a supplementary exam in the fourth module.
- h) The reading time allocated to all PGDA:
  - 15 minutes for tests
  - 30 minutes for exams

### **13.1.1.2 The Year-Long Bachelor of Accounting (BAcc)**

- a) There is only one deferred assessment opportunity for all tests.
- b) The deferred test opportunity will include four integrated tests covering all four subject disciplines and will take place after the final test series.

<sup>3</sup> Approved on Nexus 15112 post S64

<sup>4</sup> FB 10 (Finance and Accounting): 2025/03/19

- c) Students must apply via Assist for the deferred test with the required supporting documentation.
- d) A CASS mark of 40% is required for entry into the summative assessment.
- e) A student who obtains CASS for three out of the four modules will be granted access to the final examination for the fourth module.
- f) The reading time allocated to Third-year year-long BAcc module assessments will be:
  - 15 minutes for tests
  - 30 minutes for exams

**13.1.1.3 Bachelor of Accounting (BAcc) (all core modules):**

- a) ICE tasks are assessed and a mark is awarded to the student. Marks are not awarded for participation only. A CASS mark of 40% is required for entry into the summative assessment.

**13.1.2 These provisions apply to students registered on the Postgraduate Diploma in Finance and Accounting (PDFA) and the Postgraduate Diploma in Internal Auditing (PDIA):**

- a) A CASS mark of 40% is required for entry into the summative assessment.
- b) No reading time is allocated to assessments for the Postgraduate Diploma in Finance and Accounting to align with the professional body, The Chartered Institute of Management Accountants (CIMA).

**13.1.3** The programmes offered within the Faculty of Finance and Accounting may necessitate deviations from section 3.2.6 of the PDIIIE009 guidelines in assessments to ensure alignment with the standards prescribed by SAICA, CIMA, and other relevant professional bodies.<sup>5</sup>

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<sup>5</sup> 2028-08-08: Teaching and Learning: Urgent Round Robin- Addition to provide for SAICA and CIMA requirements in the Faculty of Finance and Accounting

### Faculty of Law

- |  |   |
|--|---|
| <p>14.1 There are additional policy provisions in place to ensure that the assessment requirements of competency-based examinations of the Legal Practice Council are met.</p> | <p>14.1.1 Fifteen minutes of reading time must be allocated to any assessment that is designed to prepare students for the competency-based assessments.</p>  |
| <p>14.2 There are specific provisions in place for external moderation.</p>  | <p>14.2.1 The exceptions apply to Legal Research modules.</p> <p>14.2.2 The external moderation of these scripts is to be split into various legal disciplines as determined by the Dean of Faculty.</p> <p>14.2.3 One external examiner per discipline will be appointed.</p> <p>14.2.4 Only one script per marker for external moderation or 10% of the scripts within a discipline, whichever is greater, will be released.</p> <p>14.2.5 There is an increase in the time period for completion of the external moderation from five (5) days to ten (10) days for these modules.</p> |

## **PDIIE 009: Annexure A: To Write in a Different Location**

- (1) This Annexure only applies to invigilated assessments.
- (2) This Annexure must be revised or omitted from policy when it is possible for students to complete invigilated assessments electronically. When electronic completion is possible, all such assessments must be completed within the standard parameters of the assessments, for example, date and time.
- (3) Distance students are normally required to select a site of The IIE closest to them but will be accommodated at another appropriate venue where such a site is not available.
- (4) Students registered in the contact mode are automatically registered to write on the campus on which they are registered.
- (5) A full-time contact student who is repeating a module **and** studying or working at another location may apply to write their assessment in a different location.
- (6) Students registered in the distance mode elect their examination centre at registration and may not change this centre less than eight weeks before the examination session in question. A request to change from the original centre must be lodged via Assist.
- (7) If the nature of the reason makes it not possible for the student to write in a different location, they may also apply for a deferred assessment but must do so at least 10 working days before the assessment.
- (8) These arrangements must be confirmed in writing by the campus with the examination venue and filed on the student's record electronically.
- (9) The completed assessment may be scanned and mailed back for marking purposes, but arrangements must be made to have the original scripts collected and returned for record-keeping purposes.

**Figure 1: Location-based Reasons for Concessions**

|  | <b>Application to write in a Different Location – Contact</b>  | <b>Application to write in a Different Location – Distance</b>  | <b>Alternate Venue - Distance</b>  |
|--|--|---|--|
| <b>This exception is defined as follows:</b>   | A full-time contact student who is repeating a module and studying or working at another location may apply to write their assessment in a different location.   | A student who is studying in the distance mode and is unable to write their assessment at their designated exam centre due to work-related travel, may apply to write their assessment in a different location. | A student who is studying in the distance mode and has selected an alternate venue as their designated exam centre which is not a designated IIE campus. |
| <b>This application must be submitted via Assist.</b>                                | Within 10 working days before the scheduled assessment date.   | Within 10 working days before the scheduled assessment date.  | An exam venue cannot be changed up to eight (8) weeks before the summative. Only cases that are subject to work travel will be considered.               |
| <b>Limit to the number of concessions.</b>   | Once per academic year.  | Once per academic year.   | Once per academic year.  |
| <b>The following documentation is required for the approval of this application.</b> | Details of the site and the contact details of the invigilator for verification.<br>A letter from the institution confirming they can accommodate the student and providing contact information for where the paper should be sent.<br>A letter from the invigilator confirming they will abide by the rules for assessment.   |   |  |
| <b>Additional information related to these applications.</b>                         | a) For applications related to writing an assessment in a different location - If the student is in a city where there is no campus or centre or is out of the country, the onus is on the student to identify a site, religious site or an embassy/consulate or an educational institution where s/he can write. If the student is in hospital, s/he can make similar arrangements there. The onus is on the student to identify a suitable invigilator. All costs are for the student's account.<br>b) The examination is to be written at the same time as it is being written in South Africa (SA) |   |  |