



ASSESSMENT POLICY

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The Institute of accounting science

RECORD OF CHANGES

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
30-07-2014	Policy finalised, reviewed and issued.	Prof G. Swartz

All Change requests should be submitted to the Management Representative

Preamble

The aim of the policy and standing orders is to provide flexibility for different assessment systems, but within a framework of current philosophy on student assessment, which emphasises frequent assessment with substantive developmental feedback, criterion referencing related to outcomes, and the use of a variety of assessment methods when appropriate.

The structure of the documentation is:

A. Policy on the assessment of student learning

B. Standing orders on assessment

1. Assessment forms, methods and practices
2. Moderation systems
3. Student performance guidelines
 - 3.1 Information to students
 - 3.2 Satisfactory participation
 - 3.3 Final assessment
 - 3.4 Supplementary and deferred assessments and re-assessments
 - 3.5 Additional time requirements
4. Monitoring and Evaluation of the policy
 - 4.1 Staff development
 - 4.2 Monitoring at Programme level
 - 4.3 Review process and procedures

Addenda

- A1. Regulations governing the conduct of assessments
- A2. Invigilation and handling of assessment scripts
- A3. Marking and Processing of results

Pro formas

1. Internal moderator's or external examiner's report on a course
2. Letter offering appointment to an external examiner
3. Report on suspected misconduct

C. Resource Guide for Lecturers

1. Introduction
2. Principles of Assessment
3. Forms of assessment
4. Definition of terms
5. Tools for setting up aligned assessment tasks
6. Assessment forms, methods and practises
7. Checklist for designing or revamping assessment tasks to promote alignment

Appendix: Example of a Course Outline

Appendix B – Example of an assessment criteria marking template

A. POLICY ON THE ASSESSMENT OF STUDENT LEARNING

Assessment is an integral and vital part of teaching and learning. The process of assessment of student performance has educational value, in that assessment can support the achievement of a number of goals: it can guide, help and form the learner by providing appropriate feedback, but should also be a way of determining whether a student has acquired the necessary competencies. Those competencies should be derived from a process of development and agreement within each course, as should the criteria against which they will be judged.

This policy is premised on the principles of promoting criterion referencing, which compares performance against specified criteria and encourages links with teaching and learning. There is a responsibility to provide criteria that make explicit the constructs of the teaching and to make these available and accessible to the students in as many different ways as possible. There is a need for flexibility and variety in assessment.

When learning, students tend to adopt strategies that will assist them to meet the requirements of the assessments they will undergo; they will seek and request teaching methods that will best fulfil their ability to respond to the assessment scheme. Hence assessment must be linked to and be evidence of, the levels of learning (domains) and in particular the learning outcomes and competencies required. The learning outcomes and the competencies required of students registered for a course must be clearly specified. A learning outcome is a statement of an intended result of teaching and learning. It describes knowledge, skills and values that students should be able to demonstrate by the end of a course, programme or qualification. There should be clear links between teaching methods and methods of assessment.

Feedback is integral to assessment which is focused on learning goals. It should be for individual students as well as for the whole class, and should be substantive and explanatory and must relate to the assessment criteria used.

Assessment should be unbiased, fair, transparent, valid and reliable. Valid methods of assessment must be employed in order to sample the range of competencies required of a student graduating from this Institute, at all levels. In order to do this, depending on the purpose, the use of a variety of assessment forms and methods is recommended and may be carried out throughout the year. Assessment should allow students to demonstrate optimal levels of performance. Appropriate formats must be used for the valid testing of competencies and objectives, and adequate sampling with a variety of examiners over time will assist in reliably testing a variety of competencies. It is acknowledged, however, that assessment is not an overriding aspect of teaching and learning, but is integral to it.

Therefore the assessment of students should be designed to achieve the following purposes:

- o To be an educational tool to teach appropriate skills and knowledge
- o To encourage continuous learning and detect learning problems
- o To determine whether students are meeting, or have met the educational aims and outcomes of a course (including qualification exit-level outcomes where appropriate) and to give students continuous feedback on their progress
- o To determine levels of competence and to inform students on their current competence
- o To facilitate decisions relating to student progress
- o To provide a measure of student ability for future employers
- o To inform teachers about the quality of their instruction
- o To allow evaluation of a course

The principles of assessment as set out in this policy and standing orders are applicable to under- and post-graduate students but may be modified by specific circumstances applicable to post-graduate students.

