



## CONTENTS

1. PURPOSE .....	4
2. POLICY STATEMENTS .....	4
3. ASSESSMENT PRINCIPLES.....	5
4. THE FUNCTION OF ASSESSMENT .....	6
4.1. Diagnostic Assessment.....	6
4.2. Formative Assessment .....	6
4.3. Summative Assessment .....	6
4.4. Evaluative Assessment.....	7
5. ASSESSMENT PROCEDURES .....	7
5.1. Communicating assessment information .....	7
5.2. Assessment design .....	8
5.3. Assessment instruments.....	8
5.4. Assessment methods .....	9
5.5. Assessment grading .....	9
5.6. Assessment feedback.....	10
6. ASSESSMENT RULES.....	11
6.1. Assessment submission deadlines.....	11
6.2. Progression rules.....	12
6.3. Supplementary assessments.....	12
6.4. Assessment extensions .....	12
6.5. Assessment Deviations .....	13
7. EXAMINATION PROCEDURES.....	13
7.1. Examination timetable.....	13
7.2. Setting examination papers .....	13
7.3. Printing examination papers.....	13

7.4.	Storage of examination papers.....	13
7.5.	Examination venues.....	14
7.6.	Invigilation.....	14
7.7.	Supplementary examination opportunities.....	14
7.8.	Examination grading and feedback.....	14
8.	EXAMINATION RULES.....	15
9.	EXPERIENTIAL LEARNING .....	16
10.	RECOGNITION OF PRIOR LEARNING (RPL) .....	16
11.	MODERATION PROCEDURES.....	16
11.1.	Internal Moderation.....	17
11.2.	External Moderation .....	17
11.3.	Appointment of external moderators.....	18
11.4.	External moderation feedback.....	19
11.5.	Moderation reports .....	19
12.	ASSESSMENT ADMINISTRATION .....	19
12.1.	Assessment records .....	19
12.2.	Assessment file .....	20
13.	ASSESSMENT APPEALS.....	20
14.	POLICY REVIEW .....	21
	ANNEXURE A - LEVEL DESCRIPTORS .....	22

## 1. PURPOSE

The purpose of this policy is to ensure that the assessment and moderation procedures are clearly outlined and consistently implemented by staff members that are sufficiently trained in assessment and moderation methodologies.

The aim of the policy is to enhance teaching and learning by providing guidelines on the monitoring of each student's progress and the provision of valid and reliable feedback in order to empower a student to improve his/her performance.

## 2. POLICY STATEMENTS

A positive and constructive approach must be maintained throughout the assessment and moderation processes, from planning through to activity and observation to the final stage where feedback is given.

The degree of correspondence between programme and course objectives or aims, the teaching and learning activities and processes, and the assessment thereof in respect of methods, criteria and feedback must be aligned.

There must be consistency in grading student performance within an individual marker or between multiple markers of the same learning units and consistency within the institution more broadly.

The assessment regulations of the institution must be published and clearly communicated to the students and relevant stakeholders. The regulations must ensure that assessment procedures are robust and secure and that breaches of assessment regulations are dealt with effectively.

All student assessment must be undertaken by suitably experienced and qualified assessors trained in the theory and practice of assessment procedures adopted by the College.

Assessment procedures must be clearly communicated to students and all assessment outcomes must be made available to students for purposes of a) verification (to check the accuracy of data capturing of grades); b) appeal (to request a re-grading for a specific assessment event - not all events simultaneously - which must be made in

writing, citing the biographical details of the assessment event and reasons for the re-grading request); and c) supplementary assessment submissions in instances where a student qualifies for such a submission.

All assessment practices must be guided by procedures and must allow for student appeals and the verification of grades, including the possibility of legitimate re-grading of student performances, and providing for re-assessment (supplementary) opportunities in order to accommodate legitimate non-performance by a student due to illness or compassionate leave, or under-performance as a consequence of acceptable self-discovery and improvement in learning competency.

All assessment performances must be either internally or externally moderated (verified) by suitably qualified moderators, who must be appointed on the basis of their understanding of applying critical benchmarks to higher education learning outputs and who are familiar with the formative and entry-level vocational requirements for graduates as well as good practice criteria for the industry sectors in which they participate.

The internal and external moderation of all assessment outcomes must be done in an evaluative and transparent manner and must contribute to advancing the quality of teaching and learning at the institution as well as advising on capacity development areas for the institution, particularly in the areas of infrastructure and human resource development.

### 3. ASSESSMENT PRINCIPLES

The College recognises that educational assessment involves the processes of collecting, analyzing and interpreting student performance for a variety purposes. Assessment at Cape Town College of Fashion Design is based on the VACS Analysis method. The assessors and moderators therefore ensure that assessments are:

- **Valid** – the judgements about a student’s competence can be accurately measured against pre-determined criteria
- **Authentic** - the assessment activities are appropriate, fair and worthwhile. The students are assessed fairly and without assistance in the production of assessment outcomes.
- **Current** – the programme is assessed at the appropriate level in keeping with the expectations for a student at that level. The assessment activities are in

keeping with the needs and requirements of the industry and incorporate pertinent workplace situations, activities and studies.

- **Sufficient** – evidence gathered is sufficient to enable an assessment decision to be made.

## 4. THE FUNCTION OF ASSESSMENT

The College recognises the fundamental importance of student assessment for multiple purposes that inform systemic judgments particularly to teaching and learning practices at the College.

The College appreciates that assessment serves a variety of functions which may include the following:

### 4.1. Diagnostic Assessment

The purpose of diagnostic assessment is to identify the students' strengths and weaknesses for purposes of academic preparedness interventions, selection, admission and placement. The College utilizes this form of assessment during the application interview and for the evaluation of the application portfolio.

### 4.2. Formative Assessment

The purpose of formative assessment is to enhance the learning process by giving students the opportunity to develop the valued knowledge, skills and attitudes of the discipline and to this end assessment feedback is critical.

The College incorporate numerous formative assessment opportunities into the design of the curriculum and ensures that theoretical and practical skills are assessed regularly. Feedback is provided on an ongoing basis both formally and informally. Assessors are thus able to monitor student competency and progress, and their understanding of the intended learning outcomes, and to provide appropriate interventions as and when required.

### 4.3. Summative Assessment

The purpose of summative assessment is to inform judgments made about student achievements for purposes of promotion and certification.

This is a final assessment to record a mark for competence demonstrated, where all relevant criteria should be met, i.e. evidence of learning, projects and portfolios.

#### **4.4. Evaluative Assessment**

The purpose of evaluative assessment is to inform judgments about the quality of a course or the learning programme as a whole for programme review purposes. The Assessment Committee reviews assessment trends and makes recommendations for improvement based on these findings.

## **5. ASSESSMENT PROCEDURES**

### **5.1. Communicating assessment information**

All assessment opportunities must be communicated to the student in writing. The facilitator must further discuss the assessment opportunity and/or answer any questions that the students may have.

#### **Module Guide**

The module guides must be made available to students at the commencement of the academic year. The following information, specific to each module, can be found in the module guides:

- Assessment Criteria
- Assessment Opportunities
- Assessment weights
- Promotion requirements

#### **Briefs**

A typed brief must be handed out to each student on the first day of the allocated time allowed for the completion of the brief. The appropriate brief template must be used in all instances.

#### **Tests**

Student must be given 2 weeks notice prior to having to sit a test. Facilitators are required to briefly outline what outcomes the test will assess.

#### **Examinations**

The examination timetable must be made available to the students at least 2 weeks prior to the commencement of examinations. Facilitators are required

to briefly outline what outcomes the exam will assess and any details relating to the exam (e.g. open book etc).

## **5.2. Assessment design**

All facilitators who are responsible for planning and designing assessment opportunities are internally trained in the assessment approach adopted by the College and the relevant procedures and the academic principles that underpin effective assessment of student outcomes.

The facilitator must design the assessment opportunity in consultation with the rest of the academic team and ensure that the assessment is internally moderated by the Academic Head. The facilitator must ensure that the relevant templates are used and that the moderation reports are completed.

When designing an assessment opportunity, the facilitator must ensure that the assessment opportunity:

- is clearly laid out and all relevant information is included
- is “fit for purpose” and is designed in order to test the students ability to demonstrate the required knowledge, skills and attitudes
- is appropriate to the module NQF level (refer to level descriptors - Annexure A)
- promotes a logical progression towards the attainment of the intended learning outcomes
- simulates industry requirements as far as possible
- uses correct grammar, spelling, headers, footers and dates

## **5.3. Assessment instruments**

The aim of the programme is to equip students for a career in the fashion industry. It is therefore crucial to assess students on their ability to complete assessments that simulate the demands of the industry. In order to fulfill this requirement, the institution adopts a range of assessment instruments including but not limited to:

- Case studies
- Reports
- Practical exercises
- Practical projects
- Project documentation
- Tests
- Practical examinations

- Theory examinations
- Oral presentations
- Multi-media presentations
- Portfolio
- Range

#### 5.4. Assessment methods

The following methods of assessment can be used. The facilitator should select the method that is most appropriate to the relevant learning outcomes and assessment criteria.

- Facilitator assessment
- Self assessment
- Peer assessment
- Group assessment

#### 5.5. Assessment grading

Facilitators must grade the students' ability to demonstrate the assessment criteria according to the competence descriptors outlined in the following table:

Descriptor	<b>Outstanding</b> The assessment criterion has been achieved at an excellent level	<b>Highly Competent</b> Work is of sound standard, and merits special recognition. Indications of excellence	<b>Competent</b> The minimum requirements have been met	<b>Not yet competent</b> The submission needs development to meet the required standards	<b>Not achieved</b> the submission does not meet the requirements	<b>Not available</b> for assessment
Mark Allocation (or multiples of)	5	4	3	2	1	0
Symbol Allocation	A	B	C	D	E	-
Grade Allocation	Distinction	Merit	Pass	Fail*	Fail	Fail
Percentage Allocation	80- 100%	65- 79%	50- 64%	30-49%	1-29%%	0

1. \* A student qualifies for a supplementary assessment opportunity if the grade awarded is 40% or higher

## 5.6. **Assessment feedback**

Assessment feedback must occur after each and every assessment within a set time frame as specified by the Academic Head. Feedback must identify where misunderstandings have occurred and the ways in which the students can improve. Feedback must be provided on both marked and self-assessed assignments.

Feedback must be constructive and must explain what was completed correctly and congratulate the student on what has been successfully achieved. The facilitator must also highlight problem areas and outline ways in which the student can improve his/ her knowledge and skills.

Feedback on unsuccessful performances should be handled sensitively and facilitators must explain to the student why criteria were not met and what can be done to achieve the expected outcomes.

Feedback is communicated to the student using one or many of the following methods:

### **Individual Feedback Sessions**

Students are given the opportunity to gain ongoing feedback from the facilitator while completing their practical assessments and briefs. Post-assessment feedback is available on an individual basis and is encouraged for at-risk students. Feedback is recorded on an Assessor Observation Sheet and signed by both the assessor and the student.

### **Tutorials**

Tutorials consist of 3-8 students and are conducted regularly to assist students to successfully complete assessments. Students are encouraged to actively participate in the tutorial sessions and critically analyse their own and each others work. Post assessment feedback tutorials are conducted when marks and assessments are returned to the students.

### **Assessment Mark Sheets**

Assessment mark sheets must be made available to all students on completion of any assessment and marking process. Assessment mark sheets must include the student number (not the student name) and a breakdown of the marks.

### **General Feedback**

The preferred method of general feedback is typed. General feedback is given to students when common problems, misunderstandings or areas requiring improvement are identified.

Facilitators may choose to give general feedback in the form of a lecture or a tutorial and in such situations it is the responsibility of the students to record the feedback. Students are encouraged to actively participate and ask questions.

### **Progress Meetings**

Each student has the opportunity to meet with a panel of facilitators, including the Academic Head, at the end of each term, to discuss his/ her overall progress, participation, attitude and performance. Minutes of the meeting must be made available to the student.

At exit level, each student will receive feedback from a panel of internal assessors and external moderators on his/ her ability to demonstrate the exit level outcomes and his/ performance measured against the associated assessment criteria. Minutes of the meeting must be made available to the student.

## **6. ASSESSMENT RULES**

### **6.1. Assessment submission deadlines**

- Students must give an honest account of themselves in Tests and Assignments whether written, oral or practical.
- Due dates or deadlines will be given for all projects and late submissions are not encouraged as a penalty of 25% mark deduction is applied for each day late.
  - The penalties set out here **MUST BE APPLIED IN ALL INSTANCES**, in order to remain consistent.
- Illness is the only acceptable reason for non-submission, whereby a doctor's certificate will need to be presented on return from illness.
- The Deadlines set by the Facilitators are not negotiable.
- The Head of the College reserves the right to terminate the attendance of a student who does not meet the study and work ethic requirements of the College.

- All submissions must be made in the format specified in the brief outline. Late submission of work may not be made via email and will not be accepted unless specified in the brief.

## **6.2. Progression rules**

- A recorded mark of 50% or above for an assessment means that the student has passed the assessment.
- A recorded mark between 40% and 49% for an assessment entitles the student to a supplementary assessment opportunity.
- A recorded mark of 39% or less for any assessment means that the student has failed the assessment.
- A course average of 49% or less means that the student has failed the course and will have to repeat the course.
- Should a student repeat a course, an additional fee is payable per course on the day of re-registration.

## **6.3. Supplementary assessments**

- It is understood that each student is unique and therefore assessment is designed, as far as possible, to accommodate each individual's way of learning.
- Should a student fail to meet the required assessment (brief, tutorial or test) outcomes and qualify for a supplementary assessment opportunity then s/he may apply for a supplementary assessment opportunity by completing the supplementary assessment application form and submitting it to the academic quality committee.
- The facilitator may set a supplementary assessment using an alternative assessment instrument and the student will only be required to demonstrate competency for the outcomes that s/he has shown non-competency for.
- The mark for the supplementary assessment will replace the original mark.
- A fee for each supplementary assessment opportunity will be charged.

## **6.4. Assessment extensions**

- Applications for extensions may be made due to one of the following circumstances:
  - Illness – valid medical certificate
  - Death in the family – signed letter from parent
  - Extenuating circumstances – signed letter from parent
- Should a student apply for an extension then s/he must complete the application an assessment extension form, including required

documents, and submit it with the relevant assessment. The facilitator has the right to verify all documentation submitted by the student.

- Applications for an assessment extension must be made to the relevant facilitator prior to the hand in date.

## **6.5. Assessment Deviations**

Assessment deviations are permitted from time to time in order to provide the students with an enhanced learning experience. Changes should be made in order to assist and not hinder the learning process and it is the responsibility of the Facilitator to clearly communicate these changes in writing to the students.

Changes made to deadlines must be approved by the Quality Assurance Committee and must not interfere with any other assessments. Such changes must at all times be clearly communicated to all students, in writing.

## **7. EXAMINATION PROCEDURES**

### **7.1. Examination timetable**

The examination timetable is set and approved by the Quality Assurance Committee and must be distributed to the students 2 weeks prior to the commencement of the examinations.

### **7.2. Setting examination papers**

Examination papers must be set by the facilitator responsible for teaching the module and internally checked (moderated) by the Academic Head.

### **7.3. Printing examination papers**

Exam papers must be duplicated only once students have left the premises. Papers must be collated and stapled immediately. An additional paper must be copied for the invigilator. The stack of papers, with the memorandum is sealed into a tamper proof bag.

### **7.4. Storage of examination papers**

Examination papers are stored in the College store room. Access is controlled by the Head of Administration. Papers must be collected ½ hour before commencement of exam by invigilator from Head of Administration.

Marked and moderated answer sheets, the exam paper and memorandum are bound and stored in the relevant box in the lockable store room.

### **7.5. Examination venues**

The examination venue must be prepared prior to the commencement of exams by removing any books, equipment and materials that are not relevant. Invigilators are required to monitor neatness, light, ventilation and heating during the examination period.

### **7.6. Invigilation**

An invigilator must, at all times, be present for the duration of an examination and must enforce all rules and regulations pertaining to formal assessments.

An invigilation briefing session must be conducted prior to the commencement of the examination. The induction process will include the examination rules and regulations as well as follow up procedures should transgressions occur.

It is recommended that students are given 10 minutes to read through the examination paper and ask any questions relating to the wording or clarification of the questions.

The facilitator who set the examination paper should be available to answer any questions relating to errors or ambiguities within the question paper for the first 10 minutes of the examination.

### **7.7. Supplementary examination opportunities**

Should a student miss an examination due to ill health, a death in the family or extenuating circumstances, as approved by the quality assurance committee, s/he will be granted a supplementary examination opportunity.

### **7.8. Examination grading and feedback**

All examinations will be conducted internally in a formal manner. Students will receive written and/ or oral feedback after examinations.

## 8. EXAMINATION RULES

The Rules and Regulations pertaining to examinations must be clear to all participants prior to the commencement of examinations. The set rules must be relevant and enforceable. Infringement of the rules may result in disciplinary processes.

- Students should be in the exam room at least 10 min before the start of the exam. It is the student's responsibility to note the exam dates and times, as per the exam timetable.
- Should a student be more than 30 min late for an exam lasting 2 hours or less, access to the exam facility will be denied. The student will not get additional time.
- Should a student not be able to write an examination due to a medical condition, and provides C.T.C.F.D with a valid medical certification for that exam date, the student will automatically qualify for a supplementary examination.
- No personal effects such as, bags, files etc. may be taken into the examination room. Bags are to be placed in designated area.
- Cellular telephones, cameras of any kind, IPODs, MP3 players, personal computers, Personal Digital Assistants (i.e. Palm Pilots) or any other device that is electronic are NOT allowed in the examination room.
- Students must provide their own tools and materials needed for examinations. Students will be notified of the relevant requirements.
- No books, writing paper, notes or any other material may be taken into the examination room, except where prescribed.
- Students are permitted to leave the examination room once they have completed writing their examination. Those students will not be allowed back into the examination room until the stipulated finishing time of the examination.
- Answers to questions should be written legibly in blue or black ink (theory examinations).
- No talking will be tolerated during an examination.
- All students are expected to be present for their allocated exam moderation feedback sessions.
- To qualify for exam moderation students must have a 90% attendance record during the first semester.
- Any student found contravening these rules will be liable for disciplinary action.

## **9. EXPERIENTIAL LEARNING**

The module description and intended learning outcomes for experiential learning is communicated to the supervisor responsible for overseeing the student within the relevant workplace.

Students are required to complete a single experiential learning assessment which complies with the same principles and procedures outlined in the assessment policy.

## **10. RECOGNITION OF PRIOR LEARNING (RPL)**

The assessment of a portfolio submitted for RPL purposes, complies with the same principles and procedures outlined in the assessment policy. RPL assessment procedures are conducted by the Academic Head and internally moderated by the Quality Assurance Committee.

## **11. MODERATION PROCEDURES**

Moderation is the process that supports and evaluates the assessment environment, process and instruments with a view to confirming the reliability and authenticity of assessment results and improving the quality of assessments and assessors. This policy is designed to provide guidelines for this process as well as to provide for consistent, fair and reliable moderation of assessments across all programmes offered in line with the requirement of SAQA and the NQF, as this forms an essential part of the quality assurance process

Moderation is conducted internally as well as externally. The moderation procedure is responsible for maintaining the credibility of the qualifications being awarded.

An awareness of the following factors, which can prevent an assessment from being reliable, are:

- Assessor prejudice
- Personal interpretation of syllabus outcomes
- Different assessors applying different standards
- Assessor stress and fatigue
- Insufficient evidence gathered
- The moderation procedures should be transparent.

## 11.1. Internal Moderation

All formative assessment opportunities are internally moderated by the Academic Head who has sufficient training and experience to measure and report on the alignment, credibility, legitimacy, sufficiency, transparency and rigor of student performances. The internal moderator performs this function before and after each assessment event contained in every course of the learning programme.

The internal moderator represents the needs of the candidate and therefore the sampling and decisions taken should be in the best interest of the candidate.

The internal moderator will:

- check assignment briefs prior to use
- monitor individual assessor practice
- sample assessment decisions, working towards consistent application of the standards being used
- standardise assessment judgments through constant reference to the wording of the assessment and grading criteria and through ensuring assessors' shared understanding of standards
- sample assessment methods to confirm that evidence is sufficient, authentic and valid
- ensure clear, auditable records and reports
- evaluate the quality of formative guidance and the effectiveness of assessment planning
- identify problems at an early stage and so provide support to assessors
- share good practice and a common understanding of assessment and grading criteria
- ensure full and complete assessment records and reports
- ensure that evidence is fully referenced

## 11.2. External Moderation

All exit-point, summative assessment events are externally moderated by a minimum of two external moderators who are qualified to measure and report on the alignment, credibility, legitimacy, sufficiency, transparency and rigor of student performances.

For their exit level, summative assessment, students are required to compile a professional design portfolio, in addition to selecting and displaying a cross section of work as prescribed in the relevant brief.

External moderators are briefed on the assessment criteria and intended learning outcomes and are provided with the relevant module guide(s), assessment briefs and assessment mark sheets.

**Moderation Checks:**

- Assessment instruments and processes are to be judged in terms of their appropriateness, fairness, validity and sufficiency for assessment, in accordance with quality assurance requirements.
- The Assessor's interpretation of assessment criteria and correct application procedures.
- The moderation will confirm that special needs candidates have been provided for but without compromising the required standards.

**The moderation decision will:**

- Confirm the assessment decisions where it is clear that requirements for fairness, reliability and consistency have been achieved or,
- Indicate where the assessment failed to meet the quality requirements
- The proportion of assessment decisions selected for moderation will be 10% of all summative assessments completed
- Appeals against assessment decisions will be handled in accordance with the appeal procedures
- Moderation findings will be reported to designated role-players within agreed timeframes
- Records of all moderation activities will be maintained in accordance with Cape Town College of Fashion Design's requirements
- The confidentiality of information relating to candidates and assessors will be preserved

### **11.3. Appointment of external moderators**

A minimum of 2 suitable external moderators must be appointed and approved by the Academic Board. An external moderator is deemed to be suitable if s/he can demonstrate that s/he has sufficient higher education experience, adequate professional experience in the fashion industry and is competent in external moderation procedures. S/he must also produce evidence that s/he has the knowledge and skills to apply relevant disciplinary and vocational/professional benchmarks to the measurement of exit level outcomes.

#### **11.4. External moderation feedback**

On completion of the moderation process the internal assessors, the external moderators, and the Academic Head and the Head of Administration meet to debate and discuss the general strengths and weaknesses observed, to clarify any discrepancies in the marks and to sign off the final marks. Minutes are taken and feedback is directed back into the planning for the following year/cycle.

Moderation advice will ensure that the nature and quality of advice promotes assessment in accordance with good assessment principles and enhances the development and maintenance of quality management systems in line with local and international best practice.

Advice will include recommendations on:

- Quality Management Systems
- Issues such as Planning, Staffing, Resources and Training
- Recording Systems

#### **11.5. Moderation reports**

Internal moderation reports will be compiled and forwarded to the Academic Board on a quarterly basis. These reports will contain minutes of moderation meetings as well as statistical reports. External moderation reports will be forwarded to the Assessment Committee for review and the Academic Board for approval.

### **12. ASSESSMENT ADMINISTRATION**

#### **12.1. Assessment records**

After the grading of an assessment event, all assessment grades must be forwarded to the Head of Administration so that they can be captured in the student record database.

After the capturing of grades a verification report must be generated. It is compulsory for students to sign and verify that the recorded grade is correctly captured in the database.

All assessment results, including the assessment outcomes, are made available to students for purposes of enhancing the learning process, verification and appeal

Completed examination papers must be labelled and stored in the store room. The label must contain the following information:

- Full course name
- Year, Month, day

## 12.2. Assessment file

The following assessment information must be kept on record for each module of the programme.

- Module guide
- Assessment opportunities - Briefs:
  - Approved and edited brief (including any attachments)
  - Assessment mark sheet
  - Pre & Post moderation form - signed
  - Signed hand in time sheet (signed by students)
  - Signed assessment mark sheet (signed by students)
  - Assessment samples (poor, medium and good)
  - Assessment feedback
- Assessment opportunities – Tests/ examinations:
  - Exam cover page
  - Approved and edited test/ exam
  - Test/ exam memorandum (answer sheet)
  - Pre & Post moderation form - signed
  - Signed assessment mark sheet (signed by students)
  - Completed tests (poor, medium and good)
  - General feedback (if applicable)

## 13. ASSESSMENT APPEALS

Students have the right to appeal against an assessment decision made by an assessor.

Disputes arising from under/non-performance by a student on an assessment task, or disputes arising from disagreement about competency judgments reached by assessors of a student's performance in a given assessment task or combination of tasks are managed by a suitably qualified person or persons in a transparent fashion. The procedure must allow students and their guardians to engage with appropriate personnel in order to reach a satisfactory conclusion in the event that a specific or non-specific remedy is sought.

Participants in disputes are bound by 'good-faith' practices and must make every effort to utilise the appeals committee in the event that a final dispute resolution cannot be reached that satisfies both parties.

The following formal appeals procedure must be adhered to:

**Step 1 – Verbal**

Students may appeal the assessment decision within 3 days of the assessment decision being made available to them by discussing the grievance with the facilitator/assessor and the internal moderator.

**Step 2 – Internal moderation**

Should the student be dissatisfied with the outcome of step 1, s/he may request that the assessment be re-marked by another qualified assessor, within 1 day of grievance discussion (step 1).

**Step 3 – External moderation**

Should the student be dissatisfied with the outcome of step 2, s/he may request that the assessment be moderated by an external moderator, within 1 day of receiving the results of the internal moderation (step 2).

In any dispute, the institution must ensure that an accurate and transparent public record of the dispute, dispute processes, resolutions and decisions taken are recorded and archived.

The final grade for a module cannot be appealed for purposes of re-grading or for supplementary submissions. Continuous assessment means that each separate assessment task is concluded on the above basis prior to the calculation of the final module grade.

A student will be charged for each re-assessment opportunity applied for. Refer to the College Fee Schedule for charges.

## **14. POLICY REVIEW**

The Quality Assurance Committee is responsible for monitoring the effectiveness of the policies and procedures outlined in the Assessment Policy and for making any recommendations for improvement to the Academic Board for approval. The Policy will be formally reviewed every two years in order to identify the strengths and weaknesses of moderation systems and processes in terms of their manageability and potential to make sound judgements on the consistency, fairness and validity of assessment decisions.

## ANNEXURE A - LEVEL DESCRIPTORS

Assessors are required to refer to the following table outlining the level descriptors, when setting and marking an assessment:

NQF LEVEL	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> year
<b>COMPREHENSION</b>			
<b>5</b>	<b>20 - 30%</b>	<b>15 - 25%</b>	<b>10 - 20%</b>
	<p><b>Description</b> Understand meaning, re-state data in one's own words, interpret, extrapolate, translate</p> <p><b>Examples of assessment activities</b> Explain or interpret meaning from a given scenario or statement, make recommendations, reaction or solution to given problem, provide examples</p> <p><b>Verbs that can be used in assessment questions</b> Explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, estimate, interpret, give examples</p>		
<b>APPLICATION</b>			
<b>6</b>	<b>30 - 40%</b>	<b>20 - 30%</b>	<b>10 - 20%</b>
	<p><b>Description</b> Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances</p> <p><b>Examples of assessment activities</b> Put a theory into practical effect, demonstrate, solve a problem</p> <p><b>Verbs that can be used in assessment</b> Use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond</p>		
<b>EVALUATION AND SYNTHESIS</b>			
<b>7</b>	<b>30 - 40%</b>	<b>40 - 50%</b>	<b>50 - 60%</b>
	<p><b>Description</b> Interpret elements, structure, develop new unique solutions develop new unique solutions, approaches, ideas; creative thinking,</p> <p><b>Examples of assessment activities</b> Identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs. Design solutions, integrate methods, resources, ideas, parts; create new approaches, write contingencies</p> <p><b>Verbs that can be used in assessment</b> Analyse, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify</p>		