ASSESSMENT PROCEDURES MANUAL

INTRODUCTION

This manual contains procedures to effect the implementation of the harmonized Unisa Assessment Policy approved by Council in 2005. The Manual must therefore be read in conjunction with the Policy. Using this manual, all staff can understand the systems pertaining to assessment in the university and the assessment possibilities that the system can accommodate. Academic and administrative staff members are also made aware of their particular responsibilities and accountabilities regarding assessment.

The purpose of the manual is to facilitate effective and efficient procedures to ensure quality rather than over-regulate the teaching, learning and assessment environment.

The systems and procedures contained in this document are not immutable. Good practices and technological innovations emerge continually. The manual must therefore be reviewed on an annual basis, preferably in January/February, and any changes should be tabled for approval at the first Senate meeting of the year. The review should be undertaken by a committee convened by the Executive Director: Academic Planning and should include representatives from the Colleges, the Institute for Curriculum and Learning Development and the Directorate: Student Assessment Administration.

Care has also been taken to ensure that these procedures are aligned with the audit criteria of the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) as well as the criteria and guidelines for the implementation of RPL (SAQA). International benchmarks for the assessment of prior learning have been provided by the Council for Adult and Experiential Learning’s (CAEL) standards for assessing learning for credit. This document thus contains standards that must be adhered to in order to align the university with the quality assurance criteria governing higher education in South Africa. Any deviation from a standard needs to be approved by the Senate.

The Assessment Policy is one of a suite of policies related to teaching, learning and assessment. These policies are the following: Tuition, Work-Integrated Learning, Assessment and Recognition of Prior Learning. The four policies and their implementation procedures must be read in conjunction with one another. The Work-Integrated Learning Policy and its procedures include, but are broader than, assessment specific to workplace assessment. The Recognition of Prior Learning Policy is based entirely on a rigorous assessment system and as such it supports the principles underlying the more general Assessment Policy. In this document, only those aspects pertaining to the assessment process of RPL (a single aspect of a much broader process) within UNISA will be addressed. The implementation procedures for RPL include aspects other than assessment however, as they explain how students may apply for RPL, the steps in the process, etc.

1 Approved by Senate: 27 March 2007 – Revision date: Annual
The policies include review and revision cycles on a three-yearly basis. The implementation procedures may change more often, however, depending on technological innovations, improved systems, etc. The Executive Director: Academic Planning will ensure that any changes approved by the Senate are incorporated into the documents that are displayed on the Corporate Manual.

The following acronyms are used in this document:

CAEL  Council for Adult and Experiential Learning
CHE  Council on Higher Education
ETQA  Education and Training Quality Agency/ Authority
HEQC  Higher Education Quality Committee
HR  Human Resources (department)
ICLD  Institute for Curriculum and Learning Development
ICT  Information and communication technologies (directorates)
MCQ  Multiple choice questions
Nadeosa  National Association of Distance Education and Open Learning of Southern Africa
NQF  National Qualifications Framework
OBE  Outcomes-based education
ODL  Open Distance Learning
RPL  Recognition of prior learning
SAQA  South African Qualifications Authority
SETA  Sectoral Education and Training Authority
WIL  Work-integrated learning

This document contains the following sections:

1. Academic Procedures: Procedures for the setting, evaluation and quality assurance of assessment in academic departments, schools and colleges
2. Administration Procedures: Procedures for assignments and examinations
3. Postgraduate assessment of Master’s and Doctoral students
4. Academic and administrative assessment security
5. Process maps for formative and summative assessment
SECTION 1: ACADEMIC PROCEDURES

PROCEDURES FOR THE SETTING, EVALUATION AND QUALITY ASSURANCE OF ASSESSMENT IN ACADEMIC DEPARTMENTS, SCHOOLS AND COLLEGES

1.1 Quality requirements

SAQA favours the practitioner-assessor model: in other words, the people who mediate the learning (the lecturers) assess the learning outcomes. SAQA regulations specify that assessors must be trained and registered with the relevant Education and Training Quality Agency/Authority (ETQA). The Higher Education Quality Committee (HEQC) is the sole ETQA for higher education. They have indicated that they will delegate the training of assessors to each university but do not require such assessors to be registered.

SAQA legislation also mandates the use of moderators for teaching and assessment practices. Moderators will be senior staff acting as internal second examiners or external examiners from other higher education institutions or specialists in the appropriate field.

Furthermore, SAQA recommends the use of advisors and evidence facilitators as essential for the quality assurance of RPL processes. The functions of evidence facilitation, advising and assessing within the RPL process should ideally be performed by different persons to avoid potential bias, but could be performed by the same person. However, SAQA stresses the need for applicable assessor training in anti-bias (especially with regard to bias against experiential and non-formal forms of learning and in language bias, where language may become a hindrance to assessment).

Unisa will

- use its own staff as assessors and moderators in a manner that fits into the quality management system of the university.
- provide relevant training or mentoring for assessors and moderators in-house or through external providers.
- be able to provide evidence for CHE/HEQC audits of internal assessor and moderator training and staff development initiatives, especially with regard to ODL teaching, learning and assessment methodologies
- ensure that RPL assessment does not reflect the opinion of a single assessor alone, but rests on the findings and recommendations of a properly constructed RPL assessment panel.

Unisa may, where appropriate

- make use of workplace mentors and occupational-field monitors to conduct formative assessment of work-integrated learning
- involve practitioners from the occupational-field/profession in panels for the purpose of summative assessment of work-integrated learning and as panel members in RPL assessment
• make use of interpreters if it becomes clear that the RPL assessment process is being hampered by the candidate’s inability to use the language in which the RPL assessment is being conducted.

1.2 Assessment

1.2.1 Competencies of assessors

The registered unit standard for ‘Design, develop and implement assessment of learning in Higher Education and Training’ (NQF Level 7, 20 credits) has the following outcomes that Unisa assessors will be expected to meet through experience or training:

• determine the purpose(s) of assessment.
• articulate competencies that are to be assessed.
• determine an assessment strategy.
• plan assessment activities.
• implement assessment.
• evaluate and judge assessment evidence.
• record and report assessment.
• provide feedback to candidates.
• reflect on the assessment process.
• evaluate the competencies against which assessment was carried out.

1.2.2 Definition of concepts

1.2.2.1 Assessor: We have to deal with three concepts here: the assessor-practitioner; the marker and the WIL/RPL panel member (panellist).

The assessor-practitioner is the lecturer who teaches the course and also plans, designs and conducts assessment, both formative and summative. For summative assessment, this person is also known as the first examiner. This person will be termed the assessor in this document. In addition to this assessor, large courses use both internal and external markers who mark and give formative feedback on assignments and possibly also mark examinations.

Markers are thus qualified people appointed to assist the assessor with the marking of assignments and/or examinations.

The WIL/RPL panel member is an assessor who is representative of Unisa’s academic staff, of the WIL/RPL office and, where applicable, from the relevant industry. S/he could be drawn from another university.

1.2.2.2 Moderator: The moderator works with the assessor in planning and implementing assessment to ensure validity, reliability and rigour. (See 1.3.) Internal moderators for assignments are

2 Detailed recruitment and appointment procedures to be developed.
usually course coordinators and for examinations are second examiners. *External moderators* are academics who are not employed by Unisa. They are appointed to moderate final undergraduate and postgraduate coursework examination question papers, marked student scripts and/ or the findings and recommendations of WIL/ RPL assessment panels.

1.2.2.3 **An examination panel:** Assessors and internal moderators and, where applicable, an external moderator. The latter is especially used as co-assessors in the case of work-integrated learning. A student may be required to present her/ his portfolio to a panel of practitioners from the occupational field/ profession.