B. SENATE STANDING ORDERS ON THE ASSESSMENT OF STUDENTS' ACADEMIC PERFORMANCE

- Note:*
1. Where reference is made to the Institute Head, this implies either the Institute Head or the person appointed by the Senate as being responsible for the relevant duties.
 2. A course is taken to mean a learning unit with a course code, a defined time and number of points, which contributes to a qualification. A non-modular course is a learning unit with a single course code that typically runs for an entire academic year.

1. Assessment methods, forms and practices

1.1 Assessment methods and definitions

Note: There are many more assessment methods that may be used and these are included in the guidelines document, but combinations can also be used (which renders obsolete terminology such as “exam equivalents”). The following lists some types of assessment for consideration. Note that all assessments may be used for summative purposes, and that an examination is regarded as a formal assessment.

1.1.1 Assessment

The process of judging learning: may have a formative and/or summative nature.

1.1.2 Examination

Examination means a formal, compulsory, scheduled, summative assessment.

1.1.3 Assignment or Project

An assessment method used to evaluate students against explicit criteria and learning objectives, usually requiring them to seek information from a variety of sources and present it in a prescribed format for evaluation. An assignment may comprise an essay, clinical or field work, a design project, an investigational or any other project, and may be used as either a component of the course mark or as part of the final mark.

1.1.4 Clinical/practical assessment

An assessment that preferably assesses practise in a real or simulated context, by an explicit criterion referenced system. Can include elements of self- and peer assessment.

1.1.5 Journal of reflections/Reflective journal

Students may be advised to keep a journal of reflection which can be used for a variety of purposes, such as mentoring, as part of action research, etc

1.1.6 Oral assessment

Must be structured and scored independently by at least two assessors. Standardised questions of varying difficulty should be put, and the answers scored against known criteria.

1.1.7 Portfolio / Log book

A compilation of activities that reflect a number of learning activities or opportunities generally organised around a topic, subject or theme. Can include elements of self- and peer assessment. Must have an assessment rubric/scheme.

1.1.8 Research report, dissertations, theses

The principles of assessment set out in this policy are applicable to activities of this nature.

1.1.9 Supervisor Reports

Often used as an assessment of student performance at the end of an elective, or part of the overall assessment of a block or short course.

1.1.10 Test

A test is a formal assessment that is part of a frequent and ongoing assessment system that provides feedback to students, may also provide marks towards the course and may occur on a regular basis throughout the course.

1.1.11 Take-home Assessment

A take home assessment cannot be called an examination because it is not formal; this is because an assessment needs to be invigilated in order to be formal and the rules for invigilators cannot be met when an assessment is taken home. (refer to A1.2.5)

1.2. Forms of Assessment

Note: These are not mutually exclusive and will require adaptation appropriate to the nature of a course and its outcomes.

1.2.1. Continuous assessment

Frequent and ongoing assessments throughout a course, used sufficiently often to be able to guide students in their learning, by providing frequent feedback to them on their performance. Early assessments should be conducted, with feedback, in the first few weeks of every course. Combined assessments contribute to the course mark.

1.2.2. Formative assessment

Any assessment that provides developmental feedback to the students that enhances learning. All assessments that measure progress in a continuous assessment system should have a strong formative element.

1.2.3. Integrated assessment

Assessment that allows students to demonstrate their ability to integrate the outcomes of a course and/or exit level outcomes with other courses. It focuses on the demonstration of applied knowledge or competence and the ability to integrate concepts, ideas and actions, from different disciplines, where possible in authentic contexts.

