THE SOUTH AFRICAN INSTITUTE FOR HERITAGE SCIENCE & CONSERVATION

Provisionally registered with the Department of Higher Education and Training as a private higher education institution under the Act. Registration certificate No. 2018/HE07/007

Campus Drive, Twee Riviere, Eastern Cape, South Africa
P.O. Box 1, Twee Riviere, 6411
Tel.: +27 (0)42 273 1567 I Fax.: +27 (0)42 273 2177
Email: info@sainst.org
Website: www.sainst.org

Assessment Policy

Points of departure

Assessment is recognized as an essential and integral part of teaching and learning and a key motivator for learning which should accordingly be used for developmental and formative purposes, namely to inform and strengthen teaching and learning. Integrated assessment is considered to be a useful strategy for promoting coherence while retaining the advantage of flexibility. Besides the formative and summative assessment which are required for each module in the programme, integrated assessment should be facilitated by a research project and/or continuous journal writing requiring students to link the course content of several modules with their interests, experiences and perceptions. Both formative and summative assessment are undertaken by lecturing staff, and the study guide for a module needs to include an indication of the assessment strategy for that module.

Formative assessment

Formative assessment should be undertaken in each module from quite early during the presentation of the module and feedback on such assessment should follow in an appropriate manner as soon as possible after submission or observation of the assessment task. Formative assessment should contribute to grading, up to a maximum of 40% of the final mark for the module, in all modules with a credit value of more than 5, with the exception of the research project. Tasks for formative assessment may include control tests written during lectures, online tests, practical assignments, lab-notebooks, safety folders, participation in online group forums and in-class debates. If formative assessment for a module includes the possibility of in-class tests without prior announcement, students need to be informed about the possibility of such tests as well as the occasions where the tests may possibly take place.

Summative assessment

Summative assessment, which contribute at least 60% of the final mark for a module, should include at least one assessment task at the end of the module. Such assessment should not only be about the knowledge which students should have, but also about the ability to apply such knowledge reflectively in practical situations. Tasks for summative assessment may include written tests, case studies, treatment specifications, condition and treatment reports, essays and oral defenses. The deadlines for submission of assignments and dates for oral defenses should be indicated in the study guide for the module. In cases of unsuccessful attempts in summative assessments, lecturers may use their discretion in order to undertake remedial action, and to give unsuccessful students further opportunities for summative assessments.

Assessment of research projects

Formative assessment regarding research projects:
The student will do research and submit written work as agreed by him/her and the appointed supervisor. Work submitted in the course of supervision will provide supervisors the opportunity for education and remedial action where necessary.
Summative assessment of research projects:

- The Programme Director will appoint an internal and an external examiner to do, independently from each other, an assessment of the research dissertation by means of a report form requiring several comments, as well as the award a of a mark. A particular person should not act as supervisor and examiner for the same student.
- The following criteria are applicable for the assessment of the project report:

- the dissertation indicates that the student has the ability to identify a research issue;
- the dissertation indicates that the student has the ability to plan a research scheme to address the issue which has been identified;
- the dissertation indicates that the student has the ability to draw convincing and appropriate conclusions;
- the dissertation indicates that the student has the ability to locate relevant reference material which has been selected from a variety of sources;
- the dissertation indicates that the student has the ability to record and interpret information and ideas;
- the dissertation indicates that the student has the ability to assess reference material critically;
- the dissertation indicates that the student has the ability to record the research investigation, results and conclusions clearly and concisely;
- the dissertation gives an accurate account of the ethics, treatment procedures, heath and safely procedures, decision making processes, environmental requirements, storage and handling requirements where applicable.
- The Programme Director needs to arrange a defence opportunity for each student who has met the deadline for submission of the dissertation on his/her research project. The student will have to defend his/her research in the presence of a defence panel including the Programme Director, the internal examiner and the internal supervisor who should act in support of the student. The Programme Director will pose a number of questions which are based on the report received from the external examiner.
- Based on the student's performance during the defence, as well as the marks awarded by the internal and the external examiner respectively, the final mark for the student's research project will be determined by the defence panel.
- The Programme Director will compile a summary of the examination process for each research project.

Internal moderation
The Programme Director is responsible for the arrangements regarding internal moderation for all modules in the programme, with the exception of the research project, since more than one examiner are involved during the assessment of each research project. If a written test is used for summative assessment, the question paper and memorandum need to be moderated prior to the assessment. Internal moderation should at least serve to verify that assessment was undertaken in each module according to the specifications indicated in the study guide for the module, and that the marks for the module have been calculated accordingly.

External moderation
External moderation should be undertaken as part of quality reviews which should take place after the second round of implementation for a new programme and thereafter after each three cycles of implementation. External moderators need to possess the requisite competence and academic standing in the field of the programme in order to play the role of adviser on curriculum design and mode of presentation, as well as that of moderator of assessments. External moderators should be provided with details of the curriculum of the modules they are moderating and any learning material provided to students and will be asked to comment upon them when they moderate. They also need to be provided with details of the overall assessment strategy of each module, assessment tasks which make up that strategy, the assessment criteria developed for each task, a sample of student responses to these tasks across the entire spectrum of performance and examples of feedback provided to students. Upon completion of the moderation, external moderators will be required to write a report which will be returned to the Programme Director.

Recording of assessment results and monitoring of student progress
An appropriate spreadsheet and a digital folder need to be created for each module. After completion of each assessment task, students' marks for the task need to be put on the spreadsheet by the

lecturer or person appointed by the lecturer. For each set of marks which have been put on the spreadsheet, the lecturer or person appointed by the lecturer needs to file documentation regarding the assessment task and the assessment criteria which were used for that task as well as a sample of student responses and feedback provided to students regarding the task. Documentation regarding oral examinations (where applicable) and internal moderation also needs to be included in the folders for modules. Upon completion of a module, the Programme Director needs to provide a summary of the marks, providing at least the formative, summative and final mark for each student, as well as averages for the formative and the summative component, and the average for the final mark. It is the responsibility of the Programme Director to make sure of the completeness of the folder after the marks for the module have been finalized. At times when available marks allow meaningful calculation of progress marks, such progress marks need to be transferred to progress reports which should be made available to students. Eventually the final marks for modules need to be transferred to the transcripts which will be provided to students at graduation.

The Programme Director will monitor available marks on a regular base to identify at risk students. Where necessary, the situation of certain students will be discussed with lecturers involved before consultation with the student.

Penalty for late submission

Late submission of an assignment by a student needs to be reported to the Programme Director, whom shall be required to keep a register of late submissions in order to approve the penalty in any particular case. The following applies in this regard:

- In the case of the <u>first</u> late submission by a student, the awarded mark will be decreased by 2 percentage points.
- In the case of the second late submission by a student, the awarded mark will be decreased by 5 percentage points.
- For each, successive late submission thereafter, the penalty imposed will increase step-wise in 5 percentage point increments, up to a maximum penalty of 30 percentage points.

Administrative processes to ensure the integrity of assessment practices

The Administration Office ensures that all grades, as well as the relevant documentation in respect to the assessment of assignments, tests, etc. are captured onto the system and filed to their respective files immediately upon receipt, in order to ensure that no information is lost. If an academic staff member wishes to take assignments, tests, etc. home with them for assessment, the member of staff will report to the Programme Director, who will then complete a register stating which student/s work will be taken home, and when the work will be returned to the office. Once assessment is complete, the academic staff member will report to the Programme Director once more, after which the relevant information should be provided to the Administration Office for capturing and filing.

Settling of student disputes regarding assessment results

Disputes regarding a mark awarded to a student need to be reported in writing to the Programme Director who will consult with the lecturer(s) for the module before reporting back to the student in writing. Second round disputes need to be referred to the Chairman of the Board while providing all documentation regarding the previous round.

Development of staff competence in assessment

Staff development will take place prior to the implementation of the programme in order to equip staff with skills to perform at the required levels of proficiency demanded of both academic and support staff. Most of this will be done in-house in the form of instructional sessions with help from external experts and/or expertise where required. After the programme has been implemented, continuous staff development will aim at addressing needs which have been identified by means of quality reviews.

Review:

This policy will be reviewed from time to time as circumstances dictate.