1.2.2.4 **Postgraduate examining panels:** A distinction must be made between postgraduate panels for coursework Master’s degrees and assessment for research Master’s degrees and doctorates. The assessment procedures for a coursework Master’s degrees will be the same as those provided for in this manual whereas the assessment procedure for research degrees will differ. See Section 3 for examining panels for dissertations and theses.3

1.2.2.5 **Mentor:** Good work-integrated learning is dependant on workplace mentoring, which enables the student to recognize the strengths and weaknesses in her/ his work. It helps the student to develop existing and new abilities and to gain work practice know-how. The mentor further verifies the learning experiences recorded by the student and may be required to assess the student’s learning/growth or conduct during the learning period.

1.2.2.6 **Monitor:** Owing to the geographical dispersion of students Unisa may contract the monitoring of the progress of students with their work-integrated learning to practitioners in the occupational field/ profession

1.2.2.7 **WIL/ RPL assessment panel:** This panel usually comprises but is not limited to an academic member of staff, a trained WIL/ RPL assessor and an industry representative.

1.2.3 **Appointment of examiners and examination markers**

1.2.3.1 Examiners (assessors and moderators) and examination markers are appointed by executive committees of Colleges with due regard to the university’s Human Resources policies and commitment to equity.

1.2.3.2 Executive committees of Colleges may authorize the changing of examiners and examination markers only after recommendation by chairs of departments.

1.2.3.3 WIL/ RPL assessors are appointed by the WIL/ RPL office, usually upon recommendation from the academic departments. They are appointed as and when their services are required.

1.2.4 **Duties of first examiners/ assessors in examinations**

The first examiner/ assessor

- is the chair of the examination panel and has the final responsibility for compiling the examination question paper in the relevant languages, focusing on outcomes, syllabus, level descriptors and assessment criteria/ rubrics/ memorandums.

- compiles a draft examination question paper and assessment criteria/ rubric/ memorandum in consultation with the second examiner/ internal moderator, and where possible and/or necessary, the external examiner/ moderator.

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3 This provision is not applicable to short learning programmes
• provides the external examiner/ moderator with the following: a draft examination question paper, assessment criteria/ rubric/ memorandum, outcomes and a syllabus and also, at the discretion of the chair of department, the study guide(s), tutorial letters and the titles of the prescribed works/handbooks

• ensures that the external examiner/ moderator receives the draft examination question paper and assessment criteria/ rubric/ memorandum in person or by registered mail or courier. (NOTE: Under no circumstances may these documents be sent by fax or e-mail.)

• is responsible for all the information on the final examination question paper such as the paper code and title, duration, names of the first, second and external examiners (where applicable), scoring, special instructions, translation and editing.

• ensures that the docket is signed by members of the examination panel and submitted to the Examination Division of Student Assessment Administration by the set due date together with the examination question paper.4

• is responsible for receiving answer books from the Directorate: Student Assessment Administration or for authorizing another person to do so on his/her behalf. (NOTE: Identification in the form of a Unisa personnel card will be required when answer books are made available.)

• is responsible for providing the Directorate: Student Assessment Administration with the biographical information and contact details of examiners, markers and moderators.

• ensures that the marking of examination answer books has been completed by external markers.

• is responsible for ensuring that the examination mark is entered on the cover of each examination book.

• recommends, in consultation with the second and/or external examiners, a general adjustment in marks to the chair of department in writing and ensures that the recommendation is placed in the marks file.

(In respect of short learning programmes – to recommend, in consultation with the second and/or external examiners, a general adjustment in marks to the Head/Chairperson of the Centre/Institute/Department/Bureau in writing and ensure that the recommendation is placed in the marks file.)

• advises the chair of department with regard to mark adjustments, in consultation with the second examiner. (The adjustment policy is explained in paragraph 2.2.3.)

• is responsible for completing mark sheets, graphs of pass rates and the written explanation for excessive differences.

• places the written report and completed claim form from the external examiner in the file that goes to the chair of department for authorization.

• During the RPL process, the first examiner:
  o chairs RPL assessment panel

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4 This system of submitting print copies may be changed in the near future to an electronic submission system for examination papers.
In order to mentor a student, the practitioner concerned must be adequately qualified and experienced.

Statutory bodies, for example the Engineering Council of South Africa (ECSA), further require

- has the final responsibility for compiling assessment panels in conjunction with the relevant academic departments
- schedules assessments such as interviews, challenge exams etc
- oversees the assessment process
- collates the reports
- ensures quality control of the RPL process
- submits the signed RPL Assessment Report to the RPL office.
- is responsible for written feedback to candidates, outlining panel recommendations and learner support options.

- After completion of the RPL assessment process, the RPL office:
  - prepares a Credit Notification Form,
  - submits it for signing by the Registrar (as signatory of Senate)
  - enters the RPL credit on the student’s/candidate’s academic record.

- During the RPL process:
  - all academic aspects of the assessment, such as those outlined above, remain the responsibility of the academic staff of Unisa.

1.2.5 Improvement plans

As part of the reflection on assessment, the assessor must draw up an improvement plan to ensure that learning from formative and summative assessment improves practices.

1.2.5.1 First examiners, in consultation with moderators, are responsible for drawing up the section of the improvement plan relating to the examinations. The assessor, in collaboration with other lecturers on the course and the moderator, is responsible for the section of the plan relating to assignments.

1.2.5.2 Improvement plans need only be drawn up after an examination if the percentage of students who passed over those who registered falls below 50% or a percentage determined annually by the Executive Deans in consultation with the Directors of Schools and Chairs of Departments.

1.2.5.3 Improvement plans must include all relevant data of passed over registered, passed over written, written over admitted, average percentage, etc. In addition, there should be an analysis of the possible causes of student failure: e.g. relationship of examination to teaching and learning outcomes; opportunities for formative assessment and feedback; language level of the examination paper, etc. Based on an analysis of the problems, the plan should suggest strategies to be implemented the following year to ensure improvement is effected.

1.2.5.4 See 1.5.3.6 for timeframes and procedures.

1.2.6 Appointment of mentors and/or monitors

In order to mentor a student, the practitioner concerned must be adequately qualified and experienced. Statutory bodies, for example the Engineering Council of South Africa (ECSA), further require
professional registration of the mentor. Students are required to submit the names, qualifications and experience of their mentors for verification of the lecturer concerned.

Monitors are appointed in a similar way decentralized academic tutors are appointed. The regional office concerned would advertise in terms of the person and job specifications supplied by the academic department concerned. The regional staff would shortlist potential candidates. The academic department concerned would ratify the short-listed candidates. Monitors would be appointed through the Directorate: Tutorial Support, Discussion Classes & Work-integrated Learning, in terms of the student numbers registered for work-integrated learning of the programme concerned.

1.2.7 Duties of mentors and/or monitors

Mentors and/or monitors are given a questionnaire and assessment criteria to assess the work-integrated learning of students concerned.

1.3 Moderation

1.3.1 The moderator works with the assessor at all stages of the assessment to ensure validity, reliability and rigour in setting, marking and giving feedback.

1.3.2 Assignments and examinations will be subject to peer evaluation and moderation through a system of internal moderators.

1.3.2.1 Internal moderators must be appointed with due regard for

- their experience as assessors;
- their qualifications;
- their seniority in the department.