1.2.4. Summative assessment

Assessment that regulates the progression of students by awarding marks during and at the conclusion of a topic or of a unit of work or of a course. Summative assessments that contribute to a course mark during the course must have a formative feedback element to them. In other words, the marking and comments made by the assessors should be fed back to the students, together with an explanation of the marking in relation to the criteria used (see also A2.9.7 and A2.9.8). In this respect the use of technology (such as discussion boards, blogs etc.) can assist in providing feedback to large classes.

1.2.5. Formal Assessment

Any form of assessment which is invigilated.

1.3 Assessment practices

1.3.1 Each course should use assessment methods appropriate to the purpose in order to sample the range of competencies required. These methods will contribute to both formative and summative assessment throughout the course.

1.3.2 Electronic assessments as part of e-learning should not be the sole indicator of student ability for a given course or module.

1.3.3 Each course must include frequent and ongoing assessment systems, in order to provide continuous feedback to the students and thereby encourage continuous learning. Such feedback should be given to the students within a reasonable time after the assessment, which must be specified in the course outline. It is acknowledged that this feedback will vary depending on class size, but can be assisted by the use of technology.

- 1.3.4 Assessment may be conducted on an individual or small group basis. If on a small group basis, careful attention must be given to individual student needs within the group, to the marks allocated to each individual and to the weighting of marks for these tasks in relation to others if used summatively.
- 1.3.5 All assessment tasks must be made available to students in appropriate written format.
- 1.3.6 Each course should ensure that mechanisms are in place (and specified in the course outline) to ensure that students are doing their own work; for example, if discrepancies are observed between marks received for assignments and marks received for written tests, these should be investigated.
- 1.3.7 Assessments should as far as possible take place at times that do not conflict with any lecture, tutorial, other assessment, or other requirement in any other course for which a student who is taking the assessment is registered.
- 1.3.8 Each course must specify the method of moderation in terms of the use of internal assessors and moderators, and external examiners.
- 1.3.9 Internal assessors should be prepared to account for marks awarded with a brief explanatory comment on the material being assessed, at least implicitly addressing the assessment criteria. Such comments would be potentially available to a student who wishes to discuss their performance with the assessor.
- 1.3.10 Provisional marks of an assessment may be released before the scripts (or any other material that has to be examined) have been seen by the internal moderator or external examiner.
- 1.3.11 Unconfirmed marks obtained in a course may be published when those marks have been agreed to by the internal moderator or external examiner but not yet confirmed by Senate. Where no mark has been agreed upon, a symbol to show that the result is not yet available must be published.
- 1.3.12 The Institute may grant supplementary assessments where this is provided for in the rules for a particular qualification. The granting of a supplementary assessment will be subject to the rules applicable to the qualification and to these standing orders.
- 1.3.13 As the assessment system is intended to be open to scrutiny, a student dissatisfied with his or her results is entitled, after the publication of the results and before the end of the second week of the next teaching block, to request discussion of his or her performance, including any submitted work and/or scripts, with and in the presence of the lecturer(s) concerned (see also A2.9.6 and A2.9.7).
- 1.3.14 Students must keep copies of forms of assessments such as assignments, projects, portfolios, etc, that are handed in for assessment.
- 1.3.15 Unless otherwise provided for in the course assessment outline (see 3.1.1), all or a substantial portion of submitted work for which marks or credit has previously been obtained for one course may not be submitted for any other course or other module in the same course.

2. Moderation systems

2.1 Definitions

2.1.1 Internal assessor

The academic staff member responsible for teaching and/or coordination of a course, module, block, or year, and who is responsible for conducting the different assessments that make up the course mark (see 3.3.1.1), as well as for providing feedback to the students.

Note: there are other processes of internal moderation of a course or programme, which are part of the monitoring and evaluation process, which involve interaction between internal assessors. For large classes, a marking team, led by the course convenor, may work together and compare and moderate each other's marking as it proceeds.

2.1.2 Internal moderator

An assessor drawn from the same department, or from another department, who has not been involved in the teaching of that cohort of students in that course of study being assessed, unless approved by the Institute Head.

2.1.3 *External examiner*

An assessor normally drawn from outside the Institute or from an appropriate professional institution, to examine in particular the final marks of a course, and/or the exit level outcomes of a qualification, and/or any other aspects of the course deemed necessary in accordance with these Standing Orders. External examiners are approved by Senate and are responsible to Senate.

