

ANNEXURE A

STANDARD OPERATING PROCEDURES FOR ASSESSMENT AT TUT

This document should be read in conjunction with the following policies:

Policy on Invigilation of Examinations and other Assessments

Policy on Main, Supplementary, Special Examinations

Policy on Processing and Publication of Results

Policy on Scheduling and Admission to Examinations

Policy on Writing of Examinations at other Venues

Policy on Work-Integrated Learning

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1. INTRODUCTION

This guide provides minimum requirements for undergraduate and structured M-degree assessments at TUT. As per the different assessment policies, compliance with the rules stated in this guide is compulsory. The assessment process is categorised into four phases and the document and the sub-sections are structured to follow the four phases, i.e. plan, design, implement and review/monitor.

2. DEFINITIONS

Adapt IT (previously Integrated tertiary system), means the official University system to capture and compute marks that are all entered as percentages.

Assessment, means to the process of determining students' performance by using written tests, exams, practicals, projects and observations. The term assessment and not evaluation is used since evaluation usually refers to a value judgement such as "pass" or "fail".

Assessment instrument, refers to documents used for a particular assessment method consisting of a selection of assessment techniques such as essay type or multiple-choice type questions.

Assessment techniques, refers to the techniques used in the different assessment opportunities. Examples of techniques are alternative response questions, assertion/reason questions, assignments, oral tests, case studies, completion questions, examinations/tests, extended response question, essay type question, a brief for a practical item, etc.

Assessment methods, refers to direct observation of the performance of the students, product assessment (where the assessment is based on a product that is presented) or questioning which could be written or oral.

Assessment opportunity, refers to the opportunity provided to a student for assessment of/for learning. An assessment opportunity could be a demonstration, assignment, test, examination, practical work, etc.

Assessment panel, refers to the people involved when assessing a practical assessment opportunity. The opportunity can be oral (music); an artefact/article (art, fashion design); a conceptual representation supported by documents and artefacts (architecture) or a process (chemistry). The panel needs to meet before the assessment opportunity to discuss the rubric in order to reach consensus and facilitate a fair assessment process.

Assessment plan, means the pre-planned programme that was designed at the beginning of a semester/year and that governs the assessment activities for that subject. The subject coordinator/lecturer has to publish this assessment plan in the study guide and it should contain dates, weights, demarcation of work covered in each opportunity (scope). A specific profile matching the weight distribution of the particular assessment plan for a subject/module should be created on the Adapt IT system.

Assessment rubric, means the pre-planned instrument that was designed together with the assessment instrument/project brief to guide the assessment panel when assessing the

assessment opportunity in the absence of a formal memorandum. Clear categories of competence should be given in the rubric to facilitate fairness and consistency.

Assessment mark type, refers to the type of assessment instrument (usually written), for instance, a semester test (WR on the Adapt IT system), class tests (CT), assignments (AS), home work (HW), practical mark or group mark (GP); including weights assigned to each as referred to in the study guide.

Assessor, means a suitably qualified person (employed by TUT) who has been nominated by the academic department to set the assessment instruments for a specific subject and is approved by the EXCO of that faculty and ratified by Senate. It is best practice that such a person has to be setting all the assessment instruments for that subject for the entire semester/year.

Assistant-marker, means a suitably qualified person (not necessarily full-time employed by TUT) who has been nominated by the academic department to assist with the marking of assessments.

Co-assessor/examiner, means a suitably qualified person (employed by TUT) who has been nominated by the academic department to present the particular subject for that semester/year, but would only assist in the marking of the assessments and not necessarily in the setting of the instrument, for example service subjects.

Computer-based assessment (CBA), refers to a test or examination conducted through the use of a computer as an integral part of the assessment. The assessment would naturally take place in a computer laboratory and the usual technical assistance has to be provided by the department concerned.

Continuous assessment - see non-examination terminating model

Departmental Teaching and Learning Committee (DTLC), means a committee consisting of the HoD, programme/subject coordinators, departmental quality representative and other people as deemed necessary by the department. The duties of this committee are wider than just assessment related function. In the context of this policy, the committee has to take full responsibility for assessment standards in the department, i.e. the standard of the assessment instrument as well as the grading of scripts.

Examiner, see **assessor**. For consistency, the document will throughout use assessor/examiner.

Examination terminating model, refers to an assessment strategy that may be continuous in nature, but ends in a summative assessment in the form of an examination. A predicate system exists and governs admission to this final examination.

Faculty Examination Committee, means a committee consisting of the executive dean of the faculty, the head student administrator, the head of the relevant department, one head of another department within the faculty and the relevant assessor/s. The committee meets during the examination period as and when required, to consider examination results and extraordinary circumstances affecting the validity of/and or fairness of examinations.

Final assessment in purely practical subjects, is supposed to be managed in exactly the same manner as a written examination. There has to be documentary evidence of the

practical exam, the names of the panel members and the rubric used to assess the practical examination.

Final mark, means the mark calculated by using the formula as given in the assessment plan. It could mean adding the predicate/full period mark and the exam mark and divides the sum by two (or three, depending on the number of exam papers). Also means the mark that determines if a student has completed/not completed that subject/module.

Formative assessment, refers to an assessment opportunity that takes place during the semester/block/year and the students receive detailed feedback in order to learn from their mistakes (assessment for learning). The opportunity is usually mark contributing, but may also not be.

Linked subjects, refer to situations where subject codes differ but the content of the question paper is exactly the same.

Mark contributing assessment, refers to an assessment opportunity where the marks obtained by students are captured in the Adapt IT and it contributes either to a predicate or final mark.

Moderator, refers to a suitably qualified person (employed by TUT for non-exit level subjects and an external person for exit level subjects) who has been nominated by the academic department to moderate the assessment instruments as well as the scripts/product/performance of students for a specific subject and is approved by the EXCO of that faculty and ratified by Senate.

Memorandum, means a model answer that covers each subsection of a question and which serves as an essential aid against which the assessor assesses a student's answers in a clear, systematic and fair manner. Marks are allocated in accordance with the clear explanation in the memorandum of how marks have to be awarded and include rubrics, checklists, detailed written model answer and other means. Memoranda are as a rule not disclosed to students. Departments/subject coordinators decide and communicate the availability in relevant study guides.

Non-examination terminating model, refers to a continuous assessment model that means the regulated, moderated, valid and reliable assessment of learning progress in a module/subject, at defined intervals and of defined content and skills, which all/some contribute to the final promotion mark in that module or subject. There is not an examination as terminating opportunity and there is not a predicate system to allow access to such a final assessment, but there is a summative final assessment that may not count more than 40% towards the final mark. In this document the term "non-examination terminating" is used instead of "continuous assessment" due to the misunderstanding of the term continuous assessment.

Open book assessment, means an examination where students are allowed to be in possession and make use of prescribed and other textbooks, notes, etc., as indicated on the question paper and approved by Senate.

Oral examinations, means an assessment of a student's knowledge by means of verbally asking questions and the student responds verbally. At least one examiner and one moderator shall conduct such an examination with a student(s).

Predicate/full period mark, means the accumulated mark that allows or prevents a student from writing the examination.

Senate, means the Senate of TUT constituted in terms of Section 28 of the Higher Education Act (Act 101 of 1997 as amended) with the University's Statute.

Service subject, refers to a subject that is offered by one department to another as a service.

Student, means a person of whom the official status as a student of the University is confirmed after the formal administrative process whereby the biographical and academic information of a candidate have been recorded and prescribed fees have been paid.

Subject, means the division of a qualification that covers a complete homologous syllabus and is identified by its own alpha-numerical code. It also implies, where applicable, a part of a subject, or a module, with its own subject code.

Subject coordinator, refers to the person who coordinates the teaching and learning for that particular service subject for that semester/year.

Summative assessment, refers to an assessment opportunity that takes place at the end of a unit or semester/block/year such as in an examination paper and the students usually do not receive detailed feedback (assessment of learning). The opportunity is always mark contributing and a mark indicates the level of competence.

Summative practical assessment, refers to an object, presentation, piece of art or executing a process and needs to be assessed by a panel, using an assessment rubric and following an assessment plan as communicated to students. Documentary evidence is very important to protect students and staff and rigour has to be maintained. Practical assessments can be part of examination terminating or non-examination terminating subjects and the respective rules apply.

Supplementary examination, indicates a subsequent opportunity for assessment and it usually takes place as soon as the main examination is completed.

Work-integrated learning, means a structured form of experiential learning in a learning programme that focuses on the application of theory, in an authentic work-based learning or non-work based workplace context. It addresses the specific competencies identified for the acquisition of a qualification, and are therefore linked to the acquisition of credits, and support the development of a range of skills that will render the qualifying student employable.

3. ASSESSMENT MODELS

Note that the following broad assessment models are not the only valid models for assessment at TUT. Variations to these models and other models may also be used subject to approval thereof as per section 5 of this document.

3.1. Variable predicate model

The variable predicate model (see Figure 1) is where the predicate mark contributes between 30% and 70% to the final mark of a subject/course. The predicate mark may be build-up from various assessment opportunities consisting of a variety of assessment types such as assignments, tests, projects, etc. As a rule, the predicate contributes 50% to the final mark in written examination terminating subjects.

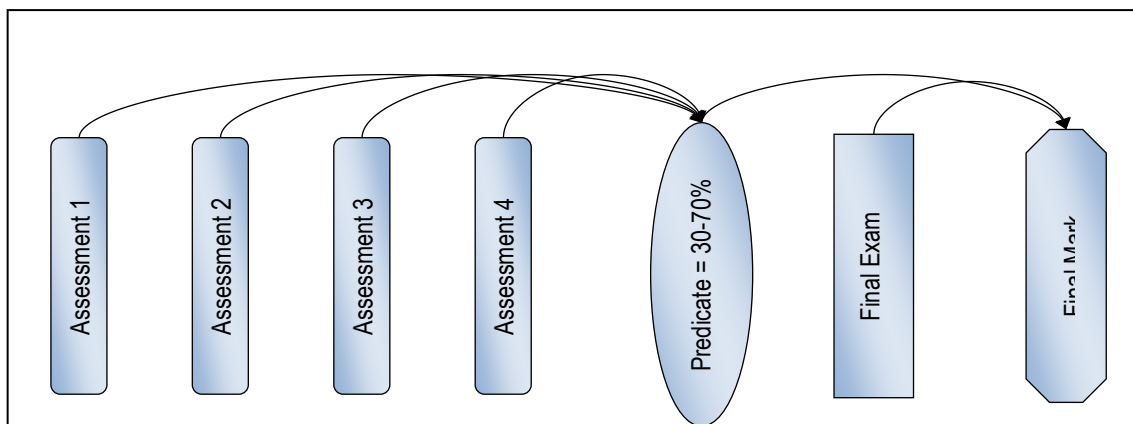


Figure 1: Variable predicate model

3.1.1 Specific rules

- The predicate mark contributes (30% to 70%) to the final mark and should be specified in the Academic Qualification Structure and published in the study guide.
- A predicate mark of at least 40% is required for admission to the final examination.