1.3.2.2 Moderators should interact with assessors in planning and implementing formative and summative assessment as well as after decisions have been made and recorded. They should advise and support assessors through substantive feedback, guidance and support at all stages to enable them to enhance their assessment processes. Their functions at various stages are outlined below:

- Before assessment, the moderator will
  - ensure that assessment aligns to policies, procedures and systems of the institution;
  - determine if assessment instruments, design and methodology are appropriate to measure the stated outcome(s);
  - give input into the setting of assignments and examinations to ensure all aspects of validity and that all outcomes are adequately assessed.

- During assessment, the moderator in collaboration with the assessor will
  - ensure reliability in assignments, examinations, practicals and experiential/ work-based assessment through monitoring the use of assessment criteria, rubrics, etc. and the standardization of marking when more than one marker is involved, particularly where large external marking panels are used;
• establish standards by moderating sufficient results;
• validate the fairness and reliability of assessment decisions, particularly for summative assessment;
• ensure, for formative assessment, that reporting and feedback mechanisms (comments on scripts and information in tutorial letters) provide adequate learning/developmental input for students;
• moderate sufficient scripts during marking to establish standards.

After assessment, the moderator will

• collect data for moderation purposes;
• verify standards by moderating sufficient results;
• validate the fairness and reliability of assessment decisions, particularly for summative assessment;
• meet internal and external ETQA reporting requirements.
• submit a report with substantive recommendations for improvement after each assessment event both to the lecturer(s) responsible for the course and the Chair of Department.

1.3.2.3 The internal moderator should interact with assessors in planning and implementing WIL assessment and ensure that assessment criteria are available to students and workplace mentors for WIL courses and RPL assessments. RPL assessment criteria must be freely available in all public places where RPL candidate enquiries are handled.

1.3.2.4 The RPL office should interact with academic staff in planning and implementing RPL assessment. Where required, interaction will occur with internal/external moderators.

1.3.2.5 The moderator has the responsibility towards students of checking that

• assessment criteria and guidelines are made available in tutorial letters that set out assignments;
• students are informed in tutorial letters that set out assignments of their rights and responsibilities regarding the assessment process;
• students are informed of the consequences of dishonest practices such as copying the work of others or plagiarism;
• summative assessment criteria are made available to students before the examination;
• students are made aware of appeals processes for formative assessment.

1.3.2.6 The RPL office will ensure that

• assessment criteria are displayed in all areas where RPL candidate assessments are conducted.
• candidates are informed of their rights and responsibilities during the assessment
process, as well as the rights and responsibilities of the assessing institution, and where relevant, of the employer if it is paying for the RPL process.

- candidates are prepared for their assessments in terms of preparation required and available assistance/documentation.

1.3.3 In addition, external examiners/moderators will be appointed at exit levels to undergraduate qualifications and at all levels of postgraduate qualifications. At least 60% of the credits at the exit level at which a degree is awarded should be externally moderated after they have been examined (72 of the 120 credits).

1.3.4 Prior to the examination, moderators must check for the relationship of the assessment to the stated learning outcomes (validity); the level of the assessment in relation to the level at which the qualification is pegged; the presence of appropriate assessment criteria that will guide markers in maintaining reliable standards, etc.

1.3.5 Moderators will check the quality of student performance and their standard of attainment; the reliability of the marking process and any irregularities.

1.3.5.1 The second examiner/internal moderator

- marks at least a test sample of answer books fully. (See paragraph 2.2.2 on the test sample.)

- consults with the first examiner in connection with marginal cases and a general adjustment of marks, when necessary

- confers with the first examiner on adjustments.

1.3.5.2 The external examiner/moderator

- marks a test sample of answer books given to him/her fully and enters the marks where indicated on the cover.

- confers with the first examiner if a general adjustment of marks is being considered and makes a written recommendation in this regard.

- completes the prescribed report form and returns it together with the answer books to the first examiner.

1.3.6 Internal and external second examiners/moderators are subject to the Mark Adjustment Procedures (see 2.2.4 below). All changes to student marks must be made in accordance with these procedures. Second examiners/moderators will communicate any adjustments made to the relevant first examiners. Only second examiners/moderators may adjust marks.

1.3.7 Where external markers are used and lecturers moderate marked scripts, it is the responsibility of the lecturer to ensure that a random selection of 10% of the marked scripts is moderated before the scripts and mark sheet are returned to the Directorate: Student Assessment Administration. In other words, although the Directorate: Student Assessment Administration might under special circumstances dispatch assignments or examination answer papers to external markers, the marked work has to be returned directly to the relevant academic department for moderation.

1.3.8 At postgraduate level, departments will use external examiners for course work, dissertations and theses. Comprehensive assessment criteria will be supplied.
1.4 Outside marking panels

1.4.1 Given the large undergraduate student numbers in some departments, outside marking panels will be appointed for assignment and examination marking as well as work-integrated learning.

1.4.1.1 Markers will hold qualifications at least one level higher than the level being assessed. They must have specialized in the subject being assessed at least one NQF level higher than that being assessed. For more professional or vocational marking/assessment, relevant experience may also be taken into account.

1.4.1.2 Experience in assessment, in education, in higher education and in ODL should be taken into consideration. Academic/research assistants employed at the university as well as tutors should be considered.

1.4.1.3 For workplace (WIL) assessment, registration of the assessor with a relevant SETA will be a recommendation.

1.4.1.4 Regardless of qualification, markers must be chosen carefully to ensure that

- they recognize the role of assignments as teaching tools;
- their written communication skills in the language of the subject are of a high standard;
- they have the right attitudes, such as empathy with students, willingness to make time to provide extensive written feedback and willingness to interact with the lecturer if necessary.

1.4.2 Contracts will specify that all marking panel members will receive training as each assignment/examination comes up for marking. The marking standardization may be face-to-face or use alternative methods such as video-conferencing to ensure inter-marker reliability.

1.4.2.1 Markers will be given the assessment criteria/rubrics/memorandums.

1.4.2.2 Markers will be given guidelines with respect to acceptable practices regarding the quality and quantity of their written feedback.

1.4.2.3 Markers will be shown how to enter marks on the docket.

1.4.2.4 Due dates will be set for the return of assignments.

1.4.2.5 Communication channels will be clearly established so that markers can contact one another and the assessor when necessary.

1.4.2.6 External markers who ignore the assessment criteria and other guidelines and generally mark badly will receive coaching and additional guidance. Their next set of marking will be closely monitored. If their performance does not improve, their contracts will be terminated.

1.4.3 There will be internal moderation by lecturers of ten percent of the marking through a random selection of marked scripts from each marker.

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5 Nadeosa minumum target: The marking procedures include

- a process for standardizing grading and the provision of feedback prior to the assignments and examinations actually being marked
- internal moderation of at least 10% of the scripts.

6 For large courses, use this as a guideline. Also, the number of scripts marked by lecturers can be reduced if they have to moderate the scripts marked by external markers.
1.4.4 External markers should be appointed before the start of the academic year.

1.4.5 Departmental secretaries, administrative persons or module/course leaders will liaise with external markers to convene markers’ meetings, allocate scripts and record dates of scripts being taken and returned.

1.4.6 RPL assessors will be appointed throughout the year, as and when their services are required.

1.5 **Setting and marking assignments and examinations**

1.5.1 **Preparatory phase**

1.5.1.1 Lecturers will be familiar with the module and/or qualification that they are going to assess, including the NQF level at which it is being offered.

1.5.1.2 Lecturers will write an Assessment Plan, make decisions about a range of assessment methods, assessment instruments, activities, type and amount of evidence required, etc.

