



**ELADA**  
INSTITUTE

**Policy No: C1ELSA-HE**

## Document Metadata

DOCUMENT				
<b>Number</b>	C1ELSA-HE			
<b>Version</b>	10			
<b>Document Type</b>	Policy			
RELEVANT INTERNAL REFERENCES <i>(Related policies, procedures, manuals, guidelines, and protocols)</i>				
<b>Policies</b>	1. Quality Assurance Mechanisms and Procedures Policy 2. Foreign Student Policy 3. Credit Accumulation and Transfer Policy 4. Teaching and Learning Policy 5. Examination Policy 6. Deferment Policy 7. RPL Policy 8. Moderation Policy 9. Review Policy			
<b>Procedures</b>	1. Assessment Procedure and Practice 2. Assessment Design and Submission Process 3. RPL Process 4. CAT Process 5. Student Disability/Special Needs 6. Systematic Advancement			
<b>Manuals/Guidelines</b>	1. Student Support Manual 2. Quality Assurance Manual			
ROLE-PLAYERS				
<b>Policy Owner</b>	Dean of Faculties			
<b>Author</b>	Academics			
<b>Entity of Author</b>	Chief Operations Officer			
<b>Contributors</b>	Programme and Policy Committee Members			
RECOMMENDING AUTHORITY				
<b>Name of Committee/s</b>	Elada Institute Programme and Policy Committee			
<b>Name of Executive Portfolio Holder</b>				
APPROVING AUTHORITY				
<b>Name of Committee (Senate, Executive Management or Board)</b>	Elada Institute Academic Board			
APPROVED BY	NAME	DESIGNATION	SIGNATURE	DATE
APPROVED BY	Christian Nkangolo	Chairperson		
DATE OF APPROVAL/REVIEW				
<b>Effective Date</b>	02 July 2023 (Approved by Academic Board)			
<b>Date Last Amended</b>	02 July 2023			
<b>Review Cycle</b>	Three years			
<b>Review Dates</b>	As and when required.			
<b>Review History</b>	N/A			
REVOCAION/CANCELLATION DATE				
<b>RETENTION DURATION</b>	Permanent – current version with revision history			

## TABLE OF CONTENTS

1. BACKGROUND / PREAMBLE / POLICY STATEMENT .....	3
2. PURPOSE.....	3
3. ORGANISATIONAL SCOPE / APPLICATION .....	3
4. POLICY STATEMENT .....	3
5. DEFINITIONS / ABBREVIATIONS / ACRONYMS / GLOSSARY .....	4
6. POLICY PRINCIPLES.....	4
7. TRANSPARENCY .....	12
8. SUPPORTING DOCUMENTS .....	19
9. POLICY LIFE CYCLE .....	19
10. REFERENCES .....	19

## **1. BACKGROUND / PREAMBLE / POLICY STATEMENT**

Elada Institute commits to complying with all Higher Education assessment requirements for the programmes it offers and qualifications it awards, as prescribed in legislation and applicable best practice guides. Assessment requirements are meticulously checked, and quality is assured to ensure adherence to the Institution's policies and processes.

## **2. PURPOSE**

The main aim of this Policy is to enable the implementation of quality assurance interventions as required by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). The purpose of this Policy is to clearly define the underlying principles guiding assessment at Elada Institute. It also describes the processes that Elada Institute follows in terms of assessment.

## **3. ORGANISATIONAL SCOPE / APPLICATION**

This Policy applies to all employees, students, partners and contracted staff to provide, promote and maintain high standards of teaching, learning and assessment for those students who study through Elada Institute.

This policy should be read in conjunction with the following policies: -

- Quality Assurance Policy
- Foreign Student Policy
- Credit Accumulation and Transfer Policy
- Teaching and Learning Policy
- Examination Policy
- Deferment Policy
- RPL Policy
- Moderation Policy
- Review Policy

## **4. POLICY STATEMENT**

Elada Institute commits to complying with all Higher Education requirements for the programmes it offers and qualifications it awards, as prescribed in legislation.

## 5. DEFINITIONS / ABBREVIATIONS / ACRONYMS / GLOSSARY

**Assessment:** Derived from *asseoir* = to set, settle. Involves collecting, measuring and interpreting information relating to students' responses to the process of teaching-learning.