3.2. Practical assessment/continuous development models

Two models for mainly practical assessments for practical subjects are provided.

3.2.1 Integrated practical model/continuous predicate model

In this model, usually practical work (but not exclusively) is submitted for assessment purposes but students have the opportunity to re-work/improve their work and then re-submit for further final assessments. A series of marks is given for practical projects/assignments throughout the year which will contribute a minimum of 20% and a maximum of 50% to the final mark as a predicate mark (see Figure 2). A final portfolio of the year's work, improved, re-worked etc., is then submitted for final examination at the end of the learning period.

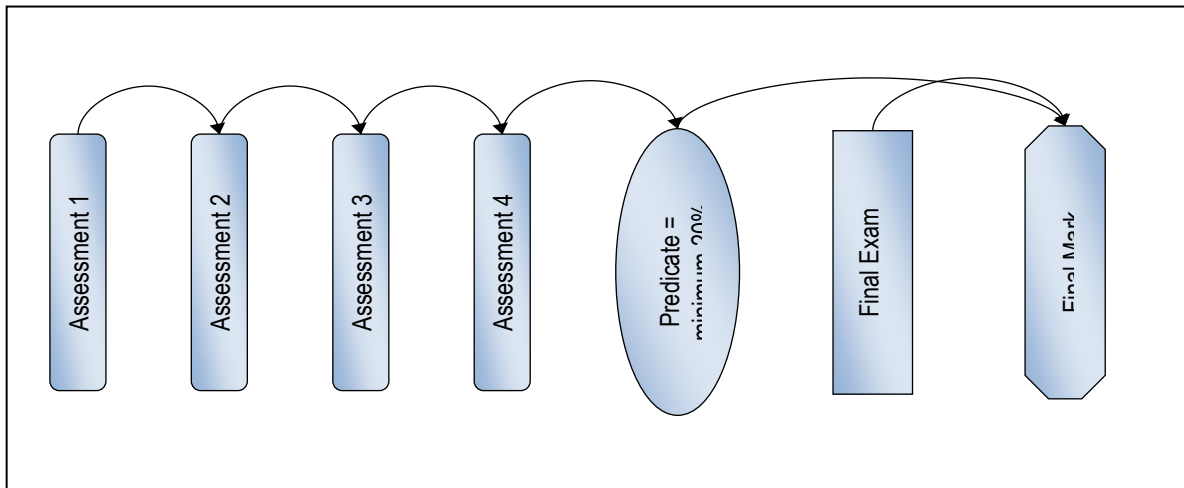


Figure 2: Integrated practical model/continuous predicate model

- a) Specific rules for the integrated practical model/continuous predicate model
- i.) This type of assessment is primarily of a practical nature.
 - ii.) The predicate mark will contribute a minimum of 20% and a maximum of 50% to the final mark and is expressed as a percentage.
 - iii.) A predicate mark of at least 50% is required for admission to the final examination/final practical evaluation.
 - iv.) The examination mark is calculated as a percentage.
 - v.) The final mark is obtained by adding the percentage mark of the predicate and examination mark and dividing the total by two.
 - vi.) In the case of an accumulated project, the total shall be at least 40% before a student could be permitted to submit work for final assessment. If the required 40% has not been attained, the student may not submit work for final assessment and the subject shall have to be repeated.
 - vii.) No supplementary examination or re-mark shall be granted, and special assessments under special circumstances may be granted by the Head of the Department, where the student forfeited the normal opportunities for appraisal, on submission of the necessary substantiation by the student.
 - viii.) The rules for lodging an appeal shall be printed in the study guide of that subject/module.

There is also a model where the practical and theory components contribute in combination to the predicate and final mark. Full explanations need to be clearly stated in the study guides.

3.2.2 Predicate admission model

This model consists of assessment opportunities during the learning period, which are submitted for grading and then reworked for later submission again (see Figure 3). A series of marks is given for practical projects/assignments throughout the year. The mark obtained throughout the year does not contribute to the final mark and allows for admission to the examination only. A final portfolio of all the year's work, improved and completed is marked at the end of the year in a final assessment.

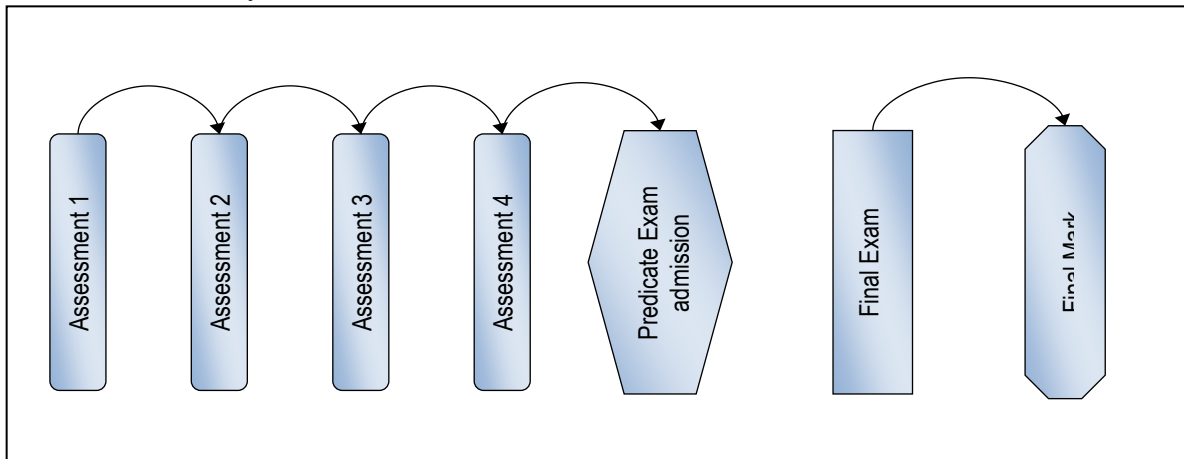


Figure 3: Predicate admission model

a) Specific rules for the predicate admission model

- i.) This type of assessment is primarily of a practical nature.
- ii.) A predicate mark is calculated for admission to the examination, but does not form part of the final examination mark. At least 40% is required for admission.
- iii.) No supplementary examinations are allowed in this mode.
- iv.) The final mark is determined through a combination of individual assessments through the year, a portfolio, performance of project work, capped by a final assessment, which is expressed as a single percentage.
- v.) In cases where laboratory work forms an essential part of a subject, a laboratory mark of at least 50% shall be required for admission to the theoretical examination.
- vi.) No supplementary examination or re-mark is granted, and special assessments under special circumstances may be granted by the Head of the Department, where the student forfeited the normal opportunities for appraisal, on submission of the necessary substantiation by the student.
- vii.) The rules for lodging an appeal shall be printed in the study guide of that subject/module.

3.3. Non-examination terminating model (e.g. continuous assessment)

In the non-examination terminating model, there is no specific final or year-end examination (see Figure 4). The assessment opportunities completed during the learning process (modular, semester or year) accumulates into a final subject or module mark. The weights or contributions of the assessment opportunities may vary according to needs.

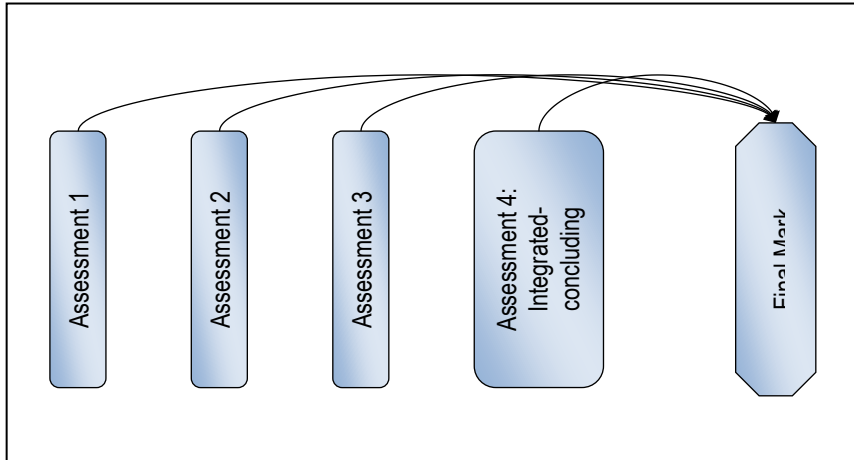


Figure 4: Non-examination terminating model (for example, continuous assessment)

3.3.1 Specific rules

- a) Senate approves the installation or any change in assessment practice that is not in accordance with the assessment practice originally approved when the learning programme was introduced. Therefore, changes to a non-examination terminating strategy should be submitted to Senate for approval. Such an application has to provide a clear indication of budget implications.
- b) Since no final examination is written, no predicate mark or year mark is required.
- c) Academic departments may determine the required number of assessments contributing to the final mark, but not less than four per semester subject/module and six for a year subject. Specifications of the required number of assessments should be published in the relevant study guides or programme handbook especially in the modular subjects.
- d) A single assessment opportunity may not contribute more than 40% to the final mark for the module or subject.
- e) Re-assessment opportunities are not applicable to continuous assessment once the final assessment opportunity for the module or subject has been concluded or final marks have already been determined.
- f) A re-assessment opportunity **may** be given to students who failed a particular assessment opportunity, but attained a minimum mark of between 40% and 48%. This opportunity follows directly on the opportunity failed. The same careful assessment and moderation as for the first opportunity applies to the additional opportunity.

