



POLICY

ASSESSMENT OF LEARNING

1. Introduction

Assessment is critical to teaching and learning. Our purpose as a higher education institute is to provide a student with knowledge and skills in a particular field, and we therefore have a responsibility to properly determine if the student has indeed mastered the requisite knowledge and skills. Assessment has to be an integral part of the teaching and learning process. A high-quality assessment process has to be credible and produce credible graduates. This is critical for the graduate entering the workplace as well for the provider producing the graduates.

As a higher education institute, we also have a responsibility to teach the student more than simply what is necessary in a particular field; there is a responsibility to contribute to teaching the student life skills and how to become a proper and useful member of society. If we accept that responsibility, then we also have a responsibility to properly assess those skills.

Assessment has moved away from a process where the student simply regurgitates what has been learned. In an outcomes-based system, in which the student has to be able to do things and not just know things, the approach to assessment has had to change. A varied assessment process, encompassing many different forms of assessment, should assess all aspects of the outcomes of a qualification. It must give the student opportunity to display knowledge and skills in ways that better reflect what they truly know and can do.

FPD prides itself on producing graduates who can do the job in the workplace; we have embraced the outcomes-based approach to teaching and learning.

Both formative and summative assessment are emphasised, so that the student and the facilitator always know exactly where they are relative to where they should be in the learning process.

An assessment policy must ensure that the assessment process complies with the principles of good assessment, namely fairness, validity, reliability and practicability. Our assessment policy aims to be of the highest quality, and the policy therefore addresses the following issues:

- planning, so that the best possible assessments are carried out for the different parts of the programme,
- procedures, so that assessments are carried out properly,
- review, so that the policies and procedures can be adapted for improvement, and
- revision, so that assessments can be continuously improved, and any shortcomings addressed.

2. Policy

Assessment is a structured process in which evidence of performance is gathered and evaluated against accepted criteria and standards. The process of gathering and assessing evidence of performance has to be carried out in a formal and credible way. This policy addresses this requirement for a formal and credible assessment process.

This document defines assessment and its purpose in FPD, and provides clear guidelines for assessment policies, systems and procedures for carrying out the process of assessment.

2.1 Definitions

Assessment

Assessment is a structured process for gathering evidence and making judgements about an individual's performance in relation to registered unit standards and/or qualifications.

Formative assessment is used to provide feedback about the student's performance, competence and progress against the competency standards. The emphasis is on progress towards achieving competence and is carried out through the duration of learning.

Summative assessment is assessment for making a judgement about achievement. This is carried out when a student is ready to be assessed at the end of a programme of learning.

Outcomes

The demonstrable and assessable end products of a learning process. They are statements regarding elements of competence.

Assessment Criteria

Statements that describe the standard to which students must perform the actions, roles, knowledge, understanding, skills, values and attitudes stated in the outcomes. They are a clear and transparent expression of requirements against which successful (or unsuccessful) performance is assessed.

Competence

Competence is seen as applied competence – the union of practical, foundational and reflexive competence.

Practical competence is the demonstrated ability to perform a set of tasks in an authentic context.

Foundational competence is the demonstrated understanding of what the student is doing and why.

Reflexive competence is the demonstrated ability to integrate performance with understanding, so as to show that the student is able to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind an action.

Assessment Methods

The activities that an assessor engage in as s/he assess a student and the student's work.

Assessment Instruments

The nature of the assessment task given to the student to do.

Integrated Assessment

Forms of assessment that assess specific outcomes as well as critical cross-field outcomes together, and also assess outcomes of different modules together.

Evidence

The proof provided by the student to show that s/he complies with the requirements of the criteria of the standard for which they wish to gain credits.

2.2 Elements of an Assessment System

The following elements need to be taken into account for designing, implementing and maintaining an assessment system:

- Assessment strategies must be in line with the aims and outcomes of the learning programme, as these relate to the outcomes specified in the qualification.
- A range of parties is involved in the assessment of the student. These are determined according to context and outcome and can include peer, group and self-assessment. Moderators may also be included in this activity.
- Assessment information, including learning outcomes, assessment criteria as well as assessment procedures and dates, should be provided to all students and assessors.
- Records of assessments must be kept and students must receive detailed and accurate feedback on their progress and performance.
- A critical issue in supporting a good assessment system is that of appeals procedures. The student must have recourse to appeal an assessment outcome. The appeals procedure should not in any way disadvantage the student.
- Assessment practices have to be aligned to the outcomes-based NQF.
- Assessment plans for each qualification needs to be in place, indicating how the Learning Outcomes and Assessment Criteria are assessed.

2.3 Principles of Assessment

Assessment is a structured process in which evidence of performance is gathered and evaluated against agreed criteria and standards. The process involves identifying, gathering and interpreting information about an individual's achievements. Assessment is done by collecting evidence. Different types of evidence are collected, using a variety of assessment methods. The evidence is then evaluated and recorded against the assessment criteria. Judgements are made in order to make decisions on an individual's performance in relation to the required outcomes to determine if the assessment criteria were met or not.

The emphasis is on continuous diagnostic assessment of the student's performance, including feedback and support, to enable the student to achieve the required standard. The assessment process should be seen as part of the learning process and not as an end in itself. The focus is on continuous developmental assessment instead of judgmental assessment.