2.2 **Extent of moderation and external examination**

The Institute believes that the validation of its qualifications by a system of external moderation is necessary, and that there must be a degree of external examination of all its courses. To this end, the extent of moderation that is considered to be the minimum required is as follows:

- At least 50% of the assessments that contribute to the final marks of any course will be moderated, either internally or externally
- At least 30% of the assessments that contribute to the final marks of any course will be externally examined

Where an individual course forms part of an interrelated set of courses in a subject at a given year level that are assessed in an integrated fashion, then the minimum extent of moderation by an external examiner may be met by the set of courses as whole.

2.3 **Functions**

2.3.1 *Internal moderator and External examiner: role and duties*

- 2.3.1.1 The moderator/examiner will be given access to the course outline which states the outcomes and assessment criteria for the course, in order to review the format of the assessment and the criteria to be used. In addition, the moderator/examiner should receive samples of course material, tests, student work where appropriate and any other information to provide a suitable background to be able to report sufficiently comprehensively on the aspects set out in section 2.3.1.7.
- 2.3.1.2 Approve the assessments, including any supplementary and deferred assessments, preferably in writing (see also A1.2.2) once these have been agreed by a subject/discipline committee.
- 2.3.1.3 Ensure that there has been an adequate internal check on the marking, and the addition of marks.
- 2.3.1.4 Ensure as far as possible that assessments are reasonable and valid; that marking is fair and reasonably consistent; approve the final results list for the course concerned; and complete a full report to the Institute Head
- 2.3.1.5 The moderator/examiner will moderate the marking of a sample of the assessments particularly cases on the borderline between passing and failing and between different classes. The moderator/examiner has the right to recommend the adjustment of marks for borderline cases and/or for the course as a whole, subject to the approval of the Institute Head (see A 3.3 and A1.4.3).
- 2.3.1.6 In the report to the Institute Head, comment where appropriate on:
 - Suitability of the course content and methods for the subject and the level, and whether the content is up to date
 - The quality and fairness of the assessment tasks
 - The reliability of the marking process by judging the fairness and consistency of the marking, and by suggesting adjustments according to the marking range used by different assessors
 - The validity of the assessment methods used in relation to the learning outcomes
 - Whether the assessment tasks cohere with the outcomes and learning activities specified for the course

- The distribution of the marks
- Suitability of the range of assessment methods used
- Quality of the feedback given to the students by viewing examples of course work indicating how formative and summative feedback was provided
- Quality of the student performance
- Quality of the course as a whole
- Recommendations for improvement and any concerns or possible irregularities
- Where possible to comment on the vertical and horizontal alignment of the assessments within a discipline.

2.3.2 *Internal moderator and External examiner: appointment*

- 2.3.2.1 The Institute Head must call for names for each course. The Institute Head must ensure that proposals for appointment are submitted by each course, normally by the end of the first teaching block of every academic year.
- 2.3.2.2 The Institute Head must be consulted over all new appointments and must be furnished with a curriculum vitae. If the Institute Head does not approve the recommendation, and if the Head of Department or Division and/or internal assessor still wish to proceed with it, the recommendation must be submitted to the Senate for a decision.
- 2.3.2.3 In accordance with the HEQC recommendations, external examiners will normally be appointed for three consecutive years. If the division wishes to extend this period, the Institute Head's approval must be sought.
- 2.3.2.4 The Institute Head is responsible for all communications with the internal moderator and external examiner including apprising them of their duties.
- 2.3.2.5 It is Institute policy that the external examiner in any course is drawn from outside the Institute, or from appropriate professional institutions. Only in exceptional circumstances may the Institute Head appoint a member of the academic staff who has not been involved in teaching the course during the relevant academic year.

