1. **ASSESSMENT PRACTICES & ASSESSMENT SYSTEM**

**5.1**

**Criteria 6, 13 and 14**

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| **Instructions:**   * Interrogate each statement, consider all relevant data available and rate whether the Assessment Practices and Assessment System (as applied to the programme):   + meet minimum standards   + need improvement   + do not meet the minimum standards. * Justify the ratings in a concise, analytical and reflective summary. * Where the Assessment Practices and Assessment System (as applied to the programme) need improvement, indicate what actionable improvements will be taken by the institution within specified timeframes to ensure that the 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 the HEQC Online system at the time of submission and should correspond to the list of evidence below. |

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| **STATEMENT** | **Meets minimum standards** | **Needs Improvement** | **Does not meet the minimum standards** | **Comment** |
| The programme has appropriate policies and procedures in all modes of delivery for: | | | | |
| * Internal assessment of student learning achievements by academic staff responsible for teaching a course/module of the programme in a system that includes internal moderation. |  |  |  |  |
| * Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines. |  |  |  |  |
| * External moderation of students’ learning achievements by appropriately qualified personnel. |  |  |  |  |
| * Monitoring student progress in the course of the programme. |  |  |  |  |
| * Ensuring the validity and reliability of assessment practices. |  |  |  |  |
| * Secure and reliable recording of assessment results. |  |  |  |  |
| * Settling of student disputes regarding assessment results. |  |  |  |  |
| * Ensuring the security of the assessment system, especially with regard to plagiarism and other misdemeanours. |  |  |  |  |
| * Development of staff competence in assessment |  |  |  |  |
| There are appropriate policies and procedures for RPL, including the identification, documentation, assessment, evaluation and transcription of prior learning against specified learning outcomes, so that it can articulate with current programmes and qualifications |  |  |  |  |
| Assessment instruments are designed for RPL in accordance with the institution’s policies on fair and transparent assessment |  |  |  |  |
| The Assessment Strategy is aligned with the Teaching and Learning Strategy of the Programme |  |  |  |  |
| Different forms of assessment (example, formative, continuous, integrated and summative assessment) are available and implemented |  |  |  |  |
| The feedback on assessments tasks is provided to students timeously |  |  |  |  |
| The assessment strategy is commensurate with the NQF level and exit level outcomes of the programme |  |  |  |  |
| Assessment is transparent, fair and appropriate to the outcomes and the mode of delivery of the programme. |  |  |  |  |
| The Institution provides staff development opportunities in relation to assessment. |  |  |  |  |
| Students’ assessment records are reliable and secure. Assessment data is accessible to academic coordinators, administrators, teaching staff and students, as appropriate. |  |  |  |  |
| External moderators are appointed for all exit level modules of the programme |  |  |  |  |
| Assessment practices and capturing of marks are secure |  |  |  |  |
| Institutional/faculty/professional rules governing assessment are published and  clearly communicated to students and relevant stakeholders |  |  |  |  |

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| **OVERALL RATING**  **(Consider the individual ratings above and provide an overall rating)** | **Meets minimum standards** | **Needs improvement** | **Does not meet minimum standards** | **Comment** |
| Assessment Practices and Assessment System |  |  |  |  |
| Teaching and learning interactions |  |  |  |  |
| Student Assessment Practices |  |  |  |  |

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| **JUSTIFY THE RATINGS (in a concise, analytical and reflective summary)** |
|  |
| **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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**5.2**

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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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