**Examination:** Derived from *examinare* = to weigh accurately. The methodical testing of attainment, relating to knowledge and capabilities, by reference to agreed standards. 'Test' is usually used as a synonym.

**Evaluation:** Derived from *valoir* = to be worth. Based on assessment and appraisal. Essentially professional, subjective judgment on the worth or quality of an individual's development at stages in the process of teaching-learning.

**Norm referenced tests:** Tests/Examinations which compare an individual student's performance with the performance of an entire group of peers. Ranking is typical of this type of test.

**Criterion-referenced tests:** Tests/examinations which provide material that can be interpreted directly and accurately in terms of predetermined and specified performance standards.

### **Outcomes-Based Education (OBE):**

- OBE – criterion-referenced
- Outcomes are what a student can do and what he/she understands
- Applied competence
  - ✓ Practical
  - ✓ Fundamental
  - ✓ Reflective
- Assessment/performance criteria specify how much and at what level performance must be evidenced.

## 6. POLICY PRINCIPLES

### 6.1 Defining Assessment

#### 6.1.1 Assessment

Assessment may be defined as “any method to better understand the current knowledge that a student possesses”. This implies that assessment can be as simple as a lecturer's subjective judgement based on a single observation of a student's performance, or as complex as a four-hour examination. The idea of current knowledge implies that what a student knows is always changing, and that we can make judgements about student achievement through comparisons over a period. Assessment may affect decisions about grades, advancement, placement, instructional needs and curricula. Assessment can also be a method of diagnosis, evaluation and grading. Some academics will see the latter rather to an end, which ultimately, is to encourage students to learn effectively.

Recognising the complexity of understanding performance or success for individuals, it is virtually impossible that any single tool will do the job of fairly assessing student performance.

### **6.1.2 Purposes of Assessment**

Assessment is a basic component of teaching and learning. The primary purpose of assessment is to gauge the level of student learning. There are several secondary purposes of assessment: –

- Grading
- Selection and readiness of students to enter programmes
- Motivating factors
- Focus of learning
- Importance of feedback to student and lecturer on the quality of student learning
- The best assessment assignments will be those that are part of the learning process.
- Monitoring of student progress
- Carrying out curriculum evaluation and refinement
- Assessment of a student's strengths and weaknesses.

### **6.1.3 Characteristics of Good Assessment**

- Good assessment information provides accurate evaluations of student performance and enables examiners/lecturers to make appropriate decisions.
- Test validity is tied to the purposes for which an assessment is used.
- Consistency (or reliability) is important.
- Content should be in synergy with the lecturer's educational objectives and instructional emphasis.
- Test items should represent the full range of knowledge and skills that are the primary targets of instruction.
- Assessment should be free of extraneous factors that unnecessarily confuse or inadvertently cue student responses.

### **6.1.4 Criteria for Valid Assessment**

- Fairness
- Measures or outcomes that represent students' knowledge and performance
- Cognitive complexity level assesses higher levels of understanding and complex thinking
- Assignment content quality measures content area

- Assignments must be meaningful and motivating
- Must be cost effective and efficient

### **6.1.5 Principles of Good Assessment**

- Assessment must encourage, direct, and reinforce learning. Assessment should be designed to assist students in their learning and not direct them to unimportant goals.
- Assessment should also indicate achievement, maintain standards, and provide certification.
- The assessment system should be as transparent as possible.
- Assessment requirements should be communicated clearly, accurately, early, and in some detail to all students at the beginning of the academic period.
- The assessment method employed should reflect the learning aims, objectives, variety of subject and programme goals.
- Each individual assessment task need not test all goals; rather, the fulfilment of all goals should be assessed over the total assessment experience.
- No single assessment method can be expected to evaluate a student's learning fully. It is necessary to use a set of assessment methods to achieve consistent and fair results.
- Well-constructed self-assessment groups and peer assessment exercises have the potential to provide valuable learning experiences and encourage lifelong learning.
- Seek to lessen the threat posed by assessment. This may be accomplished by giving students practice in the assessment methods to be employed.
- Be considerate of student workloads and the timing of assessment.
- The quantity of assessment which contributes toward a result should be the minimum amount necessary to ensure a valid result.
- Feedback is fundamental to the learning process, and some form of feedback should be offered on all items of assessment. Lecturers need to provide timely feedback which identifies where misunderstandings have occurred and the ways in which the student can improve.
- Students should be able to access their examination scripts and examination question papers in terms of prescribed guidelines and conditions as a part of feedback.
- Each piece of assessment is to be accompanied by clear assessment criteria which are effectively communicated to students and markers.
- Marks are awarded by reference to predetermined standards rather than by reference to the performance of other students in the subject.

- The aggregation of marks within a subject must be a deliberate process which ensures a valid outcome.
- The transition difficulties of first-year students relating to assessment may be aided by progressive assessment, the provision of feedback and formative assessment to familiarise students with Higher Education assessment methods and standards.
- Assessment is a crucial part of teaching and learning and requires considerable expertise if it is to be done properly.
- Student performance in assessment should also be viewed by lecturers as feedback on their teaching. Assessment is a means of learning about students' misunderstandings so teaching can be modified accordingly.
- Academic staff should be given the necessary training to set up valid assessments for students.
- Finally, assessment is ultimately an exercise of professional judgment by academic staff; such judgements must be readily defensible.

## **6.2 Additional Principles**

The purpose of the assessment should be clear; that is, to diagnose students' strengths and weaknesses, to focus attention on main areas of learning, to assess if exit level outcomes of significance have been achieved, etc.

### **6.2.1 Assessment Criteria**

The criteria for assessing achievement should be clear. The outcomes and associated assessment criteria should be specified in advance. To make the assessment system as transparent as possible, assessment requirements should be communicated clearly, accurately, early and in some detail to all students at the beginning of the academic period.

### **6.2.2 Assessment Gap**

The method of gathering information on the learners' performance should be appropriate to the task; for example, practical skills should be tested by practical means. Otherwise, what is known as an 'assessment gap' occurs.

### **6.2.3 Fairness**

Assessment should be fair; that is, it should not be to the advantage or disadvantage of any learner (see 'face validity' below). Stating outcomes and assessment criteria explicitly and transparently ensures fairness. The assessment environment should be as open as possible and students should be provided with as much information as possible and should be free to ask questions. Fairness should be a major consideration in the administration of assessment.



Fairness is ensured by:

- Allaying fears students may have about assessment;
- Giving students practice in assessment methods;
- Using a variety of methods to assess assignments;
- Providing for the possibility of resubmission;
- Promoting a study skills programme;
- Taking diversity into account and avoiding bias; and
- Facilitating assessment for students with special needs (disability, etc.), particularly about central examinations.

Note: Fairness can sometimes be affected by practical factors (e.g., semester *versus* year, time constraints, etc.)

#### **6.2.4 Validity**

The assignment or examination must be valid. This means that it must measure what it intends to measure.

Three important forms of validity are: -

- *Face validity*. This means that the assessment should be perceived to be fair and should give learners a reasonable opportunity to show what they know and what they have mastered. Any suggestion of bias that may be to the detriment of some would reduce face validity (e.g., gender or ethnic bias).
- *Content validity*. Assessment should relate to the stated outcomes of the programme and should cover the knowledge (ideas and skills) adequately. Assessment should focus on testing the mastery of important outcomes and not on peripheral details.
- *Construct validity*. This refers to the extent to which assessment succeeds in measuring and evaluating the abilities (theoretical or practical 'constructs') that it intends to assess. For example, if the intention is to assess critical thinking, that is what the assessment should test, instead of asking, for instance, true or false questions about facts.

#### **6.2.5 Reliability**

Assessment should be reliable; that is, a test should produce the same results when learners are tested again on the same test in a similar context. Value judgements (such as passing or failing grades) should be as objective as possible. If students' marks differ depending on who marks the assignment, for example, the assessment is not reliable. The use of the same outcomes and assessment criteria in assessing all learners improves reliability.