- NB: The above stipulation shall only be applicable if it forms part of an individual academic departmental policy and if it is published as such in the relevant study guide.
- g) Non-examination terminating assessment includes a concluding assessment opportunity that integrates the learning in the units/modules of a subject.
- h) A subject lecturer may request the Head of Department to grant a special assessment, under exceptional circumstances, when a student has forfeited the normal opportunities for appraisal and submits the necessary substantiation.
- i) The TUT Policy on Invigilation of Examinations and other Assessments shall apply to the placement of candidates, the procedures followed in the assessment venue, and the invigilation during such assessments.
- j) Students shall have an opportunity to verify their marks, before the final entering of the marks on the electronic database, if their calculations differ from those of the relevant lecturer.
- k) Marks for individual assessment opportunities shall be made known by the academic department concerned, after assessment and moderation, except the final integrated assessment.
- l) Marks for every assessment opportunity, as well as the final mark, shall be checked and verified before the official publication. A viewing date can be stipulated in the study guide.
- m) The Registrar's Environment shall process (compute and not capture) and publish the **final results**, according to the annual publication schedules.
- n) All results shall be recorded and stored on the official Adapt IT mark sheets and electronic database.
- o) Every module/subject shall have an assessor/examiner and a moderator appointed in accordance with the minimum requirements described in **paragraph 7** of this policy.
- p) Every subject shall have a moderator that may be internal for all non-exit-level subjects, but has to be external for all exit-level subjects. At least 50 % of the assessment opportunities shall be moderated (i.e. at least two of the four assessments for semester subjects and at least three of the six for year subjects) in accordance with **paragraph 7**.
- q) Question papers and memoranda shall be drawn up and duplicated by the academic departments.
- r) The guidelines with regard to the content of question papers, memoranda, and their safeguarding, as explained in this annexure, shall apply.
- s) Academic departments and their DTLC shall ensure that assessment materials are of a suitable quality.
- t) Reporting shall be done in accordance with **paragraph 7** of this document.

- u) Each academic department shall record documentation for each assessment opportunity and store representative samples safely and securely, for at least two years, to serve as reference for audits and programme accreditation, which shall function in six-year cycles. These shall include:
- question papers and their memoranda, mark sheets, assignment and project frameworks, as well as the instructions for drawing up such documents;
 - representative samples of the assessment opportunities from assignments, answer papers and projects of students; and
 - assessor and moderator reports.

Note: The extent of such representative samples and the place where such records are kept, shall be managed by the individual departments, with due consideration of the need of professional bodies and the HEQC to be provided with adequate evidence to demonstrate the rigour exercised in both assessment and moderation.

- v) Test papers and memoranda have to be published on myTUTor (institutional Blackboard platform) by the academic departments for the duration of the study period.
- w) The Registrar's Environment shall be furnished with copies of the final mark sheets.
- x) A structural exposition containing the following elements has to be incorporated into the student guide of a module/subject:
- number and description of types of opportunities for appraisal (e.g. tests, projects, assignments);
 - the composition of the accumulated mark per module/subject;
 - the relative weighting of each of the assessment opportunities; and
 - a semester or year planner indicating assessment dates.
- y) Academic departments shall annually budget for the remuneration of external assessors/examiners/moderators according to the fixed tariffs.
- z) Academic departments shall conduct and manage the remuneration of these external people.

3.3.2 Final mark

- a) A student is successful when the accumulated total of all the assessments equals or exceeds 50%. This accumulated total is calculated as per the approved weight distribution of the approved assessment model. A candidate achieves a distinction when the accumulated total equals or exceeds 75%.
- b) An accumulated total of less than 50% indicates that the candidate fails the subject/module and has to repeat the subject/module.

4. ASSESSMENT METHODS/TYPES

4.1. Observation as assessment method

- 4.1.1 Assessment that is conducted with observation method is more likely to be biased than written answers to questions. For that reason, it is best practice to compile an assessment panel consisting of the lecturer and at least one other qualified person to assess such opportunities. The panel has to meet before the assessment and discuss the practical assessment rubric or criteria to be used during the assessment opportunity. That will ensure fairness and consistency. Students need to perceive the assessment as fair and consistent as well. The compilation of such a panel may vary to particular needs, but has to at least have an examiner, a moderator and one independent person. For exit level subjects, an external moderator is compulsory.
- 4.1.2 The rubric/criteria must be known to students before the assessment is conducted. The completed rubric for each candidate has to be kept in the department for three years.

4.2. Product/project as assessment method

- 4.2.1 This type of assessment is primarily of a practical nature.
- 4.2.2 When a product/project produced by a student is used as an assessment there has to be a panel involved depending on the nature of the product/project. A rubric or score sheet shall be used. The panel has to discuss mark allocation before the assessment begins and fairness and consistency are the governing principles. Moderation requirements should be adhered to.
- 4.2.3 Blinded assessment (candidate's name is not on the product) would be ideal and would minimise bias. The students have to know the rubric/score sheets' content beforehand. Completed score sheets/rubrics have to be kept in the department for three years or as required by professional body.
- 4.2.4 A predicate mark is calculated for admission to the examination, but does not **necessarily** form part of the final examination mark. Details have to be published in the study guides.

- 4.2.5 The final mark is determined through a combination of individual assessments through the year, a portfolio, performance of project work and capped by a final assessment, which is expressed as a single percentage mark.
- 4.2.6 No supplementary or special examination is granted where the student forfeited the normal opportunities for appraisal.
- 4.2.7 The rules for lodging an appeal should be printed in the study guide of that subject/module.
- 4.3. Questioning as assessment method (written)
 - 4.3.1 This assessment is primarily of a theoretical nature.
 - 4.3.2 In the case of questioning, the question paper is set together with a memorandum, giving the model answers. The mark allocation has to be explicit and unambiguous and indicated on the memorandum. The questions shall be set according to the assessment criteria as set out in the study guide and shall be aligned to the curriculum.
 - 4.3.3 **Three** examination question papers for all the examination opportunities (main, supplementary and special) have to be handed in at certain dates as determined by the Registrar's Environment on an annual basis as approved by Senate.
 - 4.3.4 A predicate mark has to be obtained, and the processing, publication and safekeeping of marks are done in accordance with the rules of the particular assessment policy.
 - 4.3.5 Supplementary examinations and special examinations may be granted in the questioning assessment type.
- 4.4. Open book examinations
 - 4.4.1 Where open book examinations are used, the assessor has to specify in detail what is allowed or not allowed. Such requirements shall be specified in detail on the examination cover sheet and students shall be informed in advance of such requirements and/or limitations. For example: what kind of material will be allowed. The following may not be allowed during open book examinations:
 - a) sharing of notes, books or any other material;
 - b) discussion between students; and
 - c) computers, laptops or any other devices such as iPads, notebooks, etc. not provided by TUT.

5. APPROVAL OF ASSESSMENT MODELS AND PLANS

- 5.1. There are a number of existing models available and new models could be presented and approved by Senate. The HEQC recognises the right of Senate to retain the operational responsibility for the assessment of students, meaning the implementation and/or any change in assessment practice that is not in accordance with the assessment practice originally approved when the learning programme was introduced and registered.
- 5.2. Applications for the revision of assessment method/type are submitted for approval not later than the second meeting of Senate in the year preceding the proposed implementation of this change.

6. COMMUNICATION WITH STUDENTS

A structural exposition containing the following elements has to be incorporated into the student guide of a module/subject:

- 6.1. number and description of types of opportunities for appraisal (e.g. tests, projects, assignments);
- 6.2. number of different mark types and weights;
- 6.3. the composition of the accumulated mark per module/subject;
- 6.4. the relative weighting of each of the assessment opportunities;
- 6.5. a semester or year planner indicating assessment dates;
- 6.6. the rules and regulations for lodging an appeal (where appropriate); and
- 6.7. the way in which feedback on formative assessment will be managed.

7. ASSESSORS/EXAMINERS/MODERATORS (INTERNAL AND EXTERNAL)

- 7.1. A department can only appoint assessors/examiners who are suitably qualified (i.e. one level higher than the subject in the appropriate field of study). All the lecturers in a particular subject shall be co-assessors/examiners if they need to assist in the marking of examination scripts and their names shall be indicated on the cover of the assessment instrument. If more markers are needed, assistant markers should be appointed.
- 7.2. The following **duties** are applicable to assessment models whether an examination is part of the final assessment or not. The assessor/examiner has to:
 - 7.2.1 Design the assessment instruments and memoranda/rubric for subjects assigned to him/her as per departmental meeting;
 - 7.2.2 Be available during the examination session/practical examination for enquiries regarding the specific subjects where he/she was the examiner or moderator;

- 7.2.3 Organise and distribute the marking responsibilities to co-assessors and/or assistant markers;
 - 7.2.4 Assess the allotted examination answer scripts, assignments, projects or any other assessment instrument according to a set memorandum/rubric allowing for fair and valid deviations from the prescribed memorandum/rubric;
 - 7.2.5 Take the responsibility for the correctness of examination marks as described in the duties of the assessor/examiner. Where a subject has more than one question paper with different assessors/examiners, the Head of the Department shall be the responsible person.
 - 7.2.6 Allocate marks to students for subjects in which they were assessed in;
 - 7.2.7 Report on the standard of the allocation of marks;
 - 7.2.8 Report on the performance of students;
 - 7.2.9 Ensure that all questions are marked in **red pen** (NOT pencil) and that the marks are added up correctly and transferred correctly to the official ITS mark sheets;
 - 7.2.10 Re-mark all borderline cases in written examinations as follows (it is not the duty of the moderator to decide about borderline cases):
 - a) all cases with a final mark of 48% (49% is automatically changed to 50%);
 - b) all cases with a final mark of 49% or more with a script mark of 38% and 39%; and
 - c) all cases with a final mark of 73% (74% is automatically changed to 75%)
 - d) all cases with a final mark of 43% (44% is automatically changed to 45%).
 - 7.2.11 Re-mark answer scripts when instructed by the Head of Department. The moderator re-marks examination answer scripts in cases of appeals by students. If the moderator is not available, the examiner/assessor may undertake the re-mark on instruction of the HoD. In cases where a script has already been moderated and is submitted for a re-mark, the HoD should assign an independent third person to re-mark the script. A moderator cannot re-mark his/her own moderated paper.
 - 7.2.12 Have at least two years of practical subject related experience. In cases where an assessor/examiner doesn't have two years of experience as a lecturer and nobody else is available, it is recommended that special care is taken with the appointment of the moderator (internal or external) to ensure a quality assessment process. Under such circumstances, the Head of Department should specifically monitor the process.
- 7.3. Assessment reports

Assessors/examiners and moderators shall prepare and submit a report as stipulated below. Assessors and moderators compile reports in accordance with the stipulated guidelines of this policy.