Fairness

Assessment should in no way advantage or disadvantage a student. Unfairness in assessment may be due to for example unequal opportunities, lack of resources and equipment, inappropriate teaching methods or unqualified trainers. Unfairness may also be based on perceived bias such as race, gender, age, disability, social class, culture or language.

For assessment procedures and practices to be seen as fair the assessment process must be transparent, clear and available to all students. In addition, appeals mechanisms must be accessible to all students.

Validity

An assessment should actually measure what it is supposed to measure. Judgments based on irrelevant variables are invalid. The assessment must assess the student's ability to perform designated tasks.

To ensure validity outcomes must be clearly stated. The assessor should determine the kind and amount of evidence required to recognise achievement of a particular outcome.

Reliability

Reliability pertains to the consistency of assessment. Consistency manifests itself when the same judgments are made in the same or similar contexts each time an assessment is conducted. An assessment should not be perceived to be influenced by variables such as:

- different assessors applying different standards,
- insufficient evidence,
- assessor bias in terms of gender, race, culture, language, religion, position etc,
- assessor assumptions about the students' performance not based on evidence.

For successful and reliable assessment it is imperative that the following be in place:

- predetermined criteria and guidelines for assessment,
- knowledge of the learning area to be assessed, and
- systematic procedures for the assessment of evidence.

Practicability

An assessment must take into account monetary-, time-, resource- and facility constraints. An assessment procedure that is too costly, time consuming or cumbersome will not be applied correctly and will eventually be doomed to failure.

The combination of the assessment principles of fairness, validity, reliability and practicability will result in a credible assessment process.

2.4 Formative Assessment

The focus of formative assessment is to provide feedback about the student's performance, competence and progress against the competency standards. The emphasis is on progress towards achieving competence and is carried out through the duration of learning. This information is used to assist, plan and support the student's learning path.

Formative assessment has the following characteristics:

- designed to support the teaching and learning process,
- assists in planning future learning,
- diagnoses the student's strengths and weaknesses,
- provides feedback to the student about his/her progress,
- helps to make decisions on the readiness of students to do a summative assessment,
- is developmental in nature,
- credits / certificates are not awarded.

2.5 Summative Assessment

The purpose of summative assessment is to make a judgement about achievement. This is carried out when a student is ready to be assessed at the end of a programme of learning. The focus of summative assessment is the "end point" of learning to determine if the student has achieved the learning outcomes and is competent, in order to obtain formal recognition, namely credits or certification.

2.6 Assessment and Evidence

All assessment is based on the evaluation of evidence. Candidates are expected to demonstrate learning in relation to the required outcomes of a qualification by means of evidence, which can be compiled from a

variety of sources. The assessor assesses the evidence provided in order to make an informed assessment decision. An informed assessment decision can clearly only be based on evidence that is of sufficient quality. The fundamental principles of evidence quality are validity, authenticity, sufficiency and currency.

2.7 Principles of evidence

Validity

Evidence must relate directly to the required outcomes and criteria to be assessed, therefore the evidence must be appropriate to what is being assessed.

Authenticity

Evidence must be attributable to the candidate. Particularly in the case of indirect and historical evidence there is opportunity for a candidate to present evidence that is not their own. The evaluation of the authenticity of evidence is therefore particularly important.

Sufficiency

There must be sufficient evidence to allow an informed judgement of whether the candidate has met all the requirements for competence. On the other hand there must not be too much or unnecessary evidence.

Currency

The concept of currency refers to two very different things, both equally important. First is the current competency of the candidate: does the evidence show what the candidate can do now? Second is the currency of the knowledge and skills that are possessed by the candidate: is what the candidate can do now current to the specific discipline in which they are to be trained?

2.8 Types of evidence

The types of evidence that can be used for assessment of competence are direct, indirect and historical.

Direct

Direct evidence is evidence actually produced by the candidate. This is the most valid type of evidence and should be the assessor's primary source of evidence. Direct evidence easily establishes authenticity.

Indirect

Indirect evidence is evidence produced by the candidate from another source, for example the testimony of a supervisor in a logbook. In the case of indirect evidence particular attention needs to be paid to authenticity.

Historical

Historical evidence provides the assessor with information on what the student was capable of doing in the past. This type of evidence is least valid because it does not necessarily assess current performance and thus may require additional evidence for corroboration.

2.9 The Assessment Process

The assessment process involves the following steps:

- Know the component of the qualification and the whole qualification

- The assessor must have a thorough knowledge of the subject and qualification. This includes the purpose, outcomes, assessment criteria and other relevant information.
- Planning the assessment
 - It is important for the assessor to plan the assessment, so as to ensure that the student will be assessed in a fair and effective manner.
- Informing the student
 - It is important that the student understands from the outset what his/her role and responsibilities are regarding his/ her own assessment. The students should know:
 - the kinds of assessment activities that he/ she could be asked to perform,
 - the standard and level of performance expected,
 - the type and amount of evidence to be collected, and
 - their responsibility regarding the collection of evidence.
- Designing the assessment
 - The assessor designs the assessment. This includes determining the assessment methods and instruments as well as the development of appropriate assessment materials.
- Conducting the assessment and collecting evidence
 - Assessment must be conducted in an appropriate and non-threatening environment. The requirements of the tasks should be appropriately and clearly communicated.
- Approval of final marks
 - The Academic Committee will confirm the award of credits to students who have achieved the learning outcomes and passed the assessment.
- Making judgments and providing feedback
 - Students have to be informed about the judgement criteria and process.
 - The student should be given feedback timeously. The feedback should include which of the outcomes of the different assessments have been achieved successfully and which not. The feedback should also indicate to the student the status of the outcome of the judgement in terms of the criteria and process
- Completing administrative requirements
 - The assessor has to record the results of the assessment in compliance with requirements of the institution.
- Evaluating the assessment process
 - The evaluation of the process could involve:
 - obtaining feedback from the student regarding the assessment and how the process could be improved,
 - reviewing the entire process with other assessors and moderators, and
 - making appropriate changes which could include recommendations regarding changes to the subject, unit standards or qualification.
- Re-assessment
 - The assessment process should make provision for re-assessment in certain situations. Re-assessment has the following implications:
 - it should take place in the same relative situation or context;
 - the same methods and instruments may be used whilst the task and materials should be different. However, re-assessment should be of the same level and complexity as the initial assessment.
- Appealing against an assessment outcome
 - A critical issue supporting good assessment system design and management is that of appeals. This involves ensuring that students have access to appeal an assessment outcome to either the assessor or the institution.

- Reporting and storage
 - Any documentation related to assessment and moderation must be stored with the institution according to the requirements of the institution.
 - All assessment evidence and results of the student must be securely recorded for a specified period of time, in case of an appeal or need for verification.

2.10 Continuous Assessment

- The acquisition of a continuous assessment mark as a year mark is a requirement for all subject/unit standards/modules.
- The continuous assessment marks (year mark) are determined internally by FPD.
- All marks must be available at all times.
- Marks must be entered on the form provided by the Registrar.
- Mark sheets must be properly completed and signed by the Examiner and the Head of the School.
- Guidelines for the processing of continuous assessment marks:
 - All continuous assessment marks are entered on the prescribed mark sheet as percentages. The date of assessment, the total out of which the assessment counts, and its weighting must be filled in on the mark sheet. All marks are entered as percentages, after which they are further processed according to a specific formula to the final continuous assessment mark. In cases where practical work forms an integral part of a subject/unit standard, a practical mark of at least 50% is required for admission to the theory examination.
 - Heads of Schools may, in consultation with the lecturers involved, adjust continuous assessment marks on merit and with written motivation (minuted) before the final continuous assessment mark is submitted to Academic Committee for approval.
 - Only the official continuous assessment marks, as indicated on the notice boards that are made available for this purpose, are valid.
 - For every subject/unit standard/module there must be specific weighting according to which the continuous assessment marks are calculated and the lecturers must inform students fully about the formula that is used in the particular subject/unit standard at the beginning of their studies in the subject/unit standard.
- All students must check their continuous assessment marks properly. Students therefore accept full responsibility for checking their continuous assessment marks.
- Heads of Schools are responsible for the accuracy and neatness of mark sheets and schedules, and for the smooth running of matters in this regard.

2.11 Assessment

- Assessment is recognised as an integral part of the teaching and learning process, and is to have a high priority, equal to that of teaching.
- Assessment is to be integrated into the teaching and learning process according to the principles of good assessment.
- Assessment will be a combination of formative and summative assessment, the precise nature of the combination depending on the nature of the subject. This is to be stated in the Study Guide for each subject/module. Assessment methods and instruments are to be made explicit per subject in the study guide.
- Assessment weights and guidelines are to be made explicit per subject/module in the study guide.
- Assessment methods and instruments are to be continually evaluated in order to integrate more effectively into teaching and learning, and to integrate more effectively with the desired outcomes of the teaching and learning.
- All assessment instruments are to be kept permanently, in a secure manner.
- Assessments are to be continually reviewed and upgraded, according to the assessment review mechanisms.
- The results of all assessments are to be recorded on both a paper-based and computerised results system. Results are to be entered onto both a paper results sheet and a computerised results sheet. These records are to be kept permanently, in a secure manner.
- All assessments are to comply with the institution's rules of examination.

- A summary of the most important sections of the institution's rules of examination are to be included in the study guide.
- Assessment is to be regularly reviewed according to the principles of assessment.
- Students' final marks must be submitted to the Academic Committee for approval before being released to students.

2.12 Examination Rules and Regulations

Examination rules and regulations are to be found in the Examination Policy and Procedures documentation and study guides.

2.12 Missed Assessments and Re-Assessment

Formative assessments:

Missed formative assessments are still to be completed by the student in a negotiated format, in order to expose them to the assessment. The purpose of the formative assessment is therefore still reached.

Assignments:

- All assignments must be handed in on the date provided in the study guide.
- All assignments that were handed in too late or not handed in and therefore received a mark of 0% are still to be handed in. If such an assignment is not handed in by the last day of programme or the final deadline provided, the student will be refused entry to the examination, notwithstanding the actual semester mark obtained in the subject/module – if applicable.

Practical Assessments: (if applicable)

A student will only be given the opportunity to repeat a practical if they can provide the following:

- a valid doctor's certificate booking them off for the period of the examination, or
- a valid letter of explanation for illness or death in the family, or
- any other written explanation that may be accepted on merit by the lecturer concerned.