2.3.3 *External examiner: deferred and supplementary assessments*

- 2.3.3.1 The same external examiner must be appointed for the deferred and the supplementary assessments in a particular course where applicable. An external examiner will be asked specifically in the letter of appointment if he/she will be available to fulfil the same function for any supplementary or deferred assessments that may be set, and will be given an indication of the dates of the assessment session(s) involved.
- 2.3.3.2 Where the external examiner is not available for the supplementary or deferred assessment in that course or where his/her appointment would cause undue delay, the Institute Head is empowered to appoint another external examiner.

2.3.4 *External examiner: role of Institute Head*

- 2.3.4.1 It is the responsibility of the Institute Head to ensure that the reports of the internal moderators and external examiners are reviewed by a suitable Institute committee and must also be discussed by the relevant discipline. The Institute Head must ensure that any agreed improvements are effected.
- 2.3.4.2 The Institute Head is responsible for ensuring that any overall course mark adjustments are brought to the attention of the Senate (see A1.4)

3 Student performance guidelines

3.1 Information to students

- 3.1.1 The Institute Head must ensure that a course outline is made available to students by the end of the first week of the commencement of each course, by means of a handout to students and a notice on the notice board. The course outline must contain the following information:
 - the aims and outcomes, and content of the course.
 - the number, format and timing of assessments, which of these will be formal (invigilated), and which will be electronic, making use of e-learning assessment.

- the assessment criteria that will be used where appropriate.
- a detailed breakdown of the composition of the final mark indicating the percentage contribution of the individual components of the course mark and the final mark if applicable, and any sub-minimum requirements.
- the satisfactory participation requirements with regard to attendance, performance and participation.
- information relating to the consequences of plagiarism.
- any discretionary rights to further assess a student when major discrepancies in results are observed.
- any other requirements of the course.

3.2 Satisfactory participation/performance

3.2.1 General

3.2.1.1 A student is disqualified from presenting himself/ herself for any assessment unless he/she has satisfied such requirements that may be prescribed by the rules, including satisfactory participation and/or performance in the work of the class up to the time of that assessment. If a disqualified student does present himself/ herself for such an assessment the student will be refused permission to take that assessment.

3.2.2 Procedure for approving criteria

3.2.2.1 The division's requirements for each course in regard to attendance and satisfactory participation and/or performance in the work of the class shall be approved by the Division Head in time to be displayed in the course outline and/or on the subject notice board by the end of the first week of each term (see also 3.1)

3.2.3 Criteria for assessing satisfactory performance

3.2.3.1 Students should be reminded that registration as a student implies a commitment to diligent study. This means not only physical presence but active participation in classes. In identifying students who have not performed satisfactorily, the Institute Head, in consultation with the teacher or teachers of the course concerned, will have regard to:

- attendance
- actual participation and/or levels of performance in essays, projects, tutorials, tests, any other assignments or assessments of the class or any other controlled activity of the class during the course.
- any other factors, which the Institute Head considers appropriate.

3.2.4 Notification procedures

3.2.4.1 The internal assessor in any course shall from time to time review the attendance at the course and the participation of the students in the work of the course and if (s)he considers that any student is not attending or participating satisfactorily the Institute Head shall be advised accordingly.

3.2.4.2 The Institute Head, after consultation with the internal assessor, may decide that a student has failed to attend or to participate and/or perform satisfactorily in the work of the course as defined in 3.2.3 and runs the risk of being disqualified, or of being pronounced not qualified to present himself or herself for a final assessment in that course if there is one. Students at risk or disqualified must be contacted and/or their student numbers shall be displayed on the relevant notice board. All notices must set out the procedure(s) to be followed by students to obtain the necessary requirements prior to the end of the course or the final assessment if there is one, or who wish to appeal against their disqualification, and must give the closing dates for the submission of appeals. The closing date for those not yet disqualified but at risk, will be at a date prior to the course end or final assessment, as set out by the course rules, or the Institute rules.

3.2.4.3 Internal assessors must issue early formal or informal warnings throughout the course to students whose performance is unsatisfactory.

