



QUALITY MANAGEMENT SYSTEM

SOP – D03-02

TITLE: ASSESSMENT PROCEDURE TVET PROGRAMMES

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STANDARD PROCEDURE FOR ASSESSMENT OF TVET-PROGRAMMES AT HUGENOTE KOLLEGE

1. Purpose

This document outlines the standard procedure for assessment at Hugenote Kollege, ensuring adherence to principles of validity, reliability, fairness, and transparency in assessing student achievement across various programmes.

2. Principles of Assessment

2.1 Validity:

- Ensure assessments measure intended outcomes accurately.
- Clearly state assessed outcomes.
- Use appropriate assessment methods and instruments aligned with learning outcomes.

2.2 Reliability:

- Ensure consistency in assessment results across different contexts.
- Mitigate assessor bias through standardized assessment practices.

2.3 Academic Integrity:

- Implement procedures to prevent and address dishonesty.
- Educate all stakeholders on College regulations regarding academic integrity.

2.4 Transparency:

- Provide clear information to students on assessment rationale, timing, methods, criteria, and grading.
- Ensure transparency in assessment processes and outcomes.

2.5 Fairness:

- Treat all students equitably, addressing individual needs and providing necessary support.
- Avoid bias based on ethnicity, gender, disability, or other factors.
- Ensure clarity in assessment criteria and procedures.

2.6 Objectivity:

- Maintain consistency in assessment judgments.
- Standardize assessment practices among different assessors.
- Minimize factors influencing assessment outcomes not related to student performance.

2.7 Achievability:

- Ensure assessments are feasible within resource and time constraints.
- Assessments should be practical and cost-effective.

2.8 Timely Feedback:

- Provide timely feedback on both formative and summative assessments.

- Feedback should guide students in understanding strengths and areas needing improvement.

2.9 Manageability:

- Ensure assessments are manageable and efficient to administer.
- Use assessment methods that balance depth of understanding with practicality.

2.10 Directness:

- Align assessments with real-world applications of knowledge and skills.
- Assess authentic tasks and processes relevant to learning outcomes.

2.11 Practicality:

- Design assessments that are effective and efficient within the learning programme's context.
- Consider financial resources, facilities, and time constraints.

3. Assessment Strategies

3.1 Formative Assessment

- Conduct ongoing formative assessments during training using classroom activities and tests.
- Used to identify strengths and weaknesses of both programmes and learners and to address them through appropriate parts of the programme.
- Prepare students for summative assessments through feedback and support.

3.2 Summative Assessment

- Conduct final integrated evaluations at the end of modules or courses.
- The College provides supplementary examinations for students who meet the specifically set subminimum requirement if they are not yet competent in summative assessments.
- Provide specific feedback to students on their performance in summative assessments.

3.3 Integrated Assessment

- Foundational, theoretical, practical and reflexive components of assessment must be integrated.
- At least one integrative summative assessment must be conducted near the end of each module/programme assessing applied competence relating to the purpose of the qualification and outcomes of the unit standards.

4. Assessment Steps

The assessment process follows the process implicit in the unit standard "Conduct Assessment of Learning Outcomes" (SAQA ID 115753) comprising the following steps:

- Design and preparatory phase: The assessor prepare everything for the assessment including the learners for the assessment.
- Plan for the Assessment.
- Conduct Pre-assessment.



- Conduct the Assessment: The assessment is conducted, and the outcomes and evidence are recorded;
- Provide Feedback: The learners are given general feedback; the assessment decision is made and moderated; the results are recorded and sent to the ETQA for verification, and any appeals are heard and followed up.
- Review: the assessment processes, methods and instruments that were used are reviewed and moderated where new instruments are introduced, or changes made.

5. Assessment Requirements and Documents

5.1 Attendance registers

- All learners must complete attendance registers as required during their study.

5.2 Facilitation calendar

- Needs to show curriculum plan and/or lesson plans.
- Needs to show planning for meetings and feedback.
- Needs to show assessment plan.

5.3 Assessment calendar

- Needs to show assessment plan.
- Can be integrated into facilitation plan (cost-effective and information efficient).
- Must annually be planned by the relevant Programme Coordinator and made accessible to all facilitators of the specific programme.