This letter is to be presented to the lecturer of the subject/unit standards/module in which the practical was missed as soon as possible after the missed assessment. Any student that is going to miss a practical assessment has to make every effort to inform the FPD of their intention to miss the assessment.

2.13 Summative Assessments

Assignments:

- All assignments must be handed in on the date provided in the study guide.
- All assignments that were handed in too late or not handed in and therefore received a mark of 0% are still to be handed in. If such an assignment is not handed in by the last day of programme or the final deadline provided, the student will be refused entry to the examination, notwithstanding the actual semester mark obtained in the subject/module - if applicable.

Examinations:

A student will only be given the opportunity to write a supplementary examination if they can provide the following:

- a valid doctor's certificate booking them off for the period of the examination, or
- a valid letter of explanation for illness or death in the family, or
- any other written explanation that may be accepted on merit by the lecturer concerned.

This letter is to be presented to the lecturer of the subject in which the examination was missed as soon as possible after the missed examination. Any student that is going to miss an examination is to make every effort to inform the FPD of their intention to miss the examination.

Rules for admission to supplementary examinations are to be found in the examination rules and regulations of the institution.

Every student is required to complete and submit the formative assessment requirements as set out in the study guide. The formative assessments will be used to calculate the year/semester mark as set out in the study guide.

The year/semester mark contributes a specific percentage towards the final mark - as indicated in the study guide. The summative examination mark contributes a specific percentage towards the final mark - as indicated in the study guide

A year/semester mark of 40 % is required in order to be allowed to write summative examinations. A sub-minimum mark of at least 40 % should be obtained in the summative examination in order to pass the module.

The year/semester mark for each programme and/or each module are calculated as stipulated in the study guides for the specific programme and/or module.

A mark of 45 – 49 % in the summative examination is required to write a supplementary examination.

A final mark of 50 % is required to pass the module.

If the summative assessment is in the form of a Portfolio of Evidence or a research project, 50 % is required to pass the module.

Portfolios of evidence (POE):

An incomplete POE has to be resubmitted including outstanding evidence. Failing to do so before a final deadline will result in the POE not being accepted for final certification.

Practical's:

A student will only be given the opportunity to repeat a practical examination if they can provide the following:

- a valid doctor's certificate booking them off for the period of the examination, or
- a valid letter of explanation for illness or death in the family, or
- any other written explanation that may be accepted on merit by the lecturer concerned.

This letter is to be presented to the lecturer of the subject/unit standards/module in which the practical examination was missed as soon as possible after the missed examination.

Any student that is going to miss a practical examination has to make every effort to inform the FPD of their intention to miss the examination.

Rules for admission to supplementary practical examinations are to be found in the examination rules and regulations of the institution.

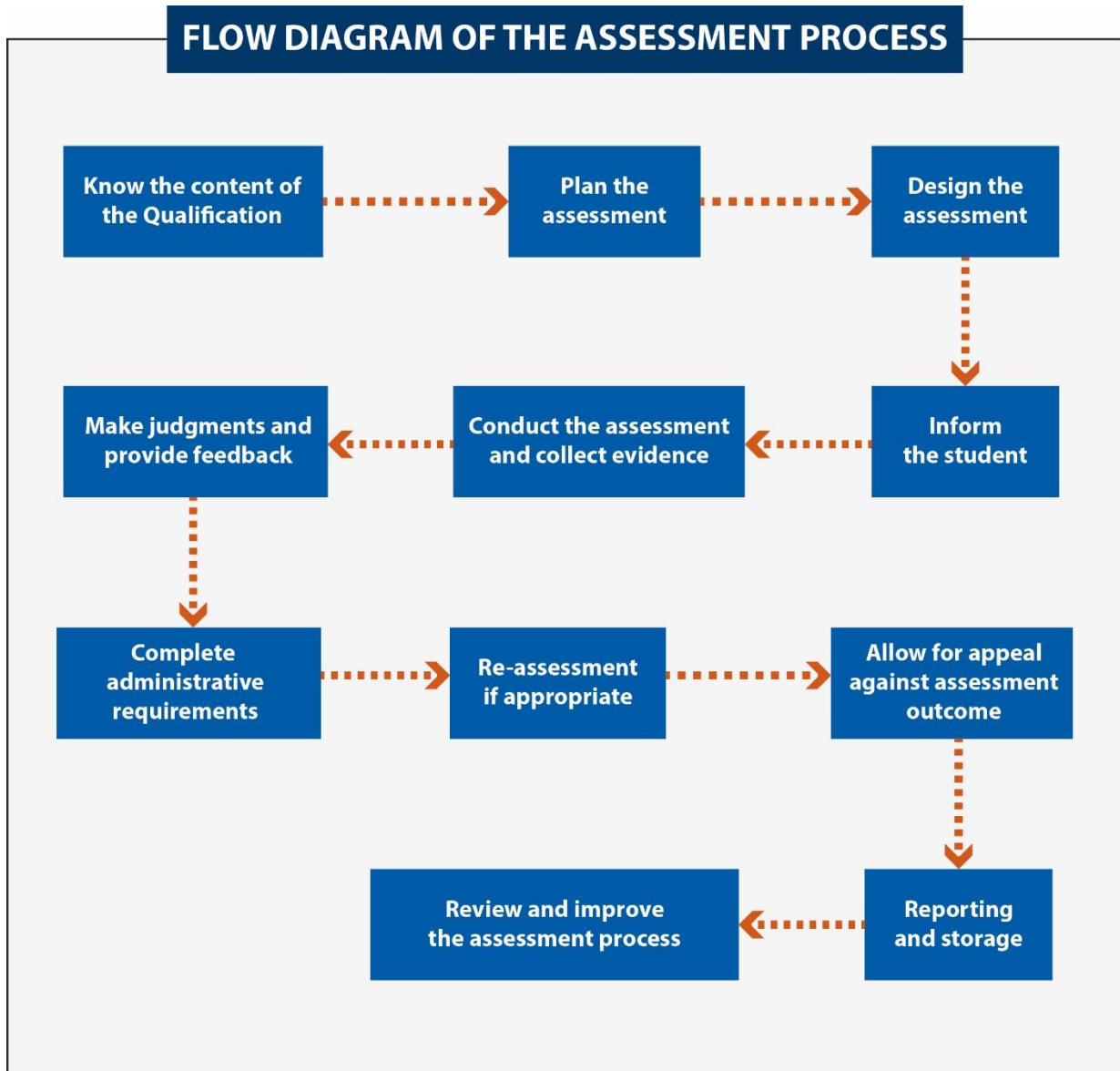
2.14 Appeals Procedures

Students may appeal any assessment decision, according to the institution's rules of appeal. The appeal process will start when the student applies for appeal through a written application – letter or e-mail.

2.15 Quality Assurance of Assessment

- An Assessment of Learning Policy must be in place to ensure that the assessment process complies with the principles of good assessment, namely fairness, validity, reliability and practicability
- Quality assurance procedures include internal and external moderation, internal and external examination, staff development in assessment, analysis of assessment results, correct combination of formative and summative assessment and adherence to principles of assessment.
- These issues are all addressed in the review process following assessments, and any shortcomings identified in any of the above processes are to be incorporated into future assessments.
- Students' final marks must be submitted to the Academic Committee for approval before being released to students.

Flow Diagram of the Assessment Process



Example of Assessment Guidelines from a Subject Handbook

Assessment

Note: From the Assessment Guide for the Higher Certificate in Management (HCM)

• Formative Assessment	9 self-study assignments	$(9 \times 25) / 225 = 100$
• Summative Assessment	Assignment 1 : Introduction to Project Management	100
• Summative Assessment	Assignment 2 : Strength in Teamwork, Diversity Management & Relationship Management	100
• Summative Assessment	Assignment 3 : Introduction to Financial Management	100
• Summative Assessment	Assignment 4 : Introduction to Markets and Marketing, Customer Service	100

TOTAL MARK**500**

Formative assessment:

- The purpose of formative assessment is to determine where the student is in relation to where the student should be in terms of the outcomes of a block of work.
- Formative assessment determines if the student is where they should be, what work needs to be redone or revised and if the programme needs to be modified. Formative assessment is therefore a very important way of you determining where you are in relation to where you should be.
- Formative assessments will carry marks. Formative assessments will be in the form of small class tests/activities, individual of assignments (multiple choice), quizzes, discussions etc.

Semester tests (if applicable):

- These will be written tests which will determine if the student has reached the desired learning outcomes of the work that has gone beforehand. Material covered in the semester tests will include all the lecture material and any other material included in the class, such as extra reading, assignments etc. If one or more semester tests is missed for a valid reason, there will be a supplementary test at the end of the semester, which will include the work covered in all semester tests.

Final examination (if applicable):

- The final examination will be written at the end of the semester or module. This will be a written examination to determine if the student has reached the desired learning outcomes of the module. The format of the examination will be the same as that of the semester tests. Material covered in the semester tests will include all the lecture material and any other material included in the class, such as extra reading, assignments etc. The final examination will be between two and three hours long.

Assignment

The purpose of the assignment is to find information about a subject in more depth than is covered in the lectures and to analyse an issue in conservation genetics. In addition, this assignment will give you practice in writing and arguing a case. This assignment will consist of writing an essay and doing a presentation about an aspect of conservation genetics. Please remember that all material covered in assignments is examinable.

Guidelines for the assignment.

- For this subject there is one assignment, which will be an essay and presentation dealing with an aspect of conservation genetics. It will entail reading provided material, finding additional material and presenting a well thought out, well written case. Detailed guidelines for the assignment are provided on a separate page, including a tear-off strip which will be completed and handed in to the lecturer on the day the assignment is discussed in class. It is assumed that the assignment will take at least 20 - 30 hours to prepare satisfactorily. Follow the instruction on assignments that are provided in the study guide.

Evaluation of the assignment

- Your assignment will be marked according to particular criteria. Make sure that you adhere to the guidelines or you may unnecessarily lose marks or the assignment may not be accepted.
- All assignments have to be handed in on time: due dates are given in the summary of the study programme. Late submission of assignments will not be tolerated. Late submissions will be penalised. All assignments will be handed in, irrespective of how late they may be.

Literature Sources

- HIGHER EDUCATION QUALITY COMMITTEE. 2004. Improving Teaching and Learning Resources. Council on Higher Education, Pretoria.
- SOUTH AFRICAN QUALIFICATIONS AUTHORITY. 2004. Criteria and Guidelines for the Assessment of NQF Registered Unit Standards and Qualifications. South African Qualifications Authority, Pretoria.

References

- Constitution of the Republic of South Africa,
- Higher Education Act 101 of 1997 as amended by:
- Higher Education Amendment Act 55 of 1999
- Higher Education Amendment Act 54 of 2000
- Higher Education Amendment Act 23 of 2001
- Higher Education Amendment Act 63 of 2002
- Higher Education Amendment Act 38 of 2003
- Higher Education Act 101 of 1997 – Regulations for the Registration of Private Higher Education Institutions, 2003
- Council on Higher Education, November 2004 – Framework for Programme Accreditation, Higher Education Quality Committee
- Council on Higher Education, November 2004 – Criteria for Programme Accreditation, Higher Education Quality Committee
- Further Education and Training Colleges Act, No 16 of 2006
- Further Education and Training Colleges Act, No 16 of 2006 – Regulations for the Registration of Private Further Education and Training Colleges, 2007
- Government Gazette, No 30353, October 2007 – The Higher Education Qualifications Framework, Higher Education Act, No 101 of 1997
- National Qualifications Framework Act, No 67 of 2008

Policy on Assessment for specific qualifications

The policies for assessment for specific qualifications will be attached as addenda, as follows:

Addendum A – Diploma in Nursing

Addendum B – Bachelor of Nursing

Addendum A: Diploma of Nursing

1. Formative Assessment for the Diploma of Nursing:

- 1.1 Learners will write three (3) theoretical tests before the Semester examination.
- 1.2 A minimum of 50% is required for entry into the Semester examination

2. Clinical assessments

- 2.1 A system of continuous assessment will be used by the Foundation for Professional Development in accordance with the requirements of the relevant qualification in Nursing.
- 2.2 Learners will be allocated in the SANC approved clinical facilities to correlate theory and clinical assessments
- 2.3 Learners will be supervised and accompanied by Clinical Facilitators in the clinical facilities
- 2.4 Record of clinical performance and attendance shall be kept by the Clinical Facilitator
- 2.5 Each learner shall obtain a time sheet from the college to record each time she / he attends in the clinical facility
- 2.6 Monthly reports will be written for each learner
- 2.7 A continuous assessment record shall be kept by the Clinical Facilitator who will supervise practical procedures until the learners are competent and allocate marks each month
- 2.8 At the end of the year marks obtained shall be calculated by numbers of months to obtain to assessment mark
- 2.9 A minimum of 60% is required for entry into the summative clinical examination
- 2.10 A learner who fails to obtain a minimum of 60% will not be allowed entry into the summative examination – and will be deferred to the next summative examinations
- 2.11 The summative clinical examination will be in the form of an OSCE, which will constitute a summative evaluation.

3. Summative assessments

- 3.1 Summative assessments must be designed such that it enables judgement about the achievement of outcomes in order to certify that the student has achieved the outcomes of the course and qualification to graduate. These assessments should be carried out at the end of a module, a programme or a qualification. The summative assessment tasks that The Foundation for Professional Development implements are written examinations and practical examinations and will be applicable to the qualification.
- 3.2 Learner achievement in a module is determined by the pass of the summative assessment a percentage ranging from 50% to 100%.
- 3.3 Integrated Assessment Techniques should also be used in certain programmes, especially at exit level. Integrated assessments can be implemented to assess a number of outcomes together or to assess a number of modules. In addition to assessing against achieving outcomes, integrated

assessments should be directed at assessing applied competence. In particular, application should relate to a work environment. Integrated assessment techniques can take form of an applied project where students may be required to conduct research, analyse problems, and make recommendations.

- 3.4 Work Integrated Learning, should feature in the assessment practices. This may take the form of simulations, practical classes, case study analysis, and relating applied projects to the work environment or relating assessment questions to the work environment. The Foundation for Professional Development will take measures to formalize Work Integrated Learning in the Programmes. Such measures may include formalizing a strategy that includes assessment, work place evaluations, supervisory reports and portfolios. The assessment of WIL should be undertaken as an integrated assessment as indicated above
- 3.6 The Foundation for Professional Development will also implement additional assessment methods that enhance learning and supplement the assessment methods that determine student achievement. These can include diagnostic assessments which may help students and academics determine their learning needs and predictive assessments which may measure the student's ability to learn and meet set standards.
- 3.7 In implementing a set assessment practices, academics should conduct a clear task analysis with a view to assess, and know what knowledge, skills and abilities they are looking for in learners. Hence the assessment practices should be structured as purposeful learning activities which encourage students to engage with the content.
- 3.8 The methods, instruments and techniques should provide a range of opportunities for students to demonstrate knowledge, skills, values and attitudes.
- 3.8.1 A method of assessment refers to a procedure to follow in assessing the learners, for example:
- Self- assessment
 - Oral question and answer
 - Textual questions and written answers
 - Self-reporting by student
 - Interviews
 - Examinations and tests
 - Recognition of prior learning (RPL)
 - Conferencing and discussing
 - Observation and comment
 - Performance assessment
 - Presentations
 - Group assessment
- 3.9 An instrument is used to assist an assessor in collecting evidence of competence.
- 3.9.1 Examples of assessment evidence to be submitted by students will include some of these based on the tasks at hand for that particular module:
- Written assignments
 - Journals

- Portfolio assessment
- Worksheets

3.10 A technique is a special way the educator uses the method and instrument to provide opportunities for learners to demonstrate their evidence in various ways.