1.5.1.3 An Assessment Plan will include the following: the number of assignments or other assessment opportunities for the period of study, at least one of which should be compulsory; the structure of each assessment opportunity (multiple choice, essay, short answers, laboratory work, practical work, on-the-job assessment for work-integrated learning, group project, Honours papers, mini-dissertations, etc); an indication of how each opportunity measures stated outcomes of the course; assessment criteria, rubrics, marking memoranda, etc. for all assessment; an indication of any self-assessed assignments and how students will be given guidance in self-assessment, not just a memorandum; indicate the relative weighting of the year mark and the examination mark in relation to the final mark, and criteria for admission to the examination.

1.5.1.4 The Assessment Plan will provide input into the student assessment administration procedures for each course. (See 2 below.)

1.5.1.5 Lecturers will ensure that assessment is an integrated process within the learning experience by planning compulsory formative assessment opportunities.

1.5.1.6 All assessment tasks will relate to a stated outcome or more than one outcome and will include explicit assessment criteria.

1.5.1.7 Assessment should also focus on the application of knowledge and skills in specific contexts or new contexts and on reflection on what is being learnt.

1.5.1.8 Formative assessment will plan to focus progressively on the integrated assessment of applied competence and this will be the principle for all summative assessment.

1.5.1.9 The work-integrated learning assessment plan would, in addition to 1.5.1.3, would include the assessment criteria which would be used by mentors and/or monitors, as well as the reporting format.

1.5.1.10 The focus of RPL assessments will be to ascertain whether the candidate demonstrates competence in the prior learning which s/he claims to have. This prior learning must meet the requirements (learning outcomes) of the qualification for which s/he is requiring credit. This competence must be demonstrated by means of verified/verifiable evidence.
1.5.2 Assessment phase

1.5.2.1 Lecturers will

- inform students about the requirements for the assessment, in *Tutorial Letter 101* for assignments, or in a pre-examination tutorial letter for summative assessment. The information will include both the tasks and the assessment criteria. The consequences of dishonest practices such as plagiarism will be spelt out. The way in which late assignments will be treated will be made clear.

- inform students if certain sections of assignments will not be marked. The questions not marked will lead up to and duplicate outcomes to be assessed in the marked tasks. Very clear guidance will be given to students on how to self-assess the other tasks.

- communicate assessment requirements for dissertations and theses to the individual students.

- where appropriate, as with work-integrated learning (WIL), reach agreement with the student on how the evidence is to be collected and presented.

- explain the roles and responsibilities of the student with regard to his/her assessment.

- conduct the assessment and collect the evidence appropriate to each discipline/field, including direct evidence.

- ensure that the work being assessed is attributable to the person being assessed (Detect and penalize plagiarism.).

- use assessment criteria, rubrics or marking memorandums to ensure reliability of marking.

- where a team of markers, internal or external, is used, a system will be organized to standardize marking and ensure inter-rater reliability.

- will make a judgement about the evidence against the criteria of the module or learning programme.

- use 50% as the pass mark.

- provide feedback to the student with regard to the assessment decision for formative assessment through comments on individual assignments and follow-up tutorial letters. A student is entitled to timeous feedback on formative tasks before being expected to engage in summative forms of assessment.

1.5.2.2 Individual departments may have a re-submission policy where a student is allowed to improve and re-submit an assignment. However, given the constraints of large student numbers, this system should be used judiciously.

1.5.2.3 In respect of short learning programmes – Where external markers are used, the marking will be moderated by Unisa employees. All external markers’ work must be moderated.

1.5.3 Post-assessment phase

1.5.3.1 Markers will record the results for assignments on the dockets that accompany batches.

1.5.3.2 The Directorate: Student Assessment Administration will capture the marks for assignments
electronically and publish them on the web so that students and lecturers can access them. The Directorate: Student Assessment Administration will communicate the results of formative assessment to students.

1.5.3.3 Assessors will compile tutorial letters with feedback on each assignment. Such tutorial letters must be timeously prepared by assessors so that they are available for despatch after the due date of the assignment.

1.5.3.4 Despatch will return marked scripts to students and tutorial letters providing feedback.

1.5.3.5 For examination purposes, assessors will record results on an online programme on the intranet.

1.5.3.6 Examination results will be finalized within each department and signed off by the Chair of Department and the relevant Executive Dean or his/her nominee.

1.5.3.7 Each person responsible for a module will submit to the Head of Department, along with the examination results, an improvement plan for teaching, learning and assessment to be implemented the following semester or year to improve the retention and success rate of students if the pass rate falls below a predetermined level. These improvement plans will be forwarded to the Executive Deans with the results. The plans will also be provided to the relevant School Director.

1.5.3.8 The lecturer(s) and relevant course teams/academic departments will evaluate the assessment processes and results after the assessment period and use this evaluation to improve the quality of teaching, learning and assessment.

1.5.3.9 The results of summative assessment will be communicated to the student by the Directorate: Student Assessment Administration only. Lecturers may not communicate results directly to students.

1.5.3.10 The results of RPL assessments will be entered on candidates’ academic records by the RPL office only. This will be done once all RPL-related payments have been made and once the relevant Senate signatory has signed the required documents.

1.5.3.11 Feedback to RPL candidates will be done by the RPL office only. This will include any post-assessment guidance and recommendations.

1.5.4 Appeals for remarking, checking and review

1.5.4.1 Students may appeal against marks for formative or summative assessment and the paper/portfolio/workbook can be re-marked.

1.5.4.2 Students may appeal against the outcome of a panel assessment and must motivate why they allege prejudice.

1.5.4.3 Re-marking of examination papers will be done by lecturers at other universities for the sake of fairness but the same assessment criteria, rubrics or memorandums will be used to ensure reliability. The mark obtained for the re-mark will be the final mark.

1.5.4.4 The process of appointing re-markers will be transparent and conducted with due regard for the university’s commitment to equity.
SECTION 2: ADMINISTRATIVE PROCEDURES

PROCEDURES FOR ASSIGNMENTS AND EXAMINATIONS

2.1 Formative assessment procedures

NOTE: ‘Assignment’ is the only expression used to refer to student formative assessment work detailed in Tutorial Letter 101. It applies equally to work-integrated learning, portfolios, workbooks, applied assignments, mini-research reports, logbooks, projects, practicals and tests.

2.1.1 Identification of course

2.1.1.1 Module course code

The course code will consist of seven characters; e.g. PGDDE1-3.

2.1.1.2 Academic year

This is the academic calendar year that is applicable on this course for the academic period when the course is presented; e.g. 2006.

2.1.1.3 Semester or year course

The lecturer must indicate the applicable tuition period of a course code.

2.1.1.4 Equivalents

‘Equivalent’ refers to any other course codes that use the same materials but that have a separate course code. The course assignment information of all course codes must be captured separately.

2.1.2 Assignment information

2.1.2.1 Closing date

The closing date for changes to assignment information is the same date as the submission of Tutorial Letter 101.

2.1.2.2 Assignment number

Assignments are numbered consecutively per course, starting from 01. Only Arabic numerals are used: for example, Assignment 01, 02, 03, etc.

- Assignment numbers 01 to 19 are available for general assignments.
- Assignments 20 to 29 are generally used to indicate second attempts.
- Assignments 70 and above can be used for special assignments that are not part of the general assignment planning.
- Assignments 90 and above are usually course evaluation questionnaires. Assignments 90 and above cannot be used for year marks or portfolios.
2.1.3 MCQ (Multiple-Choice Question Assignment)

2.1.3.1 The multiple-choice question (MCQs) assignments are a separate system. Therefore, the lecturer and the assessment team will not design written and multiple-choice questions in the same assignment.

2.1.3.2 Take note of the following MCQ information:

- Mark-reading sheets are pre-printed on A4 pages.
- Provision is made for 140 answers per sheet.
- Lecturers may set five options per question.
- Options are numbered 1 to 5 (not a, b, c, d, e).
- There is space on the sheet to fill in a student number, unique number, course code, assignment number and student information.
- Options must be marked with HB pencil by drawing a horizontal line through the number.
- Mark-reading sheets are not returned to students. They receive a results letter with their answers and the lecturer’s answers.
- Lecturers supply the Directorate: Student Assessment Administration with memorandums at the beginning of a tuition period on a completed mark-reading sheet done in HB pencil with the course code and unique number coded.
- Lecturers must analyze the results of the preliminary marking of an assignment before a final can be run to eliminate weak questions.
- The final marking of assignments will determine the grading mark on the Student System.
- A student who hands in a late MCQ assignment will receive a letter stating that the assignment was late.
- Most MCQ assignments are marked by computer. However, if the lecturer wants to use MCQs with some essay-type sections of the assignment, he/she will need to mark everything (including the MCQs) by hand.

2.1.3.3 Unique number

In addition to their general assignment number (e.g. 05), assignments to be completed by means of mark-reading sheets (multiple-choice questions) also have their own unique assignment number (e.g. 102717). This number must be obtained from the Directorate: Student Assessment Administration. The unique number will change for each registration period.

The unique number must be supplied to the students in Tutorial Letter 101 to code on to the mark-reading sheet for that assignment.

2.1.3.4 Number of questions

This refers to the number of questions the assignment will comprise. The assessment team can ask between 1 and 140 questions.
2.1.3.5 Negative marking

Some departments use negative marking for MCQ assignments marked by computer. The computer will take care of the statistical procedure here. This is a departmental decision but lecturers must check with the Directorate: Student Assessment Administration before choosing negative marking (NEG).

2.1.3.6 Due date for submission of multiple-choice assignments

- The ‘due date’ refers to the date on which an assignment should reach Unisa. The due date is determined by the lecturer(s) as with any type of assignment.
- Due dates in tutorial letters published in more than one language must be the same.
- The date entered into the Student System and myUnisa must be the same as in Tutorial Letter 101.
- Only one due date per assignment may be allocated.

2.1.3.7 Preliminary marking date: rough data

This system is used for MCQ computer-marked assignments only. After the final due date given to the students, the computer will mark all the assignments on the lecturer’s request and provide the raw marking data as on the preliminary marking data. The computer system will also do a preliminary statistical analysis.

After problematic questions are discarded and any rationalization is done by the academics, the final date is given, after which the results will be captured on the student system and provided to students. Results will also appear on MyUnisa.

2.1.3.8 Final marking date: final data

Normally an extension of one week after the original due date (as stated in Tutorial Letter 101) is allowed for the final marking date, owing to postal delays, etc. With MCQ computer-marked assignments, no late entries or changes of marking information can be allowed after this date. However, in some cases, lecturers may want to mark late assignments. The system can mark late assignments at the request of lecturers, but the results will not be included in the statistical analysis of the MCQ assignment. Lecturers may also mark assignments by hand. Once the first results are despatched, containing the correct answers as well as the student’s responses, no further marking can be undertaken.

2.1.4 Markers for assignments

The focus for this section is on written assignments (non-computer marked assignments).

The process of appointing markers will be transparent and conducted with due regard for the university’s commitment to equity.

2.1.4.1 Allocation

The percentage of assignments to be marked by internal and external markers must be identified and conveyed to the Directorate: Student Assessment Administration. This refers to the percentage of papers to be marked by any one person. Batches of assignments will then be sent directly to the appropriate external marker, based on these allocations.
2.1.4.2 Return of scripts

The assessor or appointed internal moderators must moderate the first twenty scripts of each marker and provide feedback. All scripts must be returned to the assessor so that 10% of the marking can be moderated. The assessor will return the assignment docket with the marks to the Directorate: Student Assessment Administration for capturing of the marks.

2.1.5 Examination admission criteria

2.1.5.1 Mark Composition for course codes

Information about the examination admission credit system and the year-mark system chosen will be clearly communicated to students in Tutorial Letter 101. This is the system an academic uses to determine a student’s admission to the examination. Lecturers will explain to students:

- How admission to the examinations is obtained and calculated.
- How year marks are calculated. (In addition to admission credits, students can also obtain a year mark that will form part of the final summative assessment mark).
- How portfolios, projects, tests and practicals are processed.
- How the ratio between the year mark and the examination mark leads to a final mark.

2.1.5.2 Closing date for changes

The closing date for any changes to the examination admission criteria is on the same date Tutorial Letter 101 is handed in.

2.1.5.3 Examination admission credit systems

The lecturer must first choose the type of assignment credit system he/she will use for a course code in order to determine how a student will obtain admission to the examination.

The 5 credit systems are:

1: All/nothing: This system of allocating credits is regarded as the ‘all or nothing’ choice. Both the subminimum and the number of credits are decided on by the lecturer, as is the maximum number of credits that may be awarded. A student must obtain a percentage equal to or higher than the subminimum in order to earn credits. If a student does not obtain the subminimum percentage, he/she obtains 0 credits.

*Example:* The maximum number of credits for an assignment is 30. The subminimum is 50%. If a student obtains 45%, he/she will obtain 0 credits. If a student obtain 50% (or higher), he/she will obtain 30 examination admission credits.

2: Pro rata: In this system the subminimum plays no role. The student obtains a percentage of the total number of credits allocated to the assignments equal to the percentage obtained for the assignments. This credit system is used in cases where the lecturer wishes to compel students to complete at least two assignments in order to gain admission to the examination. A student obtains exactly the awarded percentage of the maximum credits.

*Example:* The maximum number of credits a student can obtain is 50. If a student obtains 50%,

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7 With the compulsory year mark system envisaged in the Assessment Policy, options 4 and 5 will not be valid.
he/she will receive 25 credits (50% of 50 credits). If he/she obtains 30%, he/she will receive 15 credits (30% of 50 credits).

3: Pro rata if a student obtains more than the subminimum: This system is similar to Credit system 2; it differs only in that it incorporates a subminimum. This system is particularly appropriate when lecturers wish to reward students for work they have done and to penalize those who fail. The student is awarded the percentage of the maximum credits, but only if he/she obtains the subminimum and more than the subminimum. If not, he/she will obtain 0 credits. *Example:* The maximum number of credits a student can obtain for this assignment is 60 credits. The subminimum is 45%. The student obtains 45% and will then be awarded 27 credits. The second student obtains 42% but will not receive any credits.

4: Credits only: Certain departments have requested that only credits, and no percentages, be filled in on the covering docket. The examination admission system currently used is based on the acquisition of 100 examination credits. Even if only the number of credits is entered on the computer, the goal will still be achieved. A lecturer who opts for this system will simply select Credit system 4 and then enter the number of credits instead of the percentage in the appropriate space on the covering docket. This system cannot be used where year marks are applicable because no percentage is captured.

*Example:* The student can obtain 33 credits if he/she passes the assignment but 10 if he/she does not pass the assignment. The lecturer will enter 33 or 10 credit, when appropriate on the covering docket.

5: Automatic allocation of credits: When students submit an assignment the system will allocate to the student the full number of credits for the assignment. This credit system cannot be used when a year mark is applicable because it can only register the number of credits and not the percentage.

### 2.1.5.4 Assignment pass percentage/ subminimum

The assignment pass percentage/ subminimum is used in conjunction with credit systems 1 and 3, where a student only received credits if he/she obtains the subminimum or a higher mark for the assignment. The credits awarded affect examination admission.

### 2.1.5.5 Maximum number of credits

This reflects the maximum number of credits that can be awarded to a student per assignment. The actual number of credits allocated to an assignment depends on the percentage awarded to the student’s assignment by the lecturer and the credit system applicable to the assignment. To achieve examination admission, a student must obtain a minimum of 100 credits per course code.

### 2.1.6 Submitting and processing assignments

#### 2.1.6.1 Students may submit assignments in the following ways:

- By posting them.
- Online.
- By delivering them by hand to the campus or a regional office.

#### 2.1.6.2 All assignments (except RPL projects/assignments) are processed by the Assignment Division. RPL projects/assignments are submitted directly to the RPL office at Florida, and this office will oversee further processes.

- When assignments are received, the dates of submission as well as the student and assignment details are entered on the system.
Assignments are batched with a covering docket that contains the details of the assignments in the batch.

- Assignments are distributed to departments/makers.
- Markers complete the covering docket as they mark and sign it.

Covering dockets are returned to the Directorate: Student Assessment Administration for processing and marked scripts to Despatch for posting.

- Marks are captured.

2.1.7 Compulsory subsidy assignment (active student assignment)

2.1.7.1 In all modules students are required to submit a compulsory assignment.

2.1.7.2 Due dates will be determined annually by the Senate or Senate Tuition Committee in consultation with the Colleges, the Department: Planning and Analysis and the Directorate: Student Assessment Administration.  

2.1.8 Contributions to the final mark (year mark, portfolio, etc.)

2.1.8.1 Year mark criteria

- The year mark system will be part of the Assessment Plan drawn up by each course/department in advance. Academic departments will be able to determine the relative percentage of year and examination marks with the approval of the College Tuition Committee.

- The system will be communicated to students in Tutorial Letter 101 with their assignments. Students need to be made aware of the fact that a poor year mark could cause them to fail at the end of the semester/year where it is part of the final mark.

- Course-specific criteria will be forwarded to the Directorate: Student Assessment Administration.

- The year mark will not contribute towards the final/summative assessment mark of students who write supplementary examinations. The supplementary examination mark will comprise the final mark.

- The official result letter will reflect the final mark that combines the year mark and the summative examination mark.

- For students who write a deferred examination, the year mark will count towards the final mark.

- Whether work-integrated learning forms a minority part of a module or where the module consists purely of learning from work experience/application, the module’s year mark criteria would apply.

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8 This provision is not applicable to short learning programmes
2.1.8.2 Year mark weight

- The closing date for changes in this regard will be the date of submission of Tutorial Letter 101.

- Assignment year mark weights are the respective contribution that will be made to either the year mark or the portfolio (Practical, Project, workbook(s) or test), depending on whether it is an assignment or a portfolio. Assignment marks are immediately visible to students on the system; portfolio marks are only available as final results.

- The weight allocated to an assignment is reflected as a percentage. This weight corresponds directly to how much this assignment will contribute to the year mark.

- If, however, optional or elective assignments are involved, the student may choose not to submit some assignments. These students cannot be penalized, as the lecturer has given them the option to indicate the assignment(s) they want to submit. This implies that, where optional and elective assignments are applicable, the weights correspond to a relative contribution of all assignments affected by the optional or elective state.

2.1.8.3 Normal and repeat weights

- Normal: Normal weights are used if students have registered for the module for the first time and are writing the examination for the first time.

- Repeat: Repeat weights are used for students who are registered for the module for a second or more time, and writing their first attempt.

2.1.8.4 Options and electives

- Assignments can be defined as mandatory, optional or elective. These settings also apply to portfolios, projects, tests, WIL Projects and practicals.

  - Mandatory: This assignment has to be submitted. If the student fails to do so, he/she obtains 0% and the year mark is calculated accordingly.

  - Optional: This assignment may be submitted, but there is no obligation on the student. If the student does not submit the assignment, the year mark will be calculated as if the assignment’s weight was 0 and it will not affect the year mark.

  - Elective: If the student is given a choice to submit 1 of 3 assignments, these 3 assignments are electives. Elective assignments must also be grouped into an Elective Group.

    - Elective Group Number (GrpNo): This group defines how many of the assignments must be submitted. It also defines how the submitted assignments’ marks should be combined into the year mark. (This also applies to elective portfolios.)

    - In order for the student to select which assignments to submit, from a selection defined by the lecturer, these elective assignments must be grouped together. For such an elective group, certain information must be provided.

    - The selection criteria define how marks received for assignments in an elective

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9 There is a difference between mandatory and compulsory assignments. Compulsory assignments are required for examination admission. Mandatory assignments contribute to a year mark.
group are to be combined into the year mark. There are three different criteria:

- **Best**: The best marks should be used. If the student had to submit 3 of 5 assignments, the 3 best marks will be selected. Each of the 3 selected assignments will then contribute according to its respective weight.

- **Submitted First**: The earliest submitted assignments should be used. If the student had to submit 3 of 5 assignments only but submits all, the 3 assignments submitted earliest will be selected. Each of the selected assignment will then contribute according to its respective weight.

- **Submitted Last**: The latest submitted assignments should be used. If the student had to submit 3 of 5 assignments, the 3 assignments submit last will be selected. Each of the selected assignment will then contribute according to its respective weight.

- If the student submits fewer than the required number of assignments, for all three possible selections, assignments with the least weight will be selected, to reach the required count. For these assignments a mark of 0% will be used.

### 2.1.8.5 Year mark type

- Assignments can contribute to a year mark, practical, test, project or portfolio. In general, portfolios replace formal examinations; however, the systems cater for all components: year mark, portfolio, practical, projects, tests and examination mark. The year mark, practical, test, projects and portfolio mark are built from 'work assignments' submitted by students.

- To the computer system, there are only a few differences between normal assignments and portfolios:
  
  - Students get portfolio, practicals, project and tests (non-venue based examination) results only as examination results and will not be available to students on the student system and *MyUnisa* during the applicable tuition period.
  
  - Assignment marks are available to students on the student system and *MyUnisa*.
  
  - Portfolios can be resubmitted if a supplementary examination is awarded to a student.
  
  - The year mark and portfolio mark can each be built from multiple ‘work assignments’. The process is controlled by the Weights and Options defined for each ‘assignment’.

### 2.1.8.6 Assignment type

Assignments can be classified into three types: Individual, Group, Tests:

- **Individual assignments** are completed by each student. (This type can include portfolios, etc.)

- **Group assignments** are done by Study Groups, where a number of students are registered as a group on the system, and all students in the group submit the same manuscript/assignment.

- **Tests**: Students write tests under formal examination conditions; i.e. student write a test during a contact session and the results for this test are captured on the system as assignment marks. The
student has immediate access to the result of the test on the student system. Tests may be allocated weights to contribute to a year mark.

2.1.8.7 Supplementary examinations

- Students will be granted a supplementary examination if they achieve a minimum percentage determined by each College from the combined year mark and examination mark.

(In respect of Short Learning Programmes - Students will be granted a supplementary examination if they achieve a minimum percentage determined by the Centre/Institute/Department/Bureau)

- The year mark will not contribute to results of students writing a supplementary examination because they failed the main examination. It will contribute in the case of deferred examinations. This rule includes non-venue based supplementary assessment.

- The granting of a supplementary examination to all except candidates who failed the main examination but qualified for a supplementary will be subject to rigorous scrutiny by the individual academic department and the Executive Dean.

2.1.9 Software formats: MyUnisa and online scoring system

Assignments can be submitted on MyUnisa via two different formats namely:

- Written assignments such as essays are submitted by students electronically and processed by the Directorate: Student Assessment Administration.