3.2.5 *Appeals procedure*

- 3.2.5.1 A student wishing to appeal must present a written case to the Institute Head by the specified date. If the head then decides to permit the student to take the relevant assessment, he/she must notify the student personally and timeously.
- 3.2.5.2 In an exceptional case the Institute Head may set up an appeal committee composed of the Institute Head and two senior staff members nominated by him/her. One of the staff members must be from the subject concerned. The appeal committee must consider all the evidence that was placed before the Institution Head and consider any other evidence it considers necessary.
- 3.2.5.3 The decision of the Institution Head or the appeal committee, as the case may be, shall be final.

3.2.6 *Recording of result*

- 3.2.6.1 When the results are submitted, those students who have been disqualified will be indicated by the appropriate course result code.

3.2.7 *Procedure to be followed if changes are to be made*

- 3.2.7.1 If the Institute Head wishes to alter the satisfactory and/or performance requirements in any way, after the start of a course, he/she is required to obtain the permission of the Senate and the written approval of every student satisfactorily participating in the course for such a change. Should such approval not be obtained, the change may not be made.
- 3.2.7.2 If the Institute Head has to alter the satisfactory and/or performance requirements as a result of circumstances beyond his/her control, he or she is required to obtain the approval of the Senate and to inform the students by means of handouts and notices.

3.2.8 *Exemption from attendance at a course and/or from satisfactory performance requirements*

- 3.2.8.1 A student who has taken and failed a course and who has been permitted to re-register for it (and the course has not substantially changed); or a registered student from another tertiary institution who is deemed eligible for entry to a course (and the courses are sufficiently similar), may be permitted to take all or some of the assessments in that course without being required to attend all or some of the classes and/or without being required to meet all or some of the satisfactory performance requirements.
- 3.2.8.2 In such cases, at the time of registration, the Institute Head will decide how the final mark is to be determined in a particular case, and must notify the student in writing how the final mark is to be calculated. For this purpose:
 - the course mark, or a portion of it, from the previous year or the year in question may be used in calculating the final mark;
 - a portion of the final assessment or final mark from the previous year may be used in calculating the current final mark;
 - the level of the final mark from the previous year may be used to determine the requirements for satisfactory performance and for the current final mark.

3.3 Final mark

3.3.1 *Definitions*

- 3.3.1.1 *Course mark:* The course mark is made up of marks awarded for all forms of summative assessment offered throughout the course. This mark may comprise between 40% and 70% of the final mark (usually when combined with a final assessment mark), or may become the final mark, when this course mark is defined as such by being a pre-determined percentage.
- 3.3.1.2 *Final assessment mark:* This mark is awarded for an assessment carried out at the end of a course or of a year of study. The final assessment mark will contribute to the final mark as set out in the rules of the course (usually when combined with a course mark).

3.3.1.3 *Weighting*: It is recommended that no single assessment carry a weight of more than 50% of the final mark. Modular courses shorter than one term in length (or less than the equivalent number of points) should take a pragmatic approach to the number and weighting of assessments that may be possible. The principle is that every course should use at least two assessments per term that contribute towards the final mark for that course. Any deviations from these recommendations should be approved by the Institution Head and reported to the Senate for consideration in future policy reviews.

3.3.1.4 *Final mark*: The final mark is the mark which is used to determine whether a student has met the requirements of a course or year of study. This mark may be made up of the course mark and the final assessment mark, or may be the course mark alone.

- A breakdown of the composition of the final mark shall be approved by the Institute Head in time to be given to students by the end of the first week of each term.
- There may be minimum requirements which relate to individual assessments or components of an assessment which will affect the outcome of that assessment in terms of a pass or a fail. These minimum requirements have been referred to as sub-minima and should be clearly specified as part of the satisfactory performance requirements (see 3.2.3.1) and/or the requirements for the final mark.

3.3.2 *Procedure to be followed if changes are to be made*

3.3.2.1 If the Institute Head wishes to alter the composition of the final mark in any way, after the start of a course, he/she is required to obtain the written approval of every student satisfactorily participating in the course for such a change. Should such approval not be obtained, the change may not be made.

3.3.2.2 If the Institute Head has to alter the composition of the final mark as a result of circumstances beyond his/her control, he/she is required to obtain the approval of the Senate and to inform the students by means of handouts and notices.