Examples of assessment techniques:

- Project work
- Panel discussions
- Presentations and demonstrations
- Power-point presentations
- Construction and design
- Role-plays
- Posters
- Debates

3.11 The quality of assessment is important in order to provide credible certification. The critical overriding principle of assessment is that of ethics. Credibility in assessment is assured through assessment procedures and practices being governed by the following principles:

3.11.1 **Transparency:** The assessment process should be clear and open to students. Any student should have the right to question and appeal the assessment procedure.

3.11.2 **Validity:** An assessment is valid when it assesses what it claims to assess. Assessment procedures, methods, instruments and materials have to match what is being assessed.

3.11.3 **Reliability:** Reliability in assessment refers to the same judgements being made in the same or similar contexts each time a particular assessment for specified stated intentions is administered.

3.11.4 **Practicability:** Practicability refers to ensuring that assessments take into account available financial resources, Facilities, equipment and time.

3.11.5 **Fairness and flexibility:** Assessment is fair if it does not disadvantage anyone. All students should understand exactly what is being assessed, and have equal access to appeal mechanisms and reassessments.

3.12 The assessment of student achievement should involve the use of criterion-referenced assessment. This is in keeping with Outcomes Based Education. In this respect, the academic will judge the students work by measuring the student's performance against pre-determined outcomes. The related assessment criteria will include the level at which the student should be performing, as determined by the NQF level.

3.13 Measures should be put in place to ensure that the work being assessed is the student's original work. This principle lends to ethics, student accountability, academic integrity and matters of plagiarism.

3.14 The Foundation for Professional Development must at all times adopt a systematic approach toward the implementation of student assessments. This includes the planning and communication of assessment methods as well as adopting a transparent stance on performance standards, purpose and outcomes. The assessment process must be rigorous. Assessment must be fair. The feedback

provided must be timely and meaningful such that it enhances the learning experience. The recording of student achievement data must be accurate.

- 3.15 As assessment forms part of the foundation of the teaching and learning process, it is important that academics have a sound understanding on the role of assessments in teaching and learning, the value of assessments to academics and students, how to effectively execute assessments and be skilled in preparing assessments as well as assessing students. Academics must design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of learning and meeting the requirements of regulatory bodies. Academics should keep detailed records of assessment and understand how to interpret and use assessment. Academics should understand how to interpret and use assessment results to feed into the processes for the improvement of learning programmes. Academics must attend the FPD staff development workshops on assessment and where a need arises external training and workshops will be facilitated.

3.16 Summative Assessment for the Diploma in Nursing:

3.16.1 Clinical

- 3.16.1.1 The summative clinical examination will be in the form of an OSCE, which will constitute a summative evaluation.

- 3.16.1.2 The minimum pass mark for the summative examination is 50%

- 3.16.1.3 Learners who fail the summative examinations will be given a supplementary examination

3.16.2 Theory

- 3.16.2.1 A learner who obtains between 46%-49 % in the Semester examinations will allow writing a Supplementary examination.

- 3.16.2.2 A learner who obtains 45% and less in an examination will repeat the examinations in the next semester.

- 3.16.2.3 If the subject was written in the first semester and the learner has failed, it will be written in the first semester of the following year.

Addendum B: Bachelor of Nursing

1. Formative Assessment for the Bachelor of Nursing:

1.1 Learners will write three (3) theoretical tests before the Semester examination.

1.2 A minimum of 50% is required for entry into the Semester examination

2. Clinical assessments

2.1 A system of continuous assessment will be used by the Foundation for Professional Development in accordance with the requirements of the relevant qualification in Nursing.

2.2 Learners will be allocated in the SANC approved clinical facilities to correlate theory and clinical assessments

2.3 Learners will be supervised and accompanied by Clinical Facilitators in the clinical facilities

2.4 Record of clinical performance and attendance shall be kept by the Clinical Facilitator

2.5 Each learner shall obtain a time sheet from the college to record each time she / he attends in the clinical facility

2.6 Monthly reports will be written for each learner

2.7 A continuous assessment record shall be kept by the Clinical Facilitator who will supervise practical procedures until the learners are competent and allocate marks each month

2.8 At the end of the year marks obtained shall be calculated by numbers of months to obtain to assessment mark

2.9 A minimum of 60% is required for entry into the summative clinical examination

2.10 A learner who fails to obtain a minimum of 60% will not be allowed entry into the summative examination – and will be deferred to the next summative examinations

2.11 The summative clinical examination will be in the form of an OSCE, which will constitute a summative evaluation.

3. Summative assessments

3.1 Summative assessments must be designed such that it enables judgement about the achievement of outcomes in order to certify that the student has achieved the outcomes of the course and qualification to graduate. These assessments should be carried out at the end of a module, a programme or a qualification. The summative assessment tasks that The Foundation for Professional Development implements are written examinations and practical examinations and will be applicable to the qualification.

3.2 Learner achievement in a module is determined by the pass of the summative assessment a percentage ranging from 50% to 100%.

3.3 Integrated Assessment Techniques should also be used in certain programmes, especially at exit level. Integrated assessments can be implemented to assess a number of outcomes together or to assess a number of modules. In addition to assessing against achieving outcomes, integrated

assessments should be directed at assessing applied competence. In particular, application should relate to a work environment. Integrated assessment techniques can take form of an applied project where students may be required to conduct research, analyse problems, and make recommendations.

- 3.4 Work Integrated Learning, should feature in the assessment practices. This may take the form of simulations, practical classes, case study analysis, and relating applied projects to the work environment or relating assessment questions to the work environment. The Foundation for Professional Development will take measures to formalize Work Integrated Learning in the Programmes. Such measures may include formalizing a strategy that includes assessment, work place evaluations, supervisory reports and portfolios. The assessment of WIL should be undertaken as an integrated assessment as indicate above
- 3.5 The Foundation for Professional Development will also implement additional assessment methods that enhance learning and supplement the assessment methods that determine student achievement. These can include diagnostic assessments which may help students and academics determine their learning needs and predictive assessments which may measure the student's ability to learn and meet set standards.
- 3.6 In implementing a set assessment practices, academics should conduct a clear task analysis with a view to assess, and know what knowledge, skills and abilities they are looking for in learners. Hence the assessment practices should be structured as purposeful learning activities which encourage students to engage with the content.
- 3.7 The methods, instruments and techniques should provide a range of opportunities for students to demonstrate knowledge, skills, values and attitudes.
- 3.7.1 A method of assessment refers to a procedure to follow in assessing the learners, for example:
- Self- assessment
 - Oral question and answer
 - Textual questions and written answers
 - Self-reporting by student
 - Interviews
 - Examinations and tests
 - Recognition of prior learning (RPL)
 - Conferencing and discussing
 - Observation and comment
 - Performance assessment
 - Presentations
 - Group assessment
- 3.8 An instrument is used to assist an assessor in collecting evidence of competence.
- 3.8.1 Examples of assessment evidence to be submitted by students will include some of these based on the tasks at hand for that particular module:
- Written assignments
 - Journals

- Portfolio assessment
- Worksheets

3.9 A technique is a special way the educator uses the method and instrument to provide opportunities for learners to demonstrate their evidence in various ways.

Examples of assessment techniques:

- Project work
- Panel discussions
- Presentations and demonstrations
- Power-point presentations
- Construction and design
- Role-plays
- Posters
- Debates

3.10 The quality of assessment is important in order to provide credible certification. The critical overriding principle of assessment is that of ethics. Credibility in assessment is assured through assessment procedures and practices being governed by the following principles:

3.10.1 **Transparency:** The assessment process should be clear and open to students. Any student should have the right to question and appeal the assessment procedure.

3.10.2 **Validity:** An assessment is valid when it assesses what it claims to assess. Assessment procedures, methods, instruments and materials must match what is being assessed.

3.10.3 **Reliability:** Reliability in assessment refers to the same judgements being made in the same or similar contexts each time a assessment for specified stated intentions is administered.

3.10.4 **Practicability:** Practicability refers to ensuring that assessments take into account available financial resources, Facilities, equipment and time.

3.10.5 **Fairness and flexibility:** Assessment is fair if it does not disadvantage anyone. All students should understand exactly what is being assessed and have equal access to appeal mechanisms and reassessments.

3.11 The assessment of student achievement should involve the use of criterion-referenced assessment. This is in keeping with Outcomes Based Education. In this respect, the academic will judge the students work by measuring the student's performance against pre-determined outcomes. The related assessment criteria will include the level at which the student should be performing, as determined by the NQF level.

3.12 Measures should be put in place to ensure that the work being assessed is the student's original work. This principle lends to ethics, student accountability, academic integrity and matters of plagiarism.

3.12.1 The Foundation for Professional Development must at all times adopt a systematic approach toward the implementation of student assessments. This includes the planning and communication of assessment methods as well as adopting a transparent stance on performance

standards, purpose and outcomes. The assessment process must be rigorous. Assessment must be fair. The feedback provided must be timely and meaningful such that it enhances the learning experience. The recording of student achievement data must be accurate.

- 3.12.2 As assessment forms part of the foundation of the teaching and learning process, it is important that academics have a sound understanding on the role of assessments in teaching and learning, the value of assessments to academics and students, how to effectively execute assessments and be skilled in preparing assessments as well as assessing students. Academics must design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of learning and meeting the requirements of regulatory bodies. Academics should keep detailed records of assessment and understand how to interpret and use assessment. Academics should understand how to interpret and use assessment results to feed into the processes for the improvement of learning programmes. Academics must attend the FPD staff development workshops on assessment and where a need arises external training and workshops will be facilitated.

3.13 Summative Assessment for the Bachelor of Nursing:

3.13.1 Clinical

- 3.13.1.1 The summative clinical examination will be in the form of an OSCE, which will constitute a summative evaluation.

- 3.13.1.2 The minimum pass mark for the summative examination is 50%

- 3.13.1.3 Learners who fail the summative examinations will be given a supplementary examination

3.13.2 Theory

- 3.13.2.1 A learner who obtains between 46%-49 % in the Semester examinations will allow writing a Supplementary examination.

- 3.13.2.2 A learner who obtains 45% and less in an examination will repeat the examinations in the next semester.

- 3.13.2.3 If the subject was written in the first semester and the learner has failed, it will be written in the first semester of the following year.