- Written assignments can be downloaded by the assessor/marker directly from the web server where the students uploaded it via MyUnisa and marked. They can then upload the marked assignment.

- Multiple-choice questions (MCQs) can be submitted electronically by choosing the mark reading sheet electronic option. The assignment is marked electronically. A printout of all results is sent to the assessor after the first run so that any problems can be cleared up before the final run.

2.1.10 Admission to examinations

2.1.10.1 Students will complete such minimum amount of work during the particular academic period as determined from time to time by academic departments with the approval of the Executive Dean of a College to be awarded a due performance (DP) certificate.

(In respect of Short Learning Programmes - Students will complete such minimum amount of work during the particular academic period as determined from time to time by the relevant Centre/Institute/Department/Bureau.)

2.1.10.2 No examination entry will be accepted unless the candidate's application for registration for the current academic period has been formally approved or the student has a valid supplementary/deferred examination.

2.1.11 Use of formative assessment (assignments) as summative assessment

2.1.11.1 Assignments, portfolios, practicals, etc. may be used as final examinations.

2.1.11.2 The Directorate: Student Assessment Administration will be informed of the use of portfolios,
etc. for summative purposes through the Assessment Plan.

2.1.11.3 All the relevant assessment grading information will be in the possession of the Directorate: Student Assessment Administration as part of the assignment registration/year mark system.

2.1.12 Plagiarism

Academic departments should communicate their policies on plagiarism in clearly to students in *Tutorial Letter 101*. The tendency to plagiarize rises sharply in the context of poorly constructed assessment and teaching materials. When applied competence is assessed, students are less likely to plagiarize. See the *Policy on Plagiarism*.

2.2 Summative assessment procedures

2.2.1 Submission of examination question papers

2.2.1.1 Final examination question papers must be submitted by due dates to be determined annually in consultation between the Directorate: Student Assessment Administration and the Executive Deans. These dates should take into account academic processes and be staggered for optimal workflow efficiency.

2.2.1.2 Alternative arrangements may be made with the approval of the Executive Dean when an external body such as a professional body influences what counts as examinable material.

2.2.1.3 Administrative guidelines for the compilation of question papers will be posted on the intranet and may be forwarded to lecturers on request by the Directorate: Student Assessment Administration.

2.2.1.4 Every examination question paper must be submitted with clear instructions about the special materials required for the examination question paper and about the way in which it should be answered.

2.2.1.5 Examination question papers must be delivered by hand to the Directorate: Student Assessment Administration.

2.2.1.6 Where this is not possible, as in the case of the Department of Life Sciences, examination question papers must be sent by courier to the Directorate: Student Assessment Administration. The envelopes must bear the inscription ‘PRIVATE AND CONFIDENTIAL’.

2.2.2 Test sample

2.2.2.1 The chair of department and first examiner draw the test sample of answer books for the external examiner.

2.2.2.2 Size of test sample (number of answer books in the test sample)

- All the answer books if the total number of candidates for a particular examination question paper is less than 30. Between 30 and 50 if the total number of candidates for a particular examination question paper is more than 30.

- Compilation of the test sample
<table>
<thead>
<tr>
<th>Mark obtained</th>
<th>Number of answer books (where sample is greater than 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 40%</td>
<td>10% of test sample</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>33% of test sample</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>33% of test sample</td>
</tr>
<tr>
<td>60% - 74%</td>
<td>20% of test sample</td>
</tr>
<tr>
<td>75% and above</td>
<td>5% of test sample</td>
</tr>
</tbody>
</table>

If this type of test sample is not possible, the above should be used as a guideline, subject to a departmental decision or a representative sample must be taken.

2.2.2.3 When the sample is drawn

As far as possible, the test sample should also be representative of examination centres and be drawn:

- when a majority of the answer books has been marked for examination question papers with fewer than 200 candidates.
- when at least 200 answer books have been fully marked for examination question papers with more than 200 candidates.

2.2.3 Adjustment of marks by second examiners and external moderators

2.2.3.1 Final marks may be adjusted if a candidate obtains a mark of at most 4% below the 50%, 45%, 40% (for subminimum purposes in the adjusted course system) or 75% border at most.

2.2.3.2 The adjustment policy is applied as follows to final marks:

- **Cases of 46% to 49%**
  - 48% and 49% are considered for adjustment to 50% and, if not adjusted, then graded down to 47%.
  - 46% and 47% may be considered for adjustment to 50%.

- **Cases of 45% are not adjusted.**

- **Cases of 41% to 44%**
  - 43% and 44% are adjusted to 45%, while
  - 41% and 42% may be considered for adjustment to 45%.

- **Cases of 40% are not adjusted.**

- For subminimum purposes in the adjusted course system (courses from the second level up), 36%, 37%, 38% and 39% may be considered for adjustment to 40%.

- Where a subminimum is further concerned (in accordance with Regulation G23), cases with 1% or 2% lower than the subminimum are considered for adjustment to the subminimum. Cases with 3% or 4% lower than the subminimum may be considered for
adjustment to the subminimum. Such adjustment must only be made if it can assist a candidate to pass.

- Cases of 71% to 74%
  - 71%, 72%, 73% and 74% are considered for adjustment to 75% in order to pass with distinction, but downgrading may not take place.
- An adjustment of up to 4% is permissible on any percentage higher than 50%.

2.2.3.3 In the College of Science, Engineering and Technology, where students with 30% and above receive a supplementary examination, marks in the 27% - 29% range will not be adjusted upwards.

2.2.4 Results

2.2.4.1 Submission of marks

The closing date for the submission of marks to the Directorate: Student Assessment Administration is fixed by the Senate. Strict adherence to the closing dates as outlined in the Due Dates Schedule is thus of the utmost importance.

2.2.4.2 Publishing of results

Examination results are released on a fixed date by the Directorate: Student Assessment Administration. No examination results are to be divulged to any party prior to the official release date.

2.2.5 Remarking of examination answer book

2.2.5.1 A student may apply for remarking of an examination answer book if the final mark obtained is from 35% – 49% or 68% – 74%.

2.2.5.2 An application form must be completed and submitted to the Directorate Student Assessment Administration by the scheduled due date.

2.2.5.3 There will be an administrative fee for this process.

2.2.5.4 The scheduled due dates and fee rates will be communicated to students in the final results letter.

2.2.6 Review of examination answer book

2.2.6.1 A student may apply to view an examination answer book irrespective of the final mark obtained in the said examination.

2.2.6.2 Students may not have access to marked multiple-choice questions as this could compromise databases of questions.

2.2.6.3 Should a student wish to discuss any academic aspect of the marked examination script with the lecturer, then he/ she may contact the lecturer telephonically or by e-mail or make an appointment to see the lecturer concerned to have the discussion. This will be at the student’s own cost; e.g. the university will not fund the student’s traveling expenses. The discussion is limited to academic matters and is not on the allocation of marks. Students who are dissatisfied with their marks should follow the remark (or recheck) procedure of the university. The lecturer will contact the examination section and request a copy of the marked script in order to analyse it prior to giving feedback to the student. A copy of the examination answer
book and accompanying memorandum will be provided for viewing. The original script will remain in the Directorate: Student Assessment Administration for safekeeping.

2.2.6.4 There will be an administrative fee for this process.

2.2.6.5 The scheduled due dates and fee rates will be communicated to students in the final results letter.

2.2.7 Transgression of examination rules by students

2.2.7.1 The university’s Student Disciplinary Code applies to all registered students of the university in the event that they may be found transgressing the rules laid down for the conducting of examinations. The penalties are spelt out generally but each case is handled on its merits so the penalties are applied flexibly.

2.2.7.2 The processing of disciplinary cases is done by the Directorate: Student Assessment Administration.

2.2.7.3 The lecturers responsible for the course will be required to assess and comment on the work submitted during the course of the transgression being investigated.

2.2.7.4 Examination rules that may lead to disciplinary measures being taken against students must also be communicated to students in course-specific tutorial letters, as part of the preparation for examinations.

2.2.8 Oral examinations and/or assessment of mastery of work-integrated learning /RPL assessments

2.2.8.1 Oral examinations/ panel assessments of work-integrated learning or RPL may be arranged face-to-face or through tele- or video-conferencing if the discipline demands this method.

2.2.8.2 The first and second examiners must be present and the external examiner if the paper has one. This does not apply in all cases to RPL assessments, where the assessment panels are structured in terms of RPL policy and existing practice.

2.2.8.3 Oral examinations (except RPL orals) will at all times be arranged through the Directorate: Student Assessment Administration.

2.2.8.4 RPL oral assessments will at all times be arranged by the RPL office, in conjunction with the Directorate: Student Assessment Administration.

2.2.8.5 Oral examinations will be structured and documented for record-keeping with clear questions, assessment criteria and/ or memorandums.

2.2.9 Students with disabilities

The Directorate: Student Assessment Administration will collaborate with the academic departments to make arrangements for students with special needs resulting from disabilities including aspects such as venues, time for completion of examination and mode of the examination (tape recorded, oral, braille, etc).
SECTION 3

POSTGRADUATE ASSESSMENT OF MASTER’S AND DOCTORAL STUDENTS

3.1 Principles

All the principles of good assessment listed in the Assessment Policy apply.

3.2 Policy

The Policy Regarding Studies for Master's and Doctor's Degrees can be obtained from the Directorate: Student Admissions and Registrations. The table of contents of this policy is given below. The sections relevant to assessment are highlighted.

1. Admission
2. Admission of Foreign Students
3. Rejection
4. Powers of Finalisation
5. Role of Supervisor/ Promoter
6. Academic Standards
7. Reregistration
8. Submission of Dissertation/ Thesis
9. Appointment of Examiners
10. Duties of the Non-Examining Chairman
11. Instructions to Examiners
12. Confidentiality and Secrecy of Dissertations and Theses
13. Procedure when Application is made for Permission to Publish a Dissertation or a Thesis or any Part or Summary thereof

3.3 Qualifications

Supervisors of students doing a Master’s dissertations must hold at least an equivalent (Master’s) qualification, but preferably a doctorate, and should have a good research record. Promoters of doctoral students must themselves hold a doctorate and have a good research record.

3.4 Experience, training and mentoring

New supervisors and promoters must be trained and mentored. This is the responsibility of each department. The Research Directorate might also arrange training.

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This section is not applicable to short learning programmes
SECTION 4

ACADEMIC AND ADMINISTRATIVE ASSESSMENT SECURITY

4.1 Development of examination papers in academic departments

The preparation of examination papers must take place with strict attention given to security. Papers should not be saved to a hard drive. Computer disks or written/printed copies must be locked away at all times. If papers are sent to the Language Services Directorate for editing or translation, security must be maintained in transferring the data. The disk/document must be delivered by hand or couriered. The envelopes must bear the inscription ‘PRIVATE AND CONFIDENTIAL’. It may not be faxed or e-mailed.

4.2 Editing and translation

The editing and translation of examination papers must take place with strict attention given to security. Papers should not be saved to a hard drive. Computer disks or written/printed copies must be locked away at all times. When papers are returned to the academic department, security must be maintained in transferring the data. The disk/document must be delivered by hand or couriered. The envelopes must bear the inscription ‘PRIVATE AND CONFIDENTIAL’. It may not be faxed or e-mailed.

4.3 Moderation

4.3.1 Draft examination papers as well as examination answer books must be picked up in person by the moderator or hand delivered. Otherwise, papers must be sent and returned by courier. The envelopes must bear the inscription ‘PRIVATE AND CONFIDENTIAL’.

4.3.2 Examiners must inform the University of any change of address that could affect the despatch of draft examination question papers or examination answer books.

4.4 Delivery of examination question papers

4.4.1 Examination question papers must be delivered by hand to one of the following service points:

Muckleneuk Campus:
   Examination Administration Division
   Room 2-48, OR Tambo Building
   Preller Street
   Muckleneuk Ridge
   PRETORIA

Florida Campus:
   Examination Administration Division
   E Block, Room 107
   cnr Christiaan de Wet Road & Pioneer Avenue
   FLORIDA

4.4.2 Where this is not possible, as in the case of the Department of Life Sciences, examination question papers must be sent by courier to the stated addresses. These envelopes must also bear the inscription ‘PRIVATE AND CONFIDENTIAL’.

4.4.3 Papers are then handled in a secure area where the examination word processing centre does any final work before printing.
4.5 Printing

Papers are delivered by hand to the Production Directorate that uses a secured area for examination paper printing.

4.6 Storage

Production delivers the papers by hand to strong rooms where they are kept before the packing process. There is a strong room manager who ensures that there is no unauthorized access. Packing is done in the strong rooms where papers are placed in sealed envelopes or boxes.

4.7 Delivery to examination centres

Packages are couriered to invigilators by a courier service that has an on-site office in the Examination Division. Invigilators receive lists containing information on dates, papers and candidates with the packages and must check that all the relevant papers are there and envelopes are still intact. They are then required to store the examination papers and examination material safely in a secured area.

4.8 Security at examination centres

4.8.1 The university will ensure that the examination being written is attributable to the person being assessed by requiring students to produce identification documents at the examination centres.

4.8.2 Invigilators open papers in the presence of candidates.

4.9 Invigilation

4.9.1 Invigilators will be used for all examinations to facilitate the process, keep records and ensure security and honesty as far as possible. A manual for invigilators is available in print format.

4.9.2 Any instances of dishonesty are reported to the university and evidence forwarded. Disciplinary hearings are held.

4.10 Return of examination answer books from the examination centres

Papers are returned to the university by courier.

4.11 Issuing of papers to academics

The first examiner is responsible for receiving answer books from the Directorate: Student Assessment Administration and signing for them or for authorizing another person to do so on his/her behalf. Identification will be required when answer books are made available to examiners.

4.12 Issuing of papers to external markers

The first examiner ensures that the answer books are forwarded by courier to external examiners for marking, and returned by the same method. Markers may also collect scripts at the campus.

4.13 Return of papers

4.13.1 Marked scripts are collected by hand from the departments by the Directorate: Student
Assessment Administration.

4.14 **Integrity of data**

4.14.1 Either the academic department or the Directorate: Student Assessment Administration captures marks. Once marks are entered, they cannot be changed on the system except by written authorization of Executive Deans.

4.14.2 Mark lists are generated and signed off by the department and the relevant Executive Dean.

4.15 **Audit of papers**

Auditors audit scripts and marks after their publication.

4.16 **Preservation of records for credit accumulation and qualification completion**

4.16.1 When the results are released, they are put on the student system on each student's record.

4.16.2 The system automatically flags people completing qualifications. A 'final' record card is printed from the system and sent to the Directorate: Student Admissions and Registrations.

4.16.3 The Directorate: Student Admissions and Registrations summarizes the cards. If they are satisfied after checking, the information is sent to Graduations.

4.16.4 The record cards are stored on the electronic documentation system once the graduation ceremony has taken place.