3.4 Supplementary and deferred assessments and re-assessments

3.4.1 *Supplementary assessments*

3.4.1.1 A supplementary assessment is one granted to a student who has failed in a qualifying course. Supplementary assessments should be compiled at the same time as the final assessment and be subject to the same practises and moderation procedures.

3.4.1.2 A supplementary assessment should take the same format (but not content) as the final assessment and must bear the same relationship to the course mark as did the final assessment. Where the extent and nature of a supplementary assessment is to be different from the final assessment that was taken and failed, the extent and nature of the work to be examined in the supplementary assessment must be published on the subject notice board.

3.4.1.3 Where a supplementary assessment is granted, the final resultant mark may only be recorded as a pass (with the appropriate minimum pass mark) or a fail.

3.4.1.4 Where the nature of a course is such that a Institute Head wishes to depart from the principles in 3.4.1.2, he or she can request the Senate for permission to make the result of a supplementary assessment form the total and final reassessment of a student's performance in a course and no account is taken of the course mark.

3.4.1.5 A student who does not present himself/herself for a supplementary assessment shall not be entitled or permitted to have that assessment deferred unless there are in the opinion of the Senate exceptional grounds for permitting the student to do so.

3.4.1.6 For practical reasons, a student who has taken and failed a deferred assessment (see 3.4.2.1) shall not be granted a supplementary assessment in that course.

3.4.2 *Deferred assessments*

3.4.2.1 A deferred assessment is one awarded in terms of the rules by the Institute Head or his/her duly appointed agent, on application, to a student who, by reason of illness, religious scruples or some other good and sufficient cause, has either failed to attend or complete his/her assessment(s), or who would suffer hardship to an exceptional degree if compelled to complete his/her assessment(s) at the normal time.

- 3.4.2.2 A deferred assessment should take the same format as the original assessment and, in the case of a final assessment where one exists, the deferred final assessment must take the same format as the final assessment and should bear the same relationship to the course mark as did that final assessment.
- 3.4.2.3 A deferred assessment will be awarded under the following conditions:
- a) Illness*
- i) A candidate who is unable to take an assessment because of illness may be granted a deferred assessment if he/she produces a doctor's certificate. Such certificates may be referred to the Health and Wellness Centre for verification if deemed necessary the student may be referred to a Health Professional for further evaluation. Furthermore, certificates obtained by professionals who may be family members or friends and which may constitute a conflict of interest, will not be accepted by the Institute.
- ii) If a candidate applies for deferment on the grounds of illness suffered before an assessment, although he or she may have recovered by the date of the assessment, the medical certificate must describe the nature and degree of disability which interrupted the candidate's preparation for the assessment.
- iii) A candidate who falls ill during an assessment must report immediately to the chief or senior invigilator who will arrange for him or her to be accompanied to a medical professional. If he/she is unable to complete the assessment a deferred assessment may be granted to the candidate if he or she satisfies the conditions set out above.
- iv) It will not avail a candidate who presents himself or herself for an assessment and takes it when ill, to produce a doctor's certificate after having taken the assessment.
- v) In cases where acute assessment anxiety produces illness, a deferred assessment may be granted on the first occasion that this occurs, but the candidate must be informed that unless he or she undertakes a course of treatment, no further such deferments will be granted.
- b) Religious grounds*
- A candidate who objects to taking an assessment on a holy day of his/her particular faith should submit a letter of support for his/her application for a deferred assessment from the religious leader of that faith.
- c) Sporting or cultural commitments*
- A candidate may be granted a deferred assessment if he/she has been selected to participate in a sporting, cultural or similar event, as a formal representative of the Institute, province or country, or in a capacity considered equivalent by the Institute Head who will consider, *inter alia*, whether the timing of such an event would constitute a serious impediment, either to the candidate's presence at the assessment, and/or to the candidate's preparation for the assessment.
- d) Other grounds*
- i) An application for a deferred assessment on grounds other than those listed above will be considered on its merits.
- ii) Save in exceptional circumstances, nothing can be done for a candidate who misreads the assessment timