1. **ASSESSMENT PRACTICES**

**4.1**

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| **Instructions:**   * Interrogate each statement, consider all relevant data available and rate whether the programme:   + exceeds minimum standards   + meets minimum standards   + partially meets minimum standards, but with improvement needed   + partially meets minimum standards, but with significant improvement needed   + does not meet the majority of the minimum standards. * Justify the ratings in a concise, analytical and reflective summary. * Where the programme needs improvement, indicate what actionable improvements will be taken by the institution within specified timeframes to ensure that programme meets minimum requirements. * Compile supporting evidence to substantiate the institution’s response and list it systematically in the space provided. The actual supporting evidence should be uploaded on HEQC Online system at the time of submission and should correspond to the list of evidence below. |

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| **STATEMENT** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| The Assessment strategy is aligned with the Teaching and Learning Strategy of the Programme |  |  |  |  |  |
| The assessment strategy is commensurate with the NQF level and exit level outcomes of the programme |  |  |  |  |  |
| Different forms of assessment (example, formative, continuous, integrated and summative assessment) are available and implemented |  |  |  |  |  |
| The Institution provide timeous feedback to students on assessments tasks. |  |  |  |  |  |
| Assessment is transparent, fair and appropriate to the outcomes and the mode of delivery. |  |  |  |  |  |
| The Institution provides staff development opportunities in relation to assessment. |  |  |  |  |  |
| Provision is be made for the internal and external moderation of assessment. |  |  |  |  |  |
| External moderators are appointed for all exit level modules of the programme. |  |  |  |  |  |
| Assessment practices and capturing of marks are secure. |  |  |  |  |  |
| Formal and informal opportunities exist for the settling of student disputes regarding assessment results. |  |  |  |  |  |
| Assessment instruments for this programme are designed for RPL in accordance with the Institution’s policies on fair and transparent assessment. |  |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Exceeds minimum standards** | **Meets minimum standards** | **Partially meets minimum standards, but with improvement needed** | **Partially meets minimum standards, but with significant improvement needed** | **Does not meet the majority of the minimum standards** |
| Assessment practices |  |  |  |  |  |

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| **JUSTIFY THE RATINGS (in a concise, analytical and reflective summary)** |
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| **ACTIONABLE IMPROVEMENTS (within specified timeframes to ensure that programme meets minimum requirements)** |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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**4.2**

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| **Instructions:**   * Respond to each statement in the space provided * Attach supporting evidence to substantiate the institution’s response where necessary |

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| **STATEMENT** |
| Reflect upon the assessment and moderation strategy and practices for the programme and critique its adequacy and effectiveness in relation to the mode/s of provision of the programme. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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| **STATEMENT** |
| Discuss any planned changes to this strategy and practices in relation to identified needs. Explain the mechanisms and procedures to bring about these changes (e.g. policy adjustments) including arrangements for the approval thereof and a proposed timeframe for doing so. |
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| **SUPPORTING EVIDENCE (to substantiate response where necessary)** |
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