5.4 Assessment documents

The following assessment documents must be prepared:

- Assessment tools and model answers (memo) that must:
 - include foundational, theoretical and practical and reflexive questions;
 - state the ELO's, Unit Standards, Assessment Criteria and CCFO's assessed;
 - be kept in a safe and secure place;
 - be implemented in a non-repetitive cycle.
- Assessment activities and assignments that can include:
 - observational checklists;
 - oral presentations and
 - demonstration of competencies
 - case studies and mark sheets;
 - assignments and mark sheet;
 - portfolio of evidence;
 - workbook;
 - logbook/journal;
- **Assessment documents to be available for verification**
 - Report on individual learners.
 - Group report by assessor.
 - Assessor Feedback to Moderator.
 - Completed Endorsement of Learner Achievement Form



- Certified ID
- Information form
- A copy of the internal moderator's overall report and a report for each learner's portfolio of evidence moderated.

6. Language of Assessment

Assessments must be available in both English and Afrikaans. Students may choose their preferred language for assessment purposes.

7 Assessment Process

7.1 Plan and prepare for assessment

The assessor(s):

- familiarize him/herself with and implement the assessment guide;
- familiarize him/herself with the unit standard/qualification;
- determine the requirements from the unit standard, i.e. specific outcomes, assessment criteria, range statements, embedded knowledge and critical cross-field outcomes;
- analyse the requirements and specifications that will affect the assessment design;
- identify the type of evidence required;
- identify the most suitable assessment methods, instruments and tools;
- design or source the appropriate assessment instruments and tools;
- decide on a scoring structure to determine competency;
- place scoring structure on assessment tool.

Prepare learner for assessment

The assessor prepares the learners for the assessment by discussing the following in detail:

- the Post School Policy of the Department of Higher Education (NQF and related information);
- the purpose of the assessment;
- the process of the assessment;
- the performance outcomes and criteria for assessment;
- the conditions under which the assessment will take place;
- the assessment plan drawn up and discussed with the learners;
- the method and type of assessment;
- the evidence to be submitted by the learner;
- learners to use a black pen to do assessments and no correction fluid allowed;
- the assessment needs of the learners;
- special needs that must be accommodated;
- code of conduct during assessment;
- OHS issues relevant to the assessment process;
- the re-assessment procedure;
- the appeals procedure;

- moderation process;
- verification process;
- the qualifications the unit standard(s) will lead to;
- where or how to get information regarding further studies in support of career progression.

Explanation of learner rights:

- the learners may follow the Hugenote Kollege Appeals Policy if they have valid reasons not to agree with the assessor's decision;
- the learner may request that the College appoints an impartial observer to be present;
- the procedure to follow when the learner was found not yet competent.

Evidence of learner preparation:

- Learners complete, sign and place the Pre-assessment Checklist in their Portfolio of Evidence.

7.2 Process for receiving and recording of summative assessment documents:

The process for the receiving and recording of summative assessment documents are as follows:

- All Workbooks/Logbooks/Summative assessments must be delivered by the students to the Reception of the College where it must be entered (signed off) by the students in a register.
- Students who do not meet the deadline for submitting assignments will be penalized by deducting 5% per day that the submission is late from the original mark obtained. If a student does not pass a module due to late submission, s/he must re-register for the relevant module the following year.
- If a student submits a summative assignment after the set time, a maximum mark of 50% will be awarded.
- If workbooks/logbooks/summative assessments are received via land post, it must be opened by the Receptionist.
- The Receptionist will add a date stamp to workbook/logbook/summative assessment document.
- The Receptionist will transfer the documents to the relevant facilitators/assessors who will then sign as proof of receiving the documents.
- If a specific assessor is no longer employed by the College, the workbook/logbook must be signed out to the relevant Programme Coordinator who will appoint an assessor for the assessment thereof.
- The assessors will then assess the workbook/logbook/summative assessment and record the results on the central College student management System.

7.3 Conduct the assessment and document the evidence

- Review and confirm the logistics (the venue etc.), the assessment plan and the relevant OHS issues.



- Collect evidence as per the assessment instruments. Assessors must assess all training conducted during the registration period. The assessments must be carried out by means of formative and summative assessments.
- Final integrative summative assessments must be conducted at least within 14 days after training (theoretical and practical) delivery is completed.
- Record and document the evidence as per the assessment record.
- Evaluate the evidence and make assessment judgements:
 - use the assessment tools to evaluate the evidence provided by the learner;
 - make judgements using the scoring structure as per the assessment tools;
 - The primary assessor to use a red pen during the initial assessments and a purple pen for supplementary assessments;
 - Final/second assessors to use a pink pen during re-assessments.
 - Assessment evaluations must be completed within 3 days of an assessment and within 2 days of a supplementary assessment.

7.4 Provide feedback to the relevant parties

- Arrange a feedback session with the learners. Feedback sessions must be used as an opportunity to identify further goals and training opportunities, or to explore issues that may be causing poor performance. Feedback must be given as soon as possible after completion of assessments.
- Discuss the achievements with the learners within four days after completion of a summative assessment and within three days of completion of a supplementary assessment.
- If the learner is not yet competent, explain the next steps.
- Learner completes and together with the assessor signs the assessment feedback form and file it in Portfolio of Evidence.

7.5 Review of assessment process

- Use learner evaluation of assessment forms.
- Assessor to reflect on assessment process and draft a report.

8. Examination Protocol

- Examination scripts must be received by the examination office for editing, formatting, and duplication. Examination scripts and answer books must be locked for safekeeping until the date of the examination.
- The date, time and venue of examination must be communicated to students.
- Students need to be at the venue and placed correctly in his/her seat 15 minutes before commencement of the assessment opportunity.
- Students who arrive late will not be re-informed of the procedures already discussed.
- Students arriving late with a valid reason, may be allocated an additional 30 minutes after commencement of the examination. These students will NOT receive additional time at the end of the examination period.



- Students are not allowed within the examination venue before the 15 minutes stipulated.
- No suitcases, bags, books etc. may be taken to the student's desk - all baggage needs to be left in the front/back of the venue.
- Only a student ID card/student card, **black pen**, pencil, eraser, ruler and water bottle may be taken to the student's desk. The ID card/student card of the student should be placed at the top corner of the desk for control purposes.
- Examination answers must be done with a **black pen**. Drawings/diagrammes may be done in pencil should a student prefer to do it as such.
- Mobile phones must be completely switched off (NOT on silent) during the examination period. Mobile phones must be kept in bags and/or handed in at the invigilators for the duration of the examination. It is advised that no mobile phones be kept by a student. Mobile phones found on students (who made use of it) during the examination must be confiscated by the invigilator and kept until the completion of the examination papers.
- Every student needs to take a number card when entering the venue and take place at the seat indicated with the same number AND/OR a student takes a seat according to his/her color coded learning programme.
- NO numbers may be exchanged and no reservations of place for or by individual students must be allowed.
- All students to sign an attendance register.
- No student is allowed to sign the attendance register on behalf of another student.
- Once printed the examination scripts and answerbooks must be locked for safekeeping until the date of the examination.
- Students are not allowed to wander around or speak to each other during the examination period. Should they however need to communicate with the invigilator, it should be done by the raising of a hand.
- The invigilator must count the students in the venue to ensure that it correlates with the signatures in the register(s).
- Should a student miss an assessment opportunity, he/she needs to submit an acceptable medical certificate within 24 hours to the examination office. However, it then remains the responsibility of the student to arrange a supplementary assessment opportunity with his/her facilitator/lecturer.



- If an invigilator suspects any form of irregularity by a student during an examination, he/she may remove the suspected student from the room to investigate the suspicious activity or object.
- Students should ensure that no notes or incriminatory material are available. Should any notes and/or incriminatory material be found on a student, the following disciplinary steps must be taken:
 - Should a student be caught with incriminatory notes and/or suspicion arise that a student might have or make use of such notes, the invigilator will sign on the next open line in the examination answer book, take it in and allow the student to continue with the rest of the examination paper in a new answering book.
 - Should a student copy the work of another student, the student must be moved to another seat. The same procedure as above will then be followed.
- The invigilator will distribute answer books to all students in the venue and ensure that enough paper has been stapled in the booklet. Additional paper must be available on request.
- Students must be informed and supported to complete the front page of the answer books correctly.
- The invigilator must ensure that all additional paper is neatly stapled together in the answer book.
- Examination papers must be given to students up-side-down and MAY NOT be turned before instruction is given to do so.
- The invigilator will ensure that every student received an examination paper and answer-book.
- The invigilator must ensure that every student's examination paper have the correct number of pages.
- Indicate to the students the time limit in which they need to complete the paper and give permission to start. No student is allowed to start writing before permission has been given.
- Students need to ensure that every answer is correctly numbered according to the number on the assessment paper.
- Students need to ensure that they read questions thoroughly before answering it. Students are requested to only answer a question as requested e.g. if 3 facts are requested, only 3 facts must be given. Should a student give more than the required number of answers, ONLY the first 3 answers will be assessed. Assessors will do no special searching for possible correct answers.



- Students are however encouraged not to leave open/blank spaces, but to write down whatever they do know about that specific question – it might just be that an additional mark can be obtained to pass a specific module.
- Students are requested to leave 2-3 lines open between answers or to draw a line with a ruler – this will assist in the assessment process.
- Draft work may be done on the examination script or answer book and should be indicated as such.
- Students must be informed after every 30 minutes on how much time is left to complete the assessment.
- Facilitators/lecturers must be available in the venue for 10 minutes after commencement of the examination.
- Facilitators/lecturers must be available telephonically for the full duration of the examination period for any questions or uncertainties.
- The examination coordinator will return 10 minutes before the end of the examination period to ensure the final submission of all the answer papers. The scripts will then be kept safe until collected by the facilitator/lecturer.
- No additional time must be given at the end of the examination period for the completion of an assessment.
- ONLY students with special needs who submitted the official documentation and who has permission, must be allowed additional time to complete their assessments. To receive authorization, students must email a valid medical certificate from a doctor/psychologist indicating the amount of additional time to be provided to the facilitator/assessor at least two weeks before the start of assessments. The application must be authorized by the appropriate dean of the department. Applications may not be accepted on the day of the assessment.
- NO student must be allowed to leave the examination room within the first hour of the assessment unless the invigilator give permission in unforeseen circumstances. In such circumstances the students must always be under surveillance until he/she returns to the examination room.
- NO student must be allowed to leave the examination room within the last 15 minutes of the examination period.
- Students must place the answer sheet in the correct basket provided which must be marked per learning programme.
- Students should leave the room in silence without disturbing the remaining students.



- Absolute silence is expected from ALL students who gather outside the examination venue.
- Results will be released on the Student Management System.
- ANY infringement of the above rules or any other unacceptable behaviour by any student must be reported by the invigilator and might result in his/her disqualification on the programme.

9. Examination Room Rules

1. Students may only bring a pen, pencil, eraser, and ruler into the examination room.
2. Examination answers must be written with a black or blue pen.
3. Each student must keep his/her Hugenote Kollege student card available on the desk for identification purposes during the examination.
4. Each student must sign the Attendance register held by the Invigilator and show their Hugenote Kollege student card when entering the examination venue.
5. Students should be seated in the examination room 15 minutes before the examination start time.
6. Learners who arrive late, may be admitted up to 30 minutes after the start time. These students will not be allowed extra time at the end.
7. Students may not bring into the examination venue or have in their possession any of the following: Bags, handbags, pencil cases or bags, unauthorized apparatus, books, electronic means of communication or similar devices, cellular phone watches (smartwatches), or cellular phones (cellular phones may not be used as a substitute for calculators or watches), any piece of paper – no matter how small, notes of any nature whatsoever. Mere possession of any of the aforementioned, irrespective of whether the student acted intentionally or negligently, or innocently, is regarded as a serious transgression of the rules and subsequently a serious academic misconduct.
8. No reservations of places by or for individual students are permitted.
9. Students may not walk around or talk to each other during the examination.
10. If you would like to have water in the examination room, it must be in a clear plastic bottle. All labels must be removed from bottles before entering the examination venue. No other drinks are permitted in the examination venue.
11. Wearing caps, hats, beanies, or scarves during examinations and tests is prohibited and students may be requested to remove such headgear. An exception is made in the case of religious headgear.
12. No student may assist or attempt to assist another student, or obtain help, or attempt to obtain help from another learner during a test or examination. If they wish to communicate with the Invigilator, they must raise their hand.
13. Students must ensure that each answer is numbered with the same number as that of the question which is to be answered.
14. Writing on any paper other than that provided for examination purposes is strictly prohibited. Rough work should be done on the examination script or examination answer script and identified as such. No pages may be removed from the examination answer script.
15. Students may not start writing before the Invigilator gives permission.

16. Answer papers must be handed to the invigilator no later than the end of the time allotted for the examination. Students may not take used or unused answer scripts from the examination venue.
17. No student is permitted to leave the examination room within one hour of the start time, unless given permission by the Invigilator for an unavoidable reason. In such case, the learner must be always supervised until returning to the examination room.
18. Any contravention of the above rules or any other unacceptable behaviour by any learner will be recorded by the invigilator and may result in the disqualification of the learner.

9. Determining Competency

The training of learners takes place according to the Outcomes-Based Education System and as a result, learner competency must be based on theoretical knowledge, the application of theoretical knowledge and practical ability in a simulated environment (classroom etc.) and the application of theoretical knowledge and practical ability in an integrated manner in a workplace.

To become competent:

- Learners will have to attend all theoretical and practical training according to a schedule of learning and all workplace training.
- Learners will have to successfully complete all summative assessments.

Competency against a Unit Standard/Learning Unit

- Learners need to be found competent against each Specific Outcome of a Unit Standard to be declared competent against the Unit Standard.

Competency against a Qualification

- Learners need to be found competent in all summative assessments (workbooks and logbooks included) to be declared competent against a full qualification.

The judgement will either be "Competent" or "Not Yet Competent". For a learner to be found competent in a module s/he must have a mark of 50% in both theoretical and practical work. For a learner to be competent in the qualification s/he must have a mark of 50% in all the modules of that qualification. Modules must be individually passed.

In cases where students have obtained between 47 and 49% in an assessment, moderators may adjust the mark to 50% (Competent).

10. Re-Assessment

- One re-assessment opportunity per summative assessment is allowed within the originally prescribed course duration.
- TVET students failing re-assessment must re-register for the module or enrol in a different programme.



11. Assessment Appeals

Students have the right to appeal assessment decisions. They must be taken through all the relevant information during the preparation and orientation phase at the beginning of the training and learning. Learners must be given an opportunity to discuss anything that is unclear, and then asked to sign a statement agreeing that they understand the assessment process. Appeals can be made to the facilitator/assessor, College management, and ultimately to the ETQA. For more information, consult the Appeal Policy of the College.

12. Reporting and Recording

- Comprehensive records of assessment and re-assessment results must be maintained.
- Detailed and accurate feedback must be provided to students on both formative and summative assessments.
- Assessors must record the assessment results on the Student Management System of the College within 3 days of the assessment date.
- The final results recorded on the Student Management System must be checked by a colleague. This must be done by comparing the individual results on the assessment tools with the results recorded on the system.
- If necessary, corrections must be made before the final signing-off of the results on the system by the responsible assessor.
- The hard copies of all progress reports must be printed on official College letterheads without any restrictions due to for example unpaid student accounts.

13. Credit Accumulation and Transfer

- Implement a credit accumulation and transfer system aligned with HEQSF standards.
- Recognize credits obtained towards incomplete qualifications for future use.
- Manage credit transfer decisions through the Academic Committee and College Management.

14. Assessors

14.1 Criteria for assessors

Assessors must comply with the following requirements, they:

- must be ethical, skilled, unbiased and knowledgeable in relevant knowledge and skills areas;
- must be registered with the relevant ETQA as constituent assessors and with the relevant professional body if that is required by the profession;
- sign the Codes of Conduct of Hugenote Kollege and the relevant Seta. If assessors fail to adhere to these Codes, the employer may act according to the staff policy and report it to the relevant Seta who may de-register the assessor;
- must be trained in the requirements of the relevant ETQA and registered to conduct assessment in the area of their subject matter expertise (All assessors must be required to be declared competent against the unit standard "Conduct outcomes-based assessment" at NQF level 5 (or its predecessor) and must be able to substantiate competence in the other unit standard(s) that they must be responsible for assessing).

14.2 Key responsibilities

An assessor is responsible for conducting assessments, the declaration of competency and the providing of feedback to learners.

14.3 Role of the assessor

The role of the assessor is to:

- Study and implement the Assessment Guide provided by the Hugonote Kollege;
- Prepare for assessment;
- Plan for assessment;
- Design or source appropriate assessment instruments and tools;
- Prepare the learners for assessment;
- Inform the learners of the assessment process;
- Draw up an assessment plan;
- Inform the learners of the evidence, to be provided for the assessment;
- Ensure that the learners have demonstrated competence and have completed all the necessary documents;
- Collect evidence for assessment;
- Conduct assessment by evaluating and recording evidence and judging the evidence;
- Provide constructive feedback on the learner's competence;
- Draw up an individual development plan with the learner if further evidence is required;
- Provide feedback to other relevant parties;
- Review the assessment process;
- Participate in the moderation process;
- Provide feedback on the moderation process.

Role of assessor in terms of the learner is to:

- inform the learner about the qualification's or unit standard's requirements;
- support and guide the learner in the collection of evidence;
- help the learner plan for the assessment;
- inform the learner about the timing of the assessment;
- conduct the assessment and provide feedback;

Role of the assessor in terms of the assessment process:

- be familiar with the qualification and or the unit standard(s) that must be assessed;
- plan the assessment;
- design or source appropriate assessment instruments and tools;
- collect evidence of the learner's performance;
- authenticate the evidence;
- evaluate and judge the evidence;
- make an assessment decision;
- record and report the results;
- forward the results to the Programme Co-ordinator;
- complete all documents and reports;
- review the assessment process and implement changes;
- comply with the College's moderation process and requirements.



15. Responsibilities and Authority

The Management of Hugenote Kollege is responsible for implementing and managing the Assessment Policy. The Academic Committee must ensure that all staff are trained and comply with assessment procedures and policies.

16. Review and Approval

This Standard Procedure for Assessment is approved by the management of the College on recommendation of the Academic Committee and must be reviewed as needed to align with updated SAQA criteria and regulatory requirements.