7.3.1 For written subjects on level I and II (non-exit level):

- a) The assessors/examiners send a signed assessor's/examiner's report and an appropriate sample of scripts to the moderator.
- b) The moderator moderates the scripts, provides further comments (if necessary), keeps one copy of the report and submits the original signed report, together with the scripts, question paper and memorandum back to the examiner/assessor.
- c) After reviewing the moderator's report the examiner/assessor needs to take appropriate actions and submit to the Departmental Teaching and Learning Committee for ratification.
- d) The complete set of documents shall be returned to the Registrar's Environment.

7.3.2 For written subjects on exit level:

- a) The assessor/examiner submits the marked scripts and appropriate documentation to the Registrar's Environment who shall deliver it to the external moderator.
- b) The Registrar's Environment shall ensure delivery of the completed moderator's report to the Faculty Examinations Committee who is required to review the report and ensure appropriate actions before ratification of the results.
- c) The complete set of documents shall be returned to the Registrar's Environment for archiving. Copies should be filed at academic departments.

7.3.3 For practical subjects on non-exit level:

- a) The same procedure as for written subjects shall be followed, with the exception that the moderator would have been present during the assessment and that the completed rubric shall replace the scripts.

7.3.4 For practical subjects on exit level:

- b) The same procedure as for non-exit level practical subjects shall be followed, with the condition that the moderator is an external person.

7.3.5 A summarised Adapt IT/MIS report for each subject shall be submitted to the Departmental Teaching and Learning Committee once the final, accumulated marks of students for a module/subject have been determined.

8. DESIGN REQUIREMENTS FOR ASSESSMENT INSTRUMENTS

8.1. General requirements

The following requirements are applicable to all assessments that are provided to students in a written format, e.g. assignment, question papers, projects. The document shall:

- 8.1.1 Be compiled according to the Language Policy of TUT, but question papers for language subjects as well as annexures to those question papers, shall be compiled in the language pertaining to that subject;
- 8.1.2 Conform to language and editorial quality criteria;
- 8.1.3 Contain the names of the assessor/co-assessors/examiner/moderator;
- 8.1.4 Include the date of submission in the case of an assignment;
- 8.1.5 Include all the relevant subject codes for linked subjects;
- 8.1.6 Not be duplicated word for word from a previous assessment opportunity for a period of at least 3 (three) years;
- 8.1.7 Reflect the assessment type, as approved by Senate, i.e. the nature (theory/practical) and duration (prescribed length of time);
- 8.1.8 Be typed on one side of white A4 paper;
- 8.1.9 Clearly indicate, directly after the question and between brackets, the marks allocated to each question or sub-question;
- 8.1.10 Indicate whether the total of marks for all questions combined constitutes the actual final total for the question paper, or whether the final total will translate to a different total, for example: Total marks: 153/Full marks: 150;
- 8.1.11 Be accompanied by a complete memorandum, which indicates the solution (answer) to each question and subdivision of a question;

Note: Where examinations apply the complete memorandum (model answer) shall be provided to the Registrar's Environment, in duplicate, printed on green A4 paper;
- 8.1.12 On the cover page, reflect essential examination requisites and instructions pertaining to the specific question paper, e.g. graph paper/computer answer sheets/pocket calculators may be used/answer all the questions. Special care is needed in the case of open book examinations (see section 4.4 on open book examinations);
- 8.1.13 With regard to drawings, sketches, graphics, photos, etc., that form part of the question paper, contain quality images of such items, preferably of a first generation image. Dimensions and dimension lines of these items shall be clearly visible to conform to the duplication specifications;
- 8.1.14 Not contain abbreviations, and abbreviations shall not be confused with symbols. Only the correct International System of Units (SI units) may be used;

- 8.1.15 Leave sufficient room to accommodate students' handwriting of different sizes and answers of different lengths where compulsory answer sheets are used, e.g. for objective and multiple-choice questions;
- 8.1.16 Conform to the learning outcome strategy of TUT;
- 8.1.17 Be career and practice-oriented;
- 8.1.18 Contain relevant case studies with examples of vocational applications where applicable;
- 8.1.19 Endeavour to determine the attitude of the student towards the vocation as well as his/her sense of responsibility in respect of the vocation;
- 8.1.20 Be compiled in strict accordance with the learning outcomes and assessment criteria for that specific subject/module and the rules pertaining to the examination;
- 8.1.21 Emphasise the most important learning outcomes and assessment criteria and questions shall cover all outcomes in a discerning manner;
- 8.1.22 Be a means to evaluate the candidate's knowledge and insight. Cryptic questions are not a fair test of the student's knowledge and shall be avoided;
- 8.1.23 Provide a fair selection of questions, where applicable. Where alternative questions are necessary or are considered necessary, the choice has to be put as simply and understandable as possible. The sections of the question paper that are compulsory shall be placed first, and explicit special instructions regarding these questions shall appear at the beginning of the specific section;
- 8.1.24 Be compiled in such a manner that a well-prepared student shall be able to answer it within the allotted time, with approximately 15 minutes spare, to read through the work. With this in mind, examiners are requested to test the time required to complete the paper;
- 8.1.25 Together with any other valid assessment instrument, e.g. assignments, projects, be compiled by the assessor/examiner, based on the content of modules/subjects, in such a way that the relative weight of each of the learning outcomes of the content is covered; and
- 8.1.26 Contain questions representing a relevant spread of cognitive levels, namely knowledge, comprehension, application, analyses, synthesis and evaluation depending on the level of the subject.
- 8.1.27 Assessors/examiners shall consult the syllabus or Study Guide concerned, as well as copies of previous question papers to act as guidelines. Copies of previous question papers can be found electronically on the TUT website.

8.1.28 The Registrar's Environment provides the necessary documents (cover pages) which can be found on the TUT portal.

8.2. Design requirements for examination question papers

8.2.1 All question papers for the main, supplementary, exit and special theoretical examination, for each subject/module shall be drawn up and signed by the assessor/examiner and moderator and shall be submitted to the HoD/ Departmental Teaching and Learning Committee for approval and submission to the Registrar's Environment on the approved dates for submission of question papers.

8.2.2 The Registrar's Environment shall annually, per semester, provide all necessary documentation on the TUT staff portal.

8.2.3 Question papers shall be submitted in accordance with the date for submission of question papers, as annually approved by Senate.

8.2.4 It is the task of the respective HoD to see to it that all question papers of subjects that are his/her department's responsibility are submitted to the Registrar's Environment on or before the approved due dates, together with the memorandum (**copied on green paper**) and other relevant documents.

8.2.5 It is the responsibility of the HoD to conduct the prescribed quality control on the question paper in conjunction with the examiner, moderator and the Departmental Teaching and Learning Committee (see section 14).

8.2.6 The question papers shall be accompanied by a complete memorandum (see 8.1.9-8.1.10).

8.2.7 Question papers may only be typed by the examiner in a closed and secure environment. Under no circumstances may student assistants or departmental administrative staff be used for the typing of any question paper or memorandum.

8.2.8 Question papers shall be password protected following the instructions as set out in a circular on the Registrar's Environment link on the TUT portal.

8.2.9 Documents shall be submitted at the Registrar's Environment in a final print-ready format, duly signed and quality assured.

8.2.10 Contact numbers of the assessor/examiner and moderator shall be provided in the appropriate space, on the appropriate documents, to make assessors/examiners/moderators accessible for all official learning sites. The examiner shall be available during the examination, in case mistakes or omissions have occurred or in case of uncertainties.

8.2.11 Question papers for subjects that are presented by more than one academic department need the following arrangement:

- a) The academic department that compiles the major part of the question paper, in terms of the total marks, shall be responsible for the coordination and other duties in respect of the question paper.
- b) If there is a 50/50 division of marks, the academic department that presents the programme concerned shall deal with the coordination and other arrangements; and if the question paper has been prescribed for more than one programme, the service department shall accept the responsibility for it.

8.3. Design requirements for specific assessment instruments

- 8.3.1 Where specific assessment techniques such as multiple-choice type questions (MCQs), projects, practicals, presentations, e-assessments, etc. are used, the faculty is required to draft a Standard Operating Procedure outlining:
- a) the design requirements of the instrument and techniques to comply with amongst others the criteria outlined in section 8.1 of this document;
 - b) how these instruments will be implemented or administered; and
 - c) how moderation will be conducted.

9. DESIGN REQUIREMENTS FOR MEMORANDA

A lot has been said about memorandums in different sections of this document, but to assist both role players, a checklist is provided in Clause 17: section X of this document. The purpose of a memorandum is to:

- 9.1. Provide a yardstick for a planned *modus operandi*. It shall contain the minimum facts that will deserve the indicated marks. However, it is important to make provision for the fact that a student may provide a broader answer/alternative method within the memorandum than the examiner expects and that, in such case, the student shall not be penalised by the possible narrow viewpoint of the assessor/examiner/assessment panel;
- 9.2. Simplify and standardise the allocation of marks;
- 9.3. Provide feedback and model answers to students (during tests);
- 9.4. Determine the validity and reliability of a question paper.
- 9.5. Determine whether the field has been clearly demarcated;
- 9.6. Determine whether the questions are clear and unambiguous;
- 9.7. Determine whether sufficient time has been allotted;
- 9.8. Compel the assessor/examiner to plan his/her assessment analytically and to reflect on the purpose of each question/project or exercise/product;

- 9.9. Enable the assessor/examiner and moderator to decide beforehand on the percentage of marks to be allocated for knowledge, insight, application analysis, evaluation and creation, respectively and the above have to be reflected in the memorandum;
- 9.10. Be a comprehensive document that ensures that all the examination scripts/projects/products shall be evaluated according to the same standard and that the allocation of marks shall be fair and uniform;
- 9.11. Speed up the assessment of scripts/projects/products;
- 9.12. Remove all uncertainty as to what the answer has to be, how a question has to be answered, and the number of marks that has to be awarded for an answer or subsection of an answer, should the scripts not be marked by the assessor/examiner who compiled the question paper, but by a co-assessor or assistant marker.
- 9.13. Memorandum requirements

Also refer to Clause 17: section Y of this document for a checklist.