### **6.2.6 Practicality**

Good assessment is practicable. In other words, it is not too difficult or expensive to implement. Good assessment practice should be cost effective; that is, assessment should not be carried out by expensive means if adequate information about student performance can be obtained by equally valid, alternative, less expensive means. The quantity and type of assessments should allow lecturers/examiners to achieve reliable results in a reasonable period.

### **6.2.7 Cognitive Complexity**

At a Higher Education level, the assessment should have adequate cognitive complexity to assess higher levels of thinking, as reflected in Bloom's taxonomy and the SOLO taxonomy. Assessment criteria should therefore include level descriptors.

### **6.2.8 Outcomes-Based Education**

An outcomes-based system is criterion referenced; that is, outcomes are assessed against clearly defined criteria. These criteria are determined in advance.

The relationship between assessment and learning outcomes, the definition of standards, the performance expectations held of students, and feedback on performance can all be more easily and explicitly expressed when criterion-referenced assessment is used.

Other advantages of criterion-referencing are transparency, student involvement and greater inter-marker reliability. While the use of criterion-referenced assessment supports the educational purposes of assessment, it does not impede the functional purpose.

Students can be marked and graded according to their levels of achievement against well-defined criteria. The fact that the criteria are 'explicit' means that the judgments made are more readily defensible.

These well-defined criteria can be expressed as a statement of standards or using examples which are provided in advance so that students can direct their learning accordingly. More precise explanations may be provided after assessment has taken place because it is possible to point to the characteristics of the student's performance which led to the judgment that an outcome has or has not been achieved. While such judgments may sometimes be fallible, their overall reliability is likely to be improved by the explicitness of the criteria used.

A major advantage of criterion referencing is that the criteria and standards are explicit and thus are open to debate in terms of their rigour, consistency, and application. The most effective defence of quality is to subject the criteria and standards to systematic scrutiny.

Such scrutiny can be applied in several ways:

- The current checking of examination papers by colleagues can be extended to the checking of assessment criteria and marking schemes of assignments and examinations.

- Teaching and learning committees can periodically review criteria, perhaps giving special attention to new subjects and 'problem' subjects.
- Professionally-oriented departments might already have their standards reviewed by the relevant accrediting bodies.
- The examination of assessment standards can become part of departmental reviews. The external examiner system could be replaced with departmental reviews with external members, especially in view of the open nature of second and third level modules in some faculties where it is difficult to determine which modules will be taken in the final year.

It is in each Faculty's long-term interests to maintain its standards at a level commensurate with its reputation and aspirations.

## **6.3 Academic Standards**

### **6.3.1 Relevance in Assessment**

The emphasis should be on the quality of assessment, not quantity. Examiners will use only enough to give a valid result. Assessment is ultimately an exercise of professional judgement by academic staff; such judgements must be readily defensible to ensure accuracy and equity in assessment.

Assessment, based on the subject outcomes and predetermined assessment criteria, will be enough to ensure that judgements made about student learning performances are as valid as possible, and examiners should regularly review the assessments they set.

The quantity, mode, and distribution or spread of assessment should be appropriate to meeting the stated outcomes of a module/programme/paper and should measure the extent to which these outcomes are met.

The assessment should reveal whether students have developed the required understanding and skills to practice what they have learnt in a work situation or practical environment.

Lecturers/examiners should not be tempted to set assessments with more regard for ease of marking than for educational benefit. To ensure validity, the focus should be on measuring students' mastery of significant, not trivial, outcomes. To ensure reliability, outcomes and assessment criteria should be known in advance and be assessed over time using a variety of methods.

During the planning for a new module/programme/paper, tuition and assessment methods will be developed simultaneously in relation to student learning and the meeting of learning outcomes.

### **6.3.2 Methods and Instruments**

Academic staff will use both formative and summative assessment. Formative assessment should comprise activities and feedback and appropriate assignments (for submission or self-assessment; multiple-choice for computer-based marking and/or written or practical assignments, e.g., experiential learning) or in an electronic medium.

Summative assessment should include a range of items appropriate to the outcomes and NQF level. This could include written examinations, orals, portfolios, observations, projects, laboratory practical work, dissertations, theses, etc.

Reliance upon a single method of assessment is discouraged, and a final examination should not normally constitute more than two thirds of the total assessment for a module/programme/paper. The assessment method used should also be suited to the competence to be assessed.

### **6.3.3 Learner-centeredness**

The threat posed by assessment may be lessened by giving students practice in the assessment methods to be employed. For instance, if a significant proportion of the final assessment is to be multiple-choice items, students should have practice in answering multiple-choice questions.

The timing of assessment should take student workload into account.

First-year students have assessment requirements which need to be addressed in order to maximise their learning. In summary, the transition of first-year students from school to higher education can be assisted by the following:

- Bridging programmes, which could be set up for all academic disciplines.
- Formative assessment, which gives constructive feedback and an idea of higher education-level expectations before major summative tasks are undertaken.
- Exposure to assessment methods that will be used for summative purposes
- Advice on the use of feedback in learning.

Students are responsible for incorporating feedback from lecturers/examiners in their learning; making use of the assessment criteria that they have been given; being aware of the rules, policies and other documents related to the assessment criteria of a programme; and providing tutors with feedback on their assessment methods and practices.

### **6.3.4 Exit Outcomes of Significance**

Assessment will be designed to assist students in their learning and not direct them to unimportant goals. Instead, the assessment programme will alert students to the relative importance of different types of learning and how their effort should be distributed. The lecturer will highlight the relationship between the outcomes of the module/programme/paper and the proposed assessment.

To achieve optimal assessment, lecturers will consider how their assessment methods relate to the stated outcomes of a module/programme/paper. The use of a device like an assessment planning grid may reveal that the achievement of one outcome is assessed many times while other outcomes are not assessed at all. Assessment will cover the full range of outcomes, with no outcome being under or over-assessed. A single unit of work (such as a module or programme) will have between two and six specific outcomes.

### **6.3.5 Awarding of Grades**

Elada Institute will work within a percentage-based system but with descriptive meanings which provide conceptual support for a move towards criterion-referenced assessment. Attention needs to be paid to defining the difference between 'competent/pass' and 'not yet competent/fail', then other grade standards ('far from competent with no hope of re-assessment/supplementary'; 'exceptionally competent/distinction') can be pegged accordingly. Professional discretion should be used in setting grade standards according to criteria. The Examination Committee plays an integral role in the above respect. It assumes responsibility to ensure consistency in the setting of standards in assessment.

### **6.3.6 Feedback**

Feedback is fundamental to the learning process and some form of feedback will be offered on all items of assessment. Lecturers will provide timely feedback that identifies where misunderstandings have occurred and the ways in which the student can improve. Feedback will be provided on both marked and, where applicable, self-assessed assignments. Self-assessed tasks will only be set where it is possible for the student to assess his or her work reliably; that is, assessment that requires experience and a measure of subjective judgement may not be suitable for self-assessment tasks, particularly at first-year level.

Students' right to feedback on assessment (including examination scripts and question papers) should be based on the following principles: –

- There should be an open exchange of information relating to student assessment.
- Feedback on performance in assessment is a crucial part of the learning process and has the potential to improve academic performance.
- Assignment feedback must be timely and informative; however, the mode of delivery and level of intensity (for example, written comments, model answers, lists of common mistakes, consultation with staff members) will depend, among other things, on the importance of the assessment item and resource implications.
- Students are responsible for incorporating feedback into their learning.
- Students have the right to access their individual marks, to know on what basis they have been evaluated, what criteria were considered, and to be able to challenge, through the appropriate channels, what they consider to be an incorrect assessment.

## **7. TRANSPARENCY**

Any assessment task will be accompanied by clear assessment criteria that are effectively communicated to students and markers. At the beginning of each cycle, the relevant lecturers will provide students with a written statement on the outcomes of the module/programme, how performance will be assessed, and other general assessment expectations and penalties.

This statement will include an explanation of how the proposed assessment method(s) will give expression to the outcomes of the module/programme, the number and type of each item of work to be submitted for assessment, a guide to the relative importance of every item of assessment to be submitted, a description of the type of assessment to be employed for each item, and a timetable for when the assignments are to be submitted during the cycle/year. It will clearly identify those assignments that must be submitted, or other criteria (e.g., group assignments, lecture and seminar attendance, or field work) that must be met before the student is eligible for admission to the examination or year mark.

