cape town college of fashion design

ASSESSMENT OUTLINE POLICY	
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CONTENTS

1. PURPOSE

CTCFD - Cape Town College of Fashion Design (henceforth referred to as The Institution) and the qualifications offered: Higher Certificate in Fashion Design, Diploma in Fashion Design, Advanced Diploma in Fashion Design and Bachelor of Fashion Design (henceforth referred to as The Qualifications) utilize an variety of assessments to measure the intended learning outcomes and exit outcomes. This Assessment Outline Policy gives the reader a broad perspective of The Institution's Assessment Policy and is intended as a supportive document to underpin the approach outlined in The Institution's Assessment Strategy Policy.

Assessment is an integral part of the teaching and learning process at The Institution and is not used to measure outcomes alone, but is also a means to develop lifelong learning. Assessment procedures and policies should be credible, transparent, reflect academic integrity, and promote equity and fairness to all students in order to foster equality and social justice.

2. OVERVIEW OF POLICY

Assessment is central to learning and teaching as it is the key mechanism for evaluating the performance of students. As such, it is the basis for awarding credits, and ultimately of qualifications. The Institution's policy on assessment is developed on the basis of the understanding that assessment is the critical process that is employed to identify, gather and interpret information and evidence that would enable reasonably objective judgments to be made regarding the extent to which a student has achieved the learning outcomes of a course or module that leads to a qualification.

- Assessment refers to the systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in the specific Qualification's curriculum.
- The Institution's Assessment Strategy Policy incorporates all institutional policies related to assessment such as the Recognition of Prior Learning (RPL) and Work Integrated Learning (WIL), amongst others.
- The strategic policy has appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and the development of staff competence in assessment.
- Standards of qualifications are maintained by ensuring that assessment is appropriate to the particular modules and exit level outcomes of the programme in question.
- Assessment criteria are openly and clearly communicated to students in the interest of validity, transparency and accountability. Assessment judgments are justifiable; and the roles and responsibilities of the student, lecturer, examiner, moderator and institutional quality assurance/governance departments are clearly stated and communicated.
- Secure and reliable recording of assessment results and record-keeping systems that ensure the security of the assessment system, especially with regard to plagiarism and other misdemeanours, are in place.

3. PRINCIPLES OF ASSESSMENT

The following principles underpin the assessment practices of The Qualifications at The Institution:

- Assessment is an integral part of the teaching and learning process and is systematically and purposefully used to identify, gather and interpret information against the required competencies in a qualification in order to make judgement about a student's achievement. It is a continuous and iterative process that is not used to measure learning only but is also as a means to develop lifelong learning and to promote innovative and creative thinking in order to consolidate existing learning and build further learning. Furthermore, assessment is a tool for lecturers to reflect on success of their teaching approaches.

- Assessment procedures and policies should reflect academic integrity and quality through a consistent, reliable, appropriate and a systematic approach that establishes that the assessment criteria have been met and that performance to the required standard has been measured. The criteria for effective assessment include:

  - **Validity and reliability:** Assessment must be valid and fit for purpose. The assessment measures what it intends to measure and the actions that are based on the results of the assessment are appropriate and accurate

  - **Fairness:** Assessment policies, systems and procedures promote equity and fairness to all students and provide assistance to overcome inabilities or disabilities that may have an effect on student performance. Assessment should be perceived to be fair and equitable, giving students a reasonable opportunity to demonstrate their skills and knowledge acquired

  - **Credibility:** Assessment procedures and practices are supported by effective, reliable and accurate administration procedures. Where assessment involves examinations, the security of the examination papers and marks is essential as is the moderation of paper marking.

  - **Transparency and accountability:** Information on assessment and assessment activities are known and publically available to all stakeholders. There is a clear understanding of the purposes of the assessment process, its consequences and inferences made where all role players can provide evidence of the development and moderation of assessment activities with which they are involved.

  - **Social justice and equality:** There is an absence of bias in assessment practices such that they do not in any way hinder or advantage specific students.

  - **Sensitivity to language:** Care is taken to use appropriate language in assessment so that the use of language does not become a barrier in learning and assessment processes.

4. APPLICATION (PRACTICES AND SYSTEMS) OF ASSESSMENT

The following policy statements seek to guide assessment systems and practices at The Institution:

- The Institution is responsible for translating policy into sound assessment practice and has an overall assessment policy within which the specific procedures for assessment demonstrate and provide evidence of the quality management systems that they have in place. In particular, these

include policies, strategies, procedures and resources to quality assure, support, develop and monitor the implementation of assessment in line with the criteria and requirements of the HEQC.

- A comprehensive and inclusive assessment policy incorporates all institutional policies related to assessment such as the Recognition of Prior Learning (RPL) and Work Integrated Learning (WIL) among others. The relevant governance structures within the institution are responsible for overseeing and monitoring the implementation of the institution's assessment policy.

- The different modes of delivery of programmes have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL and the development of staff competence in assessment.

- Standards of qualifications are maintained by ensuring that assessment is appropriate to the particular modules and exit level outcomes of the programme in question. Such outcomes include disciplinary knowledge and competence at the appropriate level for the type of qualification in question as determined by the NQF.

- There is an appropriate balance between, and mix of different teaching, learning and assessment methods in the programme. A range of assessment options are considered where appropriate, such as (a) peer and self-assessment; (b) formative and summative assessment; (c) continuous and integrated assessment and (d) criterion- and non-criterion assessment which ensures that all learning outcomes are validly assessed. The level of challenge of the assessment in the programme is appropriate to the level of the qualification to which it leads.

- Effective assessment practices, which include internal and external assessment and moderation, test student competence to achieve the intended learning outcomes and is used to improve the quality of learning and teaching:

  o **Internal assessment:** This is assessment of student learning achievements by academic staff responsible for teaching a module within the programme. Assessment criteria specifies the understanding, knowledge, skills, actions, values and attitudes that a student must display in order to provide suitable evidence that outcomes and foundational, practical and reflective competencies have been achieved.

  o **Internal Moderation**: This is an aspect of assessment whereby a staff member who was not directly involved in teaching and setting the assessment tools reviews the internal assessment process. Academic staff members are responsible for designing, implementing and marking both formative and summative student assessments, for recording results and for providing feedback to students. For summative assessment, especially where more than one marker is involved, internal moderation is undertaken to ensure the reliability of the assessment procedures and marks.

  o **External Moderation:** The Institution's Assessment Strategy Policy provides for a system of external moderation whereby the learning achievements of students at the exit level of a qualification are moderated by appropriately qualified external academics who have been appointed according to clear criteria and procedures and who conduct their responsibilities in terms of clear guidelines. External moderators are recommended by the examining

academic department and are independent experts in their fields, and should have qualifications that are at least one level above the level of the qualification being examined, but preferably higher.

- Suitable learning opportunities are provided to students in order to facilitate the acquisition of the knowledge and skills specified in the programme outcomes. Information relating to assessment (including learning outcomes, assessment criteria as well as assessment procedures and dates) is provided in all modules or topics. Equal assessment opportunities are provided for all learners regardless of ethnicity, gender, culture, disability, social class, language and other contextual features.

- Assessment criteria is openly and clearly communicated to students in the interest of validity, transparency and accountability. Assessment judgments are justifiable (explained and defended) to ensure responsibility and accountability for translating the assessment policy into sound practices that adhere to principles of best practices. The roles and responsibilities of the student, lecturer, examiner, moderator and institutional quality assurance/governance departments are clearly stated and communicated.

- Efficient management systems, processes and procedures are in place to administer the process, promote good practices for grading, and provide feedback to students. The Institution takes measures to ensure the reliability, rigour and security of the assessment system in operation for maximising the accuracy, consistency and credibility of results, including consistency of marking and concurrence between assessors and external examiners on the nature and quality of the evidence that indicates achievement of learning outcomes.

- Secure and reliable recording of assessment results and record-keeping systems that ensure the security of the assessment system, especially with regard to plagiarism and other misdemeanours, are in place. They are transparent and defensible to all stakeholders. Breaches of assessment regulations are dealt with effectively and timeously.

- The assessment system is rigorous and secure. Rules governing assessment procedures such as the marking and grading of results, aggregation of marks and grades, progression and final award and credit allocation and articulation are published and communicated to students and relevant stakeholders.

- The development of staff competence in assessment, whereby academic staff members are provided with training support that will allow them to assess validly and consistently to enhance the overall quality of the module/course/qualification, is a necessity.

- An open and transparent appeal process is in place and The Institution ensures that there are mechanisms in place to provide administrative support.

5. REFERENCES

Council on Higher Education, 2016. *Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in higher education,* CHE: Pretoria.