- 9.13.1 A model answer is required for factual and calculated answers. Where appropriate, rubrics shall be used for non-factual answers.
- 9.13.2 Where more answers are possible than the allocation of marks indicates, all possibilities shall appear in the memorandum, if possible.
- 9.13.3 With discussion and opinion-type questions the main points have to be listed in order of importance and a broad explanation of that which is expected shall be provided.
- 9.13.4 There shall be no confusion in respect of the question that was asked and the expected answer.
- 9.13.5 A comprehensive set of answers covering all sub-sections of all questions and phrased in the exact manner the assessor/examiner expects the students to answer the questions shall be provided. In the case of question papers where no model answer can be provided and where the assessor/examiner should evaluate the answer at his/her own discretion, for example, question papers in the Faculty of the Arts, no prototype can be expected. A rubric has to be used, otherwise there is no evidence to verify mark allocation and facilitate consistency and fairness.
- 9.13.6 The marks awarded for each answer or subsection of an answer shall be shown clearly.
- 9.13.7 The manner in which a question has to be answered, e.g. the exposition use of diagrams, shall be indicated clearly.

- 9.13.8 The memorandum shall be neatly typed.
- 9.13.9 The answers shall be in the same sequence as the questions in the question paper.
- 9.13.10 References to, and copies of textbooks and lectures are not acceptable as forms of memoranda/rubrics.
- 9.13.11 Where annotated drawings are required, the complete drawings with annotations shall appear in the memorandum. The assessor/examiner shall, where necessary, use his/her own discretion.
- 9.13.12 The memorandum shall be signed by the assessor/examiner, moderator and the Head of Department.
- 9.14. Rubrics (practical subjects)
- 9.14.1 Assessment of practical subjects shall be regulated and rubrics can serve that purpose.
- 9.14.2 Rubrics shall indicate the level of achievement and associated mark allocation.

10. MODERATORS AND MODERATION

10.1. General rules

- 10.1.1 For subjects/modules assessed through theoretical examination, only the examination paper and the scripts have to be moderated.
- 10.1.2 For subjects/modules assessed through continuous assessment in a non-exam terminating mode, the moderator moderates at least 50% of the assessment opportunities (tests, projects, assignments, presentations, etc., for example, if four tests were written, the moderator has to moderate any two sets of these tests).
- 10.1.3 A moderator has to be suitably qualified to assess learning at a specified level. An appropriate qualification for the assessment of subjects shall be one hierarchical level higher in the same discipline than the level of the subject to be assessed, except for NQF level 10.
- 10.1.4 A moderator (internal or external), who is not in possession of the required qualification, may be appointed only with the special permission of the Executive Dean concerned.
- 10.1.5 Where persons from outside TUT are recommended as internal moderators, the Head of Department has to motivate the recommendations, individually. The appointment of such persons shall be subject to the special approval of the Executive Dean concerned. Such appointments shall be authorised only in exceptional cases.

10.2. Procedure for appointment of moderators

Moderators shall be appointed by Senate, as follows:

- 10.2.1 Internal moderators for all non-exit level subjects/modules (an external person may also be appointed if an internal person is not available);
- 10.2.2 External moderators (from outside the University) for all exit-level subjects/modules;
- 10.2.3 Moderators shall be appointed for a maximum period of three years after which that specific moderator may not be used for the same subject/module for a period of at least three years. In exceptional circumstances, Senate may be requested to extend the period of appointment in case of scarce subject expertise.
- 10.2.4 Heads of Departments facilitate, at all times, an objective and transparent process of recruitment and appointment of moderators.
- 10.2.5 Contact details (i.e. telephone number(s) and address during office hours of the moderator are provided at all official learning sites (campuses), during the appointment phase, to make moderators readily accessible and available.
- 10.2.6 Academic departments may appoint a new moderator in case of emergency with the approval of the Executive Dean. This appointment and EXCO approval should be communicated to the next Senate meeting.
- 10.2.7 A detailed list serves at the faculty EXCO, a condensed document serves at the Senate Committee for Teaching and Learning and a single page declaration for the first semester examinations, signed by the executive dean, which has to include exceptions to the requirements set out in **paragraph 10.1**, and in which he/she confirms that the appointment of assessors/examiners/moderators in the various departments of his/her faculty was made in terms of the rules and regulations of TUT, is submitted for notification at the first meeting of the Senate, and a similar single-page document for the second semester and annual examinations is submitted for notification at the third meeting of the Senate.
- 10.3. Academic departments provide the Human Resources Practitioner (HRBP) allocated to the faculty with information on external assessors/examiners/moderators to be appointed, to be entered into the official TUT HR system. Unique staff numbers are allocated to external moderators.
- 10.3.1 Academic departments officially request willing moderators to send their CVs and then recommend their appointment to HR.

10.4. Duties of a moderator

There are at least two stages during which the moderator will be involved in the process, namely in the design of the assessment opportunity/question paper and with moderation of the marking of the opportunity. The duties of the moderator are described below for each of the interventions:

See Clause 17: section Z of this document for a check list to be used by the assessor and moderator.

10.4.1 Duties of moderator regarding DESIGN of the assessment opportunity

A moderator has to receive a copy of the study guide with the draft question paper(s) from the examiner/assessor. A moderator has to study and moderate the draft question paper and the memorandum, comment on them, and ensure that:

- a) there are no grammatical or other errors in the draft question paper;
- b) the content corresponds with the syllabus and the instructions;
- c) the desired standard is maintained;
- d) the marks have been allocated correctly;
- e) it is possible to answer the questions within the specified time. Provided that, in the case of a three-hour paper, students have to be allowed approximately fifteen minutes of the allotted time to review the questions and answers;
- f) he/she signs the documentation and hands it back to the assessor/examiner;
- g) the question paper is returned with the suggested adjustments indicated on it, to the examiner. The examiner has to then comment on the adjustments;
- h) the examination paper, test or assignment compiled by the assessor/examiner is fair in respect of standard, adequate in terms of the coverage of the syllabus and correct in terms of editing and clearness (unambiguousness); and
- i) the memorandum fairly represents the suggested answers to the question paper.

10.4.2 Duties of moderator regarding moderation of MARKING

The moderator:

- a) scrutinises a sample of scripts, (refer to (k) ii.) assignments, projects, etc. to ensure that the standard of marking was fair, i.e. neither too lenient nor too strict and in accordance with the set memorandum but allowing for fair and valid deviations from the prescribed memorandum. Although a memorandum is not always applicable to projects, a clear indication of how the marks were allocated shall be provided by the assessor/examiner.
- b) has to use a green pen for moderation purposes and actually remark the scripts;
- c) moderates samples of scripts of the particular subject;
- d) re-marks scripts of the subject in cases of student appeals, unless the script was already moderated. Then the HoD should appoint an independent third person to re-mark;
- e) reports on the standard of the allocation of marks;

- f) moderates at least 50% of the assessment opportunities (tests, projects, assignments, presentations, etc.) for subjects/modules assessed through non-exam terminating mode, – e.g. if four tests have been written, the moderator moderates any two sets of those tests;

NOTE: With regard to samples of scripts for subjects on non-exit levels, the internal moderator receives the appropriate samples directly from the examiner. With regard to samples of scripts (examinations not tests) for subjects on exit level, the Registrar's Environment delivers the samples to the external moderator via a courier service or the assessor delivers it personally.

- g) makes one of the following recommendations:
- i.) to accept the marks of the assessor/examiner;
 - ii.) corrections of mistakes in the marks of individual candidates detected in the sample of scripts. In cases of corrections the examiner has to investigate similar corrections in other scripts. Any recommendations of marks of students outside the sample of scripts;
 - iii.) general adjustments upward or downward of the marks of all candidates. Any such proposal has to be well motivated for consideration by the Departmental Teaching and Learning Committee (DTLC). The moderator shall clearly indicate how the adjustment is to be made (e.g. 10% added/subtracted to/from each mark), and
 - iv.) not to accept the marks of the assessor/examiner because of inconsistent marking and refer the scripts, assignment, project, etc., back to the Head of the Department, with a recommendation that all scripts be remarked by an independent assessor/examiner.
- h) communicates recommendations to change marks to the assessor/examiner as a matter of urgency prior to the submission of the scripts/marks to the Registrar's Environment;
- i) refers any recommendations to the Departmental Teaching and Learning Committee for consideration;
- j) ensures that all calculations and marks allocations are correct (where applicable).
- k) Duties of the examiner in the case of examination terminating subjects are to ensure that:
- i.) the number of scripts to be moderated is a sample of 10% of the scripts with a minimum of 20 and a maximum of 40. If there are less than 20 scripts, all scripts must be moderated;
 - ii.) the samples of scripts, assignments, projects, etc., to be moderated are selected as indicated in the table below. The selection process has to be guided by the head of the relevant department to ensure a fully representative sample.

Table 1: Selection of scripts for moderation

Marks obtained (%)	Number of scripts selected (%)
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0 – 29	10
30 – 39	20
40 – 49	30
50 – 59	20
60 – 69	10
70 – 100	10

- iii.) for non-exit level the samples of scripts are drawn by the assessor/examiner and are handed directly to the internal moderator;
- iv.) the samples of scripts for exit level subjects are drawn by the Registrar's Environment who will have the samples delivered to the external moderator;
- l) Duties of the examiner in the case of non-examination terminating subjects are to ensure that:
 - i.) at least 50% of the assessment opportunities have been moderated;
 - ii.) the assessment plan is adhered to and clearly explained to students in the study guide; and
 - iii.) the samples of scripts reach the moderator as per arrangements made.

NOTE: Examination scripts. Please refer to the TUT policy on processing and publication of marks regarding the collection of scripts.

10.4.3 Moderation of scripts with multiple markers

Where internal multiple markers/co-assessors/examiners are used the faculty/department shall design a Standard Operating Procedure to ensure that:

- a) the examiner takes full responsibility for the scripts that were marked by other markers to ensure standardisation and subsequent validity and reliability in the marking process;
- b) proper and timeous communication occurs between all markers;
- c) a memorandum discussion meeting took place before marking was done;
- d) at least 5% of scripts (or 6) per marker (whichever is the most) is moderated;
- e) a representative sampling process is established to ensure that scripts from all markers are moderated; and
- f) marks are adjusted (where applicable), re-marking by markers have been done (where appropriate) and other corrective measures to ensure validity and reliability in the marking process have been done before scripts are submitted for moderation.

10.5. Moderation reports

- 10.5.1 On completion of the moderation, the moderator reports or recommends as follows, as the case may be:

- a) that the marks of the assessor/examiner have to be accepted; or
- b) that, since corrections had to be made to mistakes detected in the marks of individual candidates in the sample of scripts, the examiner has to investigate the possibility of similar mistakes in the marks of scripts not included in the sample; or
- c) that the marks of all candidates be generally adjusted upwards or downwards – any such proposal to be well argued, for consideration by the Departmental Teaching and Learning Committee (DTLC), giving a clear indication how the adjustment has to be made (e.g.10% added to/subtracted from each mark); or
- d) that the marks of the assessor/examiner not be accepted, because of inconsistent marking, and that the scripts, assignment, project, etc., be referred back to the head of department, with a recommendation that all scripts be re-marked by an independent assessor/examiner.

11. REMUNERATION OF ASSESSORS/EXAMINERS AND MODERATORS

- 11.1. Full-time and part-time academic staff members of TUT are not additionally remunerated for examining the students of the University, except for special and exit examinations.
- 11.2. Examiners/moderators from outside TUT shall be paid according to tariffs as recommended by Senate and approved by EMC annually.
- 11.3. An assessor/examiner/moderator shall be remunerated for compiling a question paper for any examination (i.e. aegrotat, special circumstances and exit examination) where these examinations are scheduled outside the normal supplementary and special examination periods. The same rates apply as those for remunerating external assessors/examiners/moderators, as set out in the list of tariffs for remuneration and allowances payable by TUT.
- 11.4. Academic departments that follow the non-examination terminating model shall annually budget for the remuneration of all assessment activities, including assistant markers and test invigilators.

12. ASSESSMENT IMPLEMENTATION

12.1. Mark management

12.1.1 Predicate mark

- a) The obtaining of a minimum predicate mark for admission to the main examination for all subjects except for dissertations, theses, and subjects that are assessed in a non-examination terminating mode, is a prerequisite.
- b) Predicate marks are determined internally by the University. In the case of subjects that are assessed in the non-examination mode, no predicate marks are required.

- c) The final predicate mark is determined by means of the accumulation of test marks. The official electronic test mark system (Adapt IT) has to be applied for this purpose. The predicate mark is determined/indicated in d) to f) below.
- d) Theoretical subjects

The predicate mark for a subject that is mainly of a theoretical nature is determined on a continuous basis by means of different assessment types or instrument. The predicate mark is expressed as a percentage.
- e) Practical examination subjects

The predicate mark of a subject that is mainly practical is either determined by means of continuous laboratory experiments, or by means of periodical laboratory work tests, or by means of both methods. This mark is expressed as a percentage.
- f) Subjects that are theoretical and practical

The predicate mark of subjects which are both theoretical and practical is determined by combining the separate marks of the theoretical and practical components respectively as per approved assessment plan. The combined predicate mark is expressed as a percentage.

NOTE: For more details see the Policy on Processing and Publishing of Results.

12.1.2 Examination marks

- a) Only Adapt IT mark sheets shall be provided to academic departments and only these Adapt IT mark sheets may be used for submission of marks.
- b) Adapt IT mark sheets shall be completed properly and shall be signed by the examiner, moderator and the Head of Department as confirmation of the correctness of the individual examination marks.
- c) The calculation of marks shall be done electronically, in accordance with the examination criteria of the student qualification structure. Both the examiner and moderator are required to sign next to mark changes.
- d) The predicate mark/examination mark ratio is determined on the approved assessment plan.
- e) All results shall be indicated as a percentage for the processing of marks.
- f) Where subjects are divided into more than one module and each model is allocated separate subject codes, each model shall be treated as separate subjects as far as examination mark criteria are concerned.

12.1.3 Non-examination terminating marks

- a) The final mark for written subjects that are assessed without a terminating examination shall be compiled from the accumulation of marks obtained for tests, assignments, papers, projects and other opportunities. An accumulated pass mark of 50% is required in these subjects.
- b) The final marks for practical subjects are calculated as per the assessment plan that is supplied in the study guide of each module.

12.1.4 Additional rules

- a) A student will pass a subject with **distinction** by obtaining a final mark of 75% or more in that subject. This implies that the student will have to obtain an average mark of at least 75% for the related modules.
- b) Students with one outstanding subject after the final publication of the main and supplementary examination results can apply for an exit examination of the last outstanding subject on the following conditions:
 - i.) The student has been registered for that subject/module during the preceding study period, and wrote an examination during the applicable examination period.
 - ii.) It is the last outstanding subject (experiential learning excluded) to qualify.
 - iii.) The student should have qualified for and written an examination in that subject during the preceding study period. The predicate mark obtained for admission to the main examinations shall also apply to the exit examination.
 - iv.) The student shall take the examination on the campus where he/she has been registered for the subject concerned.
 - v.) If a student fails the exit examination, he/she should re-register for the subject or module and obtain a new predicate mark.
 - vi.) An exit examination shall be conducted and its marks calculated in the same manner as that of the main examinations.
 - vii.) An application to take an exit examination should be submitted to the Registrar's Environment before the closing date published with the examination results.
 - viii.) The results have to be approved and recorded by the Departmental Teaching and Learning Committee.
- a) A student may be promoted to a subsequent year or semester, subject to the provisions contained in **Chapter 4** of Part 1 of the Prospectus.
- b) Credit cannot be retained for a subject/module in which the examination for its pre-requisite subject has not been passed.

12.1.5 Pass requirements for subjects/modules ending with a final examination is indicated in Table 2.

Table 2: Pass requirements

EXAMINATION TYPE	MINIMUM PASS REQUIREMENTS
Theoretical subjects	A minimum of 40% for each question paper is required to pass, regardless of the predicate mark. If the examination in a subject comprises more than one question papers, the student shall obtain a minimum of 40% for each of the papers, respectively.
Practical examination subjects	A minimum of 50% in the examination is required to pass.
Theoretical-practical examination subjects	A minimum of 50% for the practical paper examination and a minimum of 40% for the theoretical paper examination are required
Practical assessment subjects	The final mark is determined through a combination of individual assessments through the year, a portfolio, performance or project work, capped by a final assessment reflected as a percentage.
Special examinations:	A final pass mark of 50% is required to pass a supplementary examination and the relevant minimum rule applies.
Supplementary examinations:	A final pass mark of 50% is required to pass a supplementary examination. No further opportunities will be granted if a student forfeits or fails the supplementary examination.
Exit examinations	A final pass mark of 50% is required to pass an Exit examination and the relevant minimum rule applies.

13. VERIFICATION AND REVIEW OF ASSESSMENT

13.1. Verification by Examiners and Moderators

- 13.1.1 On completion of the moderation, the moderator reports or recommends as discussed in 10.4.2 f)-h).
- 13.1.2 Before submitting the scripts/marks to the Registrar's Environment, the moderator communicates, as a matter of urgency, any recommendation to change marks, to the Head of Department and DTLC.
- 13.1.3 The examiner is responsible to ensure that all marks are added and transferred to the Adapt IT mark sheet correctly.

13.2. Verification by Head of Department

- 13.2.1 The head of the academic department shall check the Adapt IT mark sheet for each subject and sign it for correctness, with regard to neatness and completeness.
- 13.2.2 The head of the academic department has to also scrutinise the Adapt IT mark sheet for obvious indications of differences between the average examination marks and predicate marks, as well as an average of high or low percentage marks.

- 13.2.3 If the assessor/examiner and the moderator are unable to agree to the allotment, adjustment or alteration of marks, or about any other suggestions made by the moderator, the Head of Department/Departmental Teaching and Learning Committee shall act as arbitrator and give a ruling.

13.3 **Verification by the Registrar's Environment**

- 13.3.1 The Registrar's Environment shall execute the following audits:

- a.) the primary and secondary capturing of examination marks;
- b.) manual checking of the Adapt IT mark sheet, for completeness and correctness;
- c.) checking of the calculations against the calculation criteria, on a control Adapt IT mark sheet; and
- d.) checking of the original mark against the examination mark entered by a senior staff member.

14. **VERIFICATION AND REVIEW BY DIFFERENT STRUCTURES**

Verification and review of assessment results occur at two levels within a faculty, namely on a departmental as well as a faculty level. On departmental level it is done by the Departmental Teaching and Learning Committee (DTLC) and on faculty level by the Faculty Examination Committee (FEC).

- 14.1. The purpose of the Departmental Teaching and Learning Committee (DTLC) is to:

- 14.1.1 Guide and quality assure, for **Fitness of Purpose**, the approved assessment plan of programmes/courses/subjects for integration, coherence, effective achievement of intended learning outcomes in all academic programmes/courses/subjects in the University;
- 14.1.2 Guide and ensure that all assessment methods applied, assessment instruments/opportunities developed for subsidised and non-subsidised academic programmes/courses/subjects across the faculty, campuses and departments are aligned and adhered to the national statutory criteria for effective outcomes-based education in the higher education sector, as stipulated by the Higher Education and Training act, Act 101 of 1997, and the requirements of professional bodies;
- 14.1.3 Review and verify the submitted assessment evidence, judgements made, assessors'/moderators' reports, and final results, for **Fitness for Purpose**, ensure that assessment was an integrated process within the learning experience;
- 14.1.4 Compile and submit recommendations for improvement, using Departmental Quality Improvement Plans (QIP's), to the Faculty EXCO/Board, when considering/evaluating the effectiveness of the assessment plan, assessment methods applied and/or assessment opportunities used.
- 14.1.5 Provide benchmarks that inform the alignment of assessment rules and regulations, with best practices.

14.2. Duties of the Departmental Teaching and Learning Committee (DTLC)

The assessment related duties of the DTLC are to:

- 14.2.1 Report to the Faculty Examination Committee (FEC) about assessments;
- 14.2.2 Implement, monitor, review, develop and recommend to the Head of Department programmes, modules, policies, resolutions and procedures that support the University's strategic objectives, in relation to improving the quality and effectiveness of teaching and learning and assessment;
- 14.2.3 Initiate, review and promote for the benefit of the teaching staff and students alike teaching, learning and assessment methods, protocols and strategies that are professionally regarded as "good practice";
- 14.2.4 Provide regular reports, as required, on its activities under its terms of reference, to the Head of Department;
- 14.2.5 Liaise with any department, faculty, or academic unit on matters relating to teaching, learning and assessment, with a view to promoting collaboration, co-operation and excellence;
- 14.2.6 Refer to the Faculty Success-rate Committee, as appropriate, comments or recommendations on matters relating to students learning and assessment;
- 14.2.7 Liaise with the office of the Executive Dean, on the development of policies and procedures relating to teaching, learning and assessment, including the development and promotion of policies and initiatives as they relate to the recognition and reward of effective and innovative teaching;
- 14.2.8 Consider, report and advise on any matter relating to teaching, learning and assessment, referred to by staff and students, to the Head of Department and the Faculty Success-rate Committee;
- 14.2.9 Facilitate informed debate on topics and issues relevant to the role of the Department's Teaching and Learning Committee in pursuit of its strategic objectives;
- 14.2.10 Initiate, review and promote teaching, learning and assessment methods and practices that conform to the University's approved ethical standards and benchmarks as documented in TUT's approved Assessment Policy and Annexure.

14.3. Membership of Departmental Teaching and Learning Committee

The following members are constituted as members of a Departmental Teaching and Learning Committee:

- 14.3.1 Head of Department (Chairperson);
- 14.3.2 Section Head(s) (where applicable)

- 14.3.3 Programme coordinators;
- 14.3.4 Subject coordinators;
- 14.3.5 Service subject coordinators;
- 14.3.6 Departmental Quality Representative;
- 14.3.7 Assistant Registrar or delegate;
- 14.3.8 Other members as deemed appropriate by the department

14.4. General rules for the DTLC

- 14.4.1 All members (excluding the Chairperson) of the Departmental Teaching and Learning Committee shall be elected for a term of at least one year during a departmental meeting, but recommended term is equal to the period of the Department's Quality review/Accreditation cycle. The terms shall be decided and approved by each Faculty EXCO.
- 14.4.2 The committee may invite from time to time, individuals from academia, business and industry, to provide additional appropriate expertise. Such co-opted members would normally have a temporary status and may not enjoy the same voting rights as regular members of the committee.
- 14.4.3 The DTLC shall meet at least twice during an academic semester. One meeting has to take place one week before the final submission of moderated assessment instruments for examination terminating subjects to the Registrar's Environment to consider all recommendations made by the **Examiners/Moderators/Head of Department** regarding the submission of all assessment instruments for all modules/subjects for all academic modules/subjects in the department.
- 14.4.4 The DTLC shall also meet during the examination period/end of term, as and when required, to consider the following:
 - a) recommendations made by the examiner/moderator to change any mark or marks of one or more candidates for a particular subject. (Corrections of *bona fide* calculations or transfer mistakes by the examiner do not have to be referred to the DTLC).
 - b) final results of subjects, where the average examination mark and the average predicate mark differ by more than 7,5% in order to obtain explanations to be communicated to the Faculty Examination Committee (FEC);
 - c) comments and/or appeals by students, lecturers or examiners that could not be concluded through the fixed channels of procedures;
 - d) cases where an exceptionally high failure (<60%) or pass rate (>95%) occurred (communicated to FEC);
 - e) cases where irregularities and/or extraordinary circumstances affected the validity and/or fairness of the examinations (e.g., lost scripts or leaked question paper) (communicated to FEC); and

- f) all submissions and make a decision on the final publication of the results and/or any other actions.

14.4.5 The role of the DTLC in non-examination terminating or practical subjects is to:

- a) discuss assessment issues such as recommendations or requests made by **Programme Coordinators/subject coordinators** to change any assessment method or instrument on the assessment plan of a specific subject/module in an academic programme in the department (meet at least twice a semester/year);
- b) review rubrics from all the practical subjects; and
- c) review assessment plans of all non-examination terminating subjects.

14.5. **Verification and Review by Faculty Examination Committee (FEC)**

The FEC is the verification body on faculty level. Its purpose is to:

- 14.5.1 review and analyse the submitted departmental reports, for **Fitness for Purpose**, ensure that assessment was an integrated process within the learning experience, compile and submit recommendations and data for improvement, using Departmental Quality Improvement Plans (DQIP's), to the Faculty EXCO/Board; and
- 14.5.2 provide benchmarks that inform the alignment of assessment rules and regulations, with best practices.

14.6. **Membership of the FEC**

The following members are constituted as members of a Faculty Examination Committee:

- a) Executive Dean (Chairperson) and relevant Assistant Dean;
- b) The relevant Assistant Registrar;
- b) The relevant Head of Department plus at least one other Head of Department;
- c) The examiner and/or moderator responsible for a particular subject should be co-opted to the committee for discussion on that particular subject;
- e) Faculty Administrator; and
- f) Faculty Quality Officer.

14.7. **Faculty Executive Committee/Faculty Board**

The duties of the Faculty Executive Committee/Faculty Board in terms of verification and review of assessment are as follows:

- 14.7.1 The faculty EXCO shall consider all submissions and make a decision on the feasibility (fitness of purpose) of the proposed assessment plan covering aspects of selected learning outcomes with associated assessment criteria, assessment method, assessment opportunity/instrument used, weights and credits, and any other actions, at macro level (programme level) and meso level (subject level).
- 14.7.2 The faculty EXCO has to provide feedback to staff, to ensure continuous improvement and also identify action required for their Quality Improvements Plans (QIPs).
- 14.7.3 An executive summary report, indicating the findings of the Faculty EXCO, shall be submitted to the Faculty Board, for approval, and to the Senate, for ratification.
- 14.7.4 After publication, the Faculty EXCO shall verify the examination results according to the examination result reports of the Directorate of Strategic Management Support and the reports from all DTLCs.

15. SAFEGUARDING, CONFIDENTIALITY AND ARCHIVING

- 15.1. Question papers and memoranda shall be in safekeeping at all times and may under no circumstances be accessible to anyone, with the exception of the assessor/examiner/moderator/HoD, as well as staff members who are involved in the preparation of the question papers and who have taken an oath of secrecy.
- 15.2. Delivery and collection of the question papers to and from external assessors/examiners/moderators shall be undertaken by the official Courier Service of TUT in terms of strict controllable security measures.
- 15.3. Examiners or the head of the specific academic department has to deliver or collect question paper files, memoranda, etc., to/from the Registrar's Environment, **in person**.
- 15.4. Question papers may under no circumstances be submitted or collected by student assistants or departmental administrative staff.
- 15.5. In the case of an external moderator the delivery of question paper(s) to the moderator remains the examiner's responsibility. Therefore the examiner needs to ensure that the moderated question paper(s) and required documentation are submitted within the approved submission dates ready for printing. Documents may not be emailed unless it is properly encoded and password protected. The password has to be communicated in a different mode, such as an SMS message.
- 15.6. The content of a draft question paper, a final question paper or the relevant memorandum and the marks obtained by a student may not be divulged to unauthorised persons.
- 15.7. An examiner/moderator cannot be the copyright holder of a draft question paper or a question paper or a memorandum compiled on behalf of TUT.

- 15.8. If the material used in an examination paper is from another source, proper acknowledgement has to be supplied to avoid issues of plagiarism.
- 15.9. The content of examination question papers or memoranda of examinations still to be conducted may not be stored on any hard drive of any computer. Examination information stored on other electronic storage devices, e.g., flash disk, CD, shall be in safekeeping at all times.
- 15.10. Question papers of previous examinations shall be made available to students on the TUT website except in cases where specific departments prohibit the distribution of papers. No memoranda of previous examinations shall be made available to students.
- 15.11. TUT is under no obligation to have the scripts of a particular subject marked by the examiner who compiled the question paper, or to have the scripts moderated by the moderator who moderated the question paper, although it is seen as the best practice.
- 15.12. After submission of question papers to the Registrar's Environment, the question paper shall not be made available to any person.
- 15.13. An audit shall be done annually, per semester, TUT-wide, to establish which staff members and/or relatives of staff members are registered students at TUT. The question papers of programmes of these registrations shall be processed separately and access to these question papers by relevant staff members shall be avoided in all circumstances.
- 15.14. The above audit shall be done in terms of an institutional circular from the Registrar's Environment.
- 15.15. Documentation for each assessment opportunity shall be recorded, and representative samples shall be stored safely and securely by each academic department for a minimum of at least three years, as evidence for audits and programme accreditation, which function on six-year cycles. This includes:
 - 15.15.1 question papers and their memoranda, ITS mark sheets, assignment and project frameworks, as well as the instructions for the compilation of such documents;
 - 15.15.2 representative samples of the assessment opportunities from assignments, answer papers and projects of students; and
 - 15.15.3 assessor's and moderator's reports.

Note: The extent of such representative samples and where such records are kept, shall be managed by the individual departments, with due consideration of the need of professional bodies and the HEQC to be provided with adequate evidence to demonstrate rigour in both assessment and moderation.

- 15.16. Copies of Adapt IT class lists indicating the final marks for non-examination termination subjects shall be provided to the Registrar's Environment by each department.

16. ASSESSMENT OF BLOCK PROGRAMME PRESENTATIONS

- 16.1. Except where explicitly stated otherwise, all rules included in this Policy, as well as the Policy on the Academic Administration of Block Programme Presentations of the University also apply to the assessment of block programme presentations.
- 16.2. Examination date and session
- 16.2.1 The scheduling of an examination for a block programme has to be included in the University's examination timetable in the year preceding the programme presentation, or has to be furnished to the Registrar's Environment at least six weeks prior to the said presentation.
- 16.3. Management of question papers and invigilation
- 16.3.1 All question papers for block examinations conducted at TUT are submitted to the Registrar's Environment not later than four weeks before the specific examination date.
- 16.3.2 Duplication and packing of question papers are done by the Registrar's Environment.
- 16.3.3 Question papers and examination documentation are provided to the duly appointed invigilator on the day of the scheduled examination.
- 16.3.4 Should the examination be conducted on an approved learning site outside the Tshwane Metropolitan area, the required examination documentation shall be sent via courier service.
- 16.3.5 Safekeeping rules pertaining to examination documentation in this Policy apply.
- 16.3.6 The venue and invigilation rules of this Policy shall apply.

NOTE: Refer to the Policy on Writing of Examinations at other venues for more detail.

17. FORMS

The following forms have been designed to streamline and standardise procedures.

Section 1 Exam paper requirements
Section 2 Examiner and moderator contact details
Section 3 Moderator report pre-assessment
Section 4 Examiner report on exam paper pre-assessment
Section 5 Examiner report post assessment
Section 7 Moderator report post assessment

Section 9 DTLC report

SECTION 1: EXAM PAPER REQUIREMENTS*(To be completed by the Examiner)*

Exam paper included for		May <input type="checkbox"/>			November <input type="checkbox"/>	
Subject code:		Official subject name:				
Examiner:	Title	Initials	Surname		Campus	Extension
Moderator:	Title	Initials	Surname		Campus	Extension
This is the	only <input type="checkbox"/> ,	first <input type="checkbox"/> ,	second <input type="checkbox"/> ,	third <input type="checkbox"/>	paper for this examination	
Type of examination:		Open book <input type="checkbox"/>		Closed Book <input type="checkbox"/>		

Duration of paper:	120 min (2 hours) <input type="checkbox"/>	150 min (2½ hours) <input type="checkbox"/>	180 min (3 hours) <input type="checkbox"/>	240 min (4 hours) <input type="checkbox"/>	300 min (5 hours) <input type="checkbox"/>
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Total marks		No of pages (cover included)	
Full marks		No of pages of appendices	

ITEMS TO BE PROVIDED BY EXAMINATION SECTION	
Answer Books	<input type="checkbox"/>
Accountancy Answer Books	<input type="checkbox"/>
Graph Paper	<input type="checkbox"/>
Multiple-choice answer sheet (Computer Answer Sheet)	<input type="checkbox"/>
No answer books required (Fill-in exam paper)	<input type="checkbox"/>
Other, please specify:	

ITEMS ALLOWED TO STUDENTS	
Non-programmable pocket calculators	<input type="checkbox"/>
Scientific calculators	<input type="checkbox"/>
Drawing instruments	<input type="checkbox"/>
Other, please specify	

SECTION 2: CONTACT DETAILS

(To be completed by the examiner and moderator)

Subject name and code:		
	Examiner	Moderator
Title, initials and surname		
Physical address:		
Postal address:		
e-mail		
Cell number		
Campus		

SECTION 3: MODERATORS REPORT ON EXAMINATION PAPER (PRE-ASSESSMENT)
SUBJECT/MODULE INFORMATION

Subject title:	
Subject code(s):	Qualification code(s):

Please respond to the following by making with an "x" in the appropriate box.

Statement: Exam Paper	Yes	No
A study guide was received with the question paper to check for coverage of the syllabus	<input type="checkbox"/>	<input type="checkbox"/>
The paper covers the syllabus appropriately and in accordance with the study guide	<input type="checkbox"/>	<input type="checkbox"/>
Marks on paper and memorandum correspond	<input type="checkbox"/>	<input type="checkbox"/>
The standard (degree of difficulty of the paper) is acceptable for the level of study	<input type="checkbox"/>	<input type="checkbox"/>
Instructions at each question are sufficient	<input type="checkbox"/>	<input type="checkbox"/>
Questions clear, not ambiguous	<input type="checkbox"/>	<input type="checkbox"/>
Adequate variety of questions	<input type="checkbox"/>	<input type="checkbox"/>
Allocated time adequate	<input type="checkbox"/>	<input type="checkbox"/>
General layout and editing of paper acceptable and consistent	<input type="checkbox"/>	<input type="checkbox"/>
Level and quality of language acceptable	<input type="checkbox"/>	<input type="checkbox"/>

Statement: Memorandum	Yes	No
Memorandum is clear	<input type="checkbox"/>	<input type="checkbox"/>
Marks on the memorandum are allocated per question	<input type="checkbox"/>	<input type="checkbox"/>
Does the content of this question paper adequately cover the prescribed syllabi, as well as the material that was dealt with during the study period?	<input type="checkbox"/>	<input type="checkbox"/>

This assessment activity/examination paper is approved		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Moderator: Initials:	Surname:	Signature:	
Notes/Comments:			

SECTION 4: EXAMINER AND HOD REPORT ON EXAMINATION PAPER (PRE-ASSESSMENT)

To be **completed** and signed by the **examiner** and the **Head of the Department/Section Head** to confirm that this paper is final and correct. Please note that any errors/problems that may occur will be mentioned in the examination report. This could be done during a Departmental Teaching and Learning Committee meeting:

QUALITY CONTROL CHECKLIST FOR THE EXAMINER:		Y	N
Is (are) the subject code(s) correct on all the pages/headers?		<input type="checkbox"/>	<input type="checkbox"/>
Is (are) the subject name(s) correct?		<input type="checkbox"/>	<input type="checkbox"/>
Is the examination month correct on all the pages?		<input type="checkbox"/>	<input type="checkbox"/>
Is (are) the course(s) indicated on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Is it indicated whether this is the only, first, second or third question paper?		<input type="checkbox"/>	<input type="checkbox"/>
Is the total number of pages indicated correctly on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Are all the pages numbered correctly as indicated on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Is the total number of annexure pages indicated on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Are the special requirements indicated on the cover page of the question paper?		<input type="checkbox"/>	<input type="checkbox"/>
Are the questions numbered correctly?		<input type="checkbox"/>	<input type="checkbox"/>
Do the totals of all questions add up to the subtotal and the total on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Is it indicated whether this is a main, supplementary or special examination?		<input type="checkbox"/>	<input type="checkbox"/>
Are the names of the examiners and/or moderator indicated on the cover page?		<input type="checkbox"/>	<input type="checkbox"/>
Are all the sections of this question paper and documents (appendixes) legible and clear?		<input type="checkbox"/>	<input type="checkbox"/>
Is the memorandum supplied in duplicate and printed on green paper?		<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature:		Date:	Click here to enter a date.
QUALITY CONTROL CHECKLIST FOR THE HEAD OF DEPARTMENT:		Y	N
Are all the documentation correctly completed by the examiner and the moderator?		<input type="checkbox"/>	<input type="checkbox"/>
HOD/SH signature:		Date:	Click here to enter a date.

SECTION 5: EXAMINER REPORT (POST ASSESSMENT)

Please respond to the following by making with an "x" in the appropriate box.

(Key: 1 = Strongly Agree, 2 = Agree, 3 = Agree to limited extent, 4 = Do not agree at all)

Statement: Exam Paper	1	2	3	4
1) Answer sheets were properly completed by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Students didn't perform adequately in particular questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) The students understood what was expected of them in all the questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) There were no errors on the memorandum	Yes <input type="checkbox"/>	<input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
Applicable to cases of more than one marker	Yes	No		
5) A memorandum discussion was held in the case of more than one marker	<input type="checkbox"/>	<input type="checkbox"/>		
6) Alternative answers/solutions were discussed at the memorandum discussion	<input type="checkbox"/>	<input type="checkbox"/>		
7) Errors in the memorandum were communicated to all markers on time (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>		

SECTION 6: EXCEPTIONS FROM SECTION 5

Please discuss any exceptions to the items stipulated in Section 5 above

ITEM	DESCRIPTION OF PROBLEM	POSSIBLE CAUSE OF PROBLEM

SECTION 7: MODERATOR REPORT (POST ASSESSMENT)

Please respond to the following by making with an "x" in the appropriate box.

(Key: 1 = Strongly Agree, 2 = Agree, 3 = Agree to limited extent, 4 = Do not agree at all)

Statement: Exam Paper	1	2	3	4
1) Answer sheets were properly completed by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Students didn't perform adequately in particular questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Marking was done consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Marks were added correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Assessment was done in fair manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) There was an acceptable distribution of marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Memorandum was free of errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) The department was notified about changes in marks (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this report contain issues which, in your opinion, necessitate an urgent attention of the Executive Dean?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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SECTION 8: EXCEPTIONS FROM SECTION 7

Please discuss any exceptions to the items stipulated in Section 7 above

ITEM	DESCRIPTION OF PROBLEM	POSSIBLE CAUSE OF PROBLEM

Signature		Date	Click here to enter a date.
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SECTION 9: DEPARTMENTAL TEACHING AND LEARNING COMMITTEE (DTLC)

The membership for the Departmental Teaching and Learning Committee is discussed in 14.3, but for this meeting, the examiner and moderator (if internal) are ad hoc members. The DTLC has to complete this section within 5 days after the publication of the results.

A copy of this section has to be send to the following departments/people:

- the Registrar's Environment;
- the Directorate of Quality Promotions; and
- the relevant Executive Dean's office.

The committee consisted of:

Person/position	Name	Signature
Head of Department		
Section Head		
Examiner		
Moderator		
Senior lecturer		
Other:		

Please respond to the following by making with an "x" in the appropriate box.

Statement	Yes	No
1) Answer sheets were marked within the time frame	<input type="checkbox"/>	<input type="checkbox"/>
2) Student performed adequately in the paper	<input type="checkbox"/>	<input type="checkbox"/>
3) Marking was done consistently (by all markers)	<input type="checkbox"/>	<input type="checkbox"/>
4) Marks were analysed by the DTLC and trends were noted	<input type="checkbox"/>	<input type="checkbox"/>
5) Marks of different groups and campuses were compared	<input type="checkbox"/>	<input type="checkbox"/>
6) Performance of any particular group is not more than 10% different from their predicate mark	<input type="checkbox"/>	<input type="checkbox"/>
7) Results will be discussed at a departmental meeting	<input type="checkbox"/>	<input type="checkbox"/>