Faculty or departmental policy for managing incidents of nonconformity with assessment requirements will be included in this tutorial letter. Such policies will include the conditions of and penalties for late submissions, granting of extensions, the possibility of resubmission, violation of assignment specifications (e.g., number of words), plagiarism, and group work (where it contributes to assessment). The criteria by which a student's level of achievement will be judged and an indication of who will make the judgment for that piece of assessment will also be provided to students well in advance of the submission date for the assessment item.

### **7.1 Reflexive Research**

Student performance in assessment will be viewed by lecturers/examiners as feedback on their teaching. Assessment is a means of learning about students' misunderstandings so that teaching can be modified accordingly. Therefore, as part of the process of reflexive research into tuition, academics will use the results of assessment to reflect on the relative contributions to learning of each part of the process of teaching and assessment.

### **7.2 Methods of Assessment**

The assessment method used will be appropriate to the learning outcomes and knowledge base (both foundational and practical) of disciplines. Methods will also reflect the purposes of assessment and the extent to which various kinds of assessment achieve these purposes. The use of a variety of methods will ensure that appropriate and sufficient evidence is collected. No single assessment method can assess a student's learning fully. It is necessary to use a set of assessment methods to achieve consistent and fair results. The total assessment programme for a module/programme/paper should be carefully designed to cover and give expression to all learning outcomes.

A variety of learning outcomes requires a variety of modes of assessment, such as examinations, assignments, practicals, group assignments and projects, and oral presentations. Many important learning outcomes cannot be assessed adequately by examination. While many of the traditional methods continue to serve well, there may be better methods in terms of educational value, content and skills coverage, ease of administration, marking, and so on. Lecturers may use a range of methods and instruments traditionally associated with the assessment of knowledge, but they may

also use a range of methods (observation, product evaluations, written and oral questioning) and a range of instruments (practicals, role plays, written assignments, tests, examinations, demonstrations, projects, case studies, simulations, etc.) The method and instrument must match what is being assessed, and appropriate and sufficient evidence must be collected.

### **7.3 Plagiarism**

Plagiarism hinders learning and should be discouraged primarily on these grounds. It also affects the reliability of marks. However, fear of plagiarism should not dominate the choice of assessment methods to the detriment of educational value. Where there is suspicion of plagiarism, it is better to adopt a policy such as instituting spot checks on a sample of students than to compromise the entire assessment rationale. It is also the case that the tendency to plagiarise rises sharply in a context of poorly constructed assessment and teaching materials. When applied competence is assessed, students are less likely to plagiarise.

### **7.4 Policy Implementation**

Elada Institute is responsible for supporting, developing, enhancing, monitoring and reviewing its set standards against legislative requirements and those of regulatory authorities. The strategies, systems and resources allocated towards the achievement of these standards are as follow below.

#### **7.4.1 Expectations and Responsibilities**

As part of Elada Institute's approach to assessment, students should receive assessment that will maximise their learning, while also providing for effective cognitive skills, practical skills, and the learning attitude and values needed in practice after certification.

Students should be given a subject outline which details the subject's goals, assessment requirements, assessment criteria and related policies; timely and individual feedback on all formative assessment; and feedback on end-of-study cycle summative examinations (usually including access to examination scripts and question papers) of the academic period i.e., to further the learning process of students.

Students are responsible for incorporating feedback from their lecturers into their learning; making use of the assessment criteria which they have been given; being aware of the rules, policies and other documents related to the assessment criteria of a programme; and providing lecturers with feedback on their assessment methods and practices.

Elada Institute lecturers should not over-assess or under-assess students – there should be enough assessment, based on the subject goals and predetermined assessment criteria, to ensure that judgments made about student learning or performance are as valid as possible, and lecturers should regularly review the assessments they set. The needs of first-year students in relation to assessment should also be considered by lecturers when planning their assessment.

## **7.4.2 Amount, Mode and Spread of Formative Assessment and Examinations**

As the primary focus of assessment is to encourage, direct and reinforce learning, it follows that the assessment programme should reflect this goal. The amount, mode and spread of assessment should be appropriate to meeting the stated objectives of a subject and programme and should measure the extent to which they succeed.

## **7.4.3 Outcomes**

Each programme and module states outcomes (general /cross-field and specific) and associated assessment criteria clearly so that students understand in advance what they must do to achieve these outcomes and so that assessors can use the criteria to assess the outcomes with reasonable objectivity/reliability. The outcomes and assessment criteria thus must specify explicitly and transparently the level of complexity of the learning, how well students have to perform in order to be judged competent, what knowledge or skill or applied competence must be demonstrated and under what conditions, and the range of evidence to be submitted.

## **7.5 Assessors**

### **7.5.1 Practitioner-Assessors**

Elada Institutes' academic staff also act as assessors in a manner that fits into the Quality Management System of Higher Education and in accordance with higher education's tuition and assessment policies. This will also apply to the appointment of external/contract staff. A system of workplace assessment might be initiated for some learning programmes/qualifications.

Moderation of all assessment will take place in accordance with the criteria determined by The Institute. In the case of formative and summative assessment, moderation is an integral part of the implementation of a high-quality assessment system. The moderation of assessments will be done by an appropriate person other than the examiner. The moderation and examination template will be used for this purpose.

### **7.5.2 Quality Management System**

The minimum requirement for appointment as a tutor, examiner or external marker at Elada Institute is an appropriate post-school qualification and appropriate experience. In the case of workplace assessment, appropriate professional criteria will be drawn up for each programme/module. All junior and new members of staff will be mentored by senior members as they work together in teams. All assessment done by external markers is quality-controlled by internal staff.

The Quality Management System at Elada Institute will be subject to the moderation and Quality Assurance measures put in place by the Elada Institute Academic Board or any other relevant ETQA in the Higher Education sector (e.g., professional body acting in this capacity).



Moderation is “the process that ensures that assessment of the outcomes described in National Qualifications Framework standards or qualifications is fair, valid and reliable” in relation to specific outcomes and associated assessment criteria.

### **7.5.3 Professional Development**

Assessment is a crucial part of teaching and learning and requires considerable expertise if it is to be done properly. Therefore, staff will be given the necessary training to set up fair, valid and reliable assessments for students. Staff development opportunities will be available to help staff develop assessment criteria in line with their learning outcomes and express the criteria in a form readily conveyed to students and to others (e.g., tutors) involved in the assessment process.

These opportunities might include: -

- Direct training;
- Working in a team; or
- Using information available on online platforms.

### **7.6 Purpose of Assessing Learning**

The purposes of assessing learning are: –

- Formative: to improve the quality of students’ learning experiences by focusing on significant knowledge and skills and providing motivation to work through the material through tasks and feedback.
- Summative: to provide accurate estimates of current competence or potential in relation to desired outcomes to enable lecturers/examiners to make appropriate decisions (including diagnostic).
- Reflexive: to provide academic staff with feedback on their programmes as part of the systematic monitoring of criteria and standards in a Quality Assurance cycle.
- Administrative: to provide an accountable basis for credit and the eventual certification of students in relation to the outcomes of qualifications.

Elada Institute students will receive assessment that will maximise their learning, while also providing them with effective cognitive skills (foundational and reflexive), practical skills, and the learning attitudes and values that they will need in practice after certification.

#### **7.6.1 Formative Assessment**

The function of formative assessment is to encourage, direct, and reinforce learning. It takes place continuously during the process of learning and teaching.

The purposes of formative assessment can vary, although assessment results require decision making. Diagnostic testing establishes student strengths and weaknesses and requires decisions on remedial work.

Self-assessment could lead to a decision on the part of the student to revise a section of work or consult a tutor or study group. For the academic staff, assessment might determine the success of the learning and teaching strategies employed and a decision on how they can be improved.

Well-constructed self, group, and peer assessment tasks have the potential to provide valuable learning experiences and encourage lifelong learning. SAQA's critical outcomes require education to produce individuals who can take responsibility for their own learning, engage in critical thinking, and make responsible decisions. They also require people to be able to work co-operatively with others. The roles of self, group, and peer assessment are crucial in achieving such outcomes.

### **7.6.2 Summative Assessment**

An important function of summative assessment is to assess exit outcomes of significance, indicate achievement, maintain standards, and provide certification. Summative evaluation helps to make the system accountable.

At Elada Institute, examinations or equivalent assessments, such as a portfolio of evidence, project, practical, etc. should assess a representative selection of the outcomes practiced and assessed in the formative stage. Summative assessment also tests the student's ability to manage and integrate a large body of knowledge to achieve the stated outcomes of a module or programme.

### **7.6.3 Parameters**

Assessment will occur across the academic year or study cycle and not as a 'once-off' examination. The continuous assessment may take place during contact tuition, in study guide(s), electronic learning platforms, or in any other way determined by the nature of the module/programme.

Through one or more of these mechanisms, students will be provided with opportunities for both formative and summative assessment, as well as timely feedback on work completed. Ideally, students should be given an initial assessment, with enough time to allow diagnostic and corrective feedback to be incorporated into learning and to allow for later reassessment. Different intensities of feedback may be warranted by variations in the importance of different assessment items, either in terms of student learning or by the resource implications.

Elada Institute uses the following system for continuous assessment:

- Students must submit compulsory assignments/portfolios that contribute a percentage towards the final mark.
- Systematic feedback will be given to enhance transparency, to build students' capacity to self-evaluate, to address common problems encountered by students during the completion

of the assessment, and so on. If the assignment is marked by the lecturer, individual constructive comments will be included, where appropriate.

The choice of a continuous assessment method should take the level of the students into consideration. First-year students need more bridging and more contact to remain motivated. Regular assignments encourage regular study habits and an awareness of the standards of assessment within the module. More advanced students might require less direct guidance and be more able to undertake self-assessment tasks. Where self-assessment is used, students will be given guidelines on how to do self-assessment.

Besides traditional examinations, other types of evidence of achievement may be used (e.g., portfolios, practical work, research projects, observation, etc.)

#### **7.6.4 Integrated Assessment**

The function of integrated assessment is to: –

- Give meaning to a qualification (purpose);
- Permit a demonstration of competencies (application); and
- Use multiple assessment instruments (diversity).

*Integrated assessment* is any assessment that expects students to integrate knowledge and skills learnt to produce a specified result. In many ways, final examinations are integrated assessments, as are theses, practical work in teaching, etc. Students must demonstrate applied competence by integrating foundational, practical and reflexive competence in a variety of contexts (authentic and simulated; familiar and unfamiliar; abstract and concrete).

#### **7.6.5 Recognition of Prior Learning (RPL)**

Recognition of Prior Learning involves the transfer of credits from other tertiary institutions (formal, accredited learning), as well as the assessment and accreditation of experiential learning (previously unaccredited learning from non-formal and informal experience). Assessing experiential learning should be related to the assessment policy because we must assess evidence of learning in portfolios or from challenge processes to accredit experiential learning. Experiential learning will be assessed against the outcomes of modules or qualifications.

### **7.7 Procedures**

Policies are designed and adopted to influence and determine all major decisions, actions, and all activities within the boundaries set by them. Procedures are the specific methods used, or to be used to express policies in action in the day-to-day operations of The Institute.

The procedures and processes which govern this policy are listed under “Supporting Documents”.

## 8. SUPPORTING DOCUMENTS

The following documents (resources) support the operational implementation of this Policy and serve to direct the implementation of the Policy:

Document No:	Document Name:
SOP_C1.1	Assessment Strategy
SOP_C1.2	Assessment Procedure and Practice
SOP_C1.3	Pre-Exams-Assessment Design and Submission Process
SOP_C1.4	Overview of the Assessment Process
Student Support Manual B12	The Assessment Process Explained
	RPL Process
	CAT Process
	Student Disability/Special Needs
	Systematic Advancement

## 9. POLICY LIFE CYCLE

Policies are reviewed as and when required but within a three-year cycle.

## 10. REFERENCES

- Educor Assessment Policy
- SAQA Act (Act 58 of 1995)
- NSB Regulations (Regulation 452, No. 18787; March 1998)
- ETQA Regulations (Regulation 1127, No. 19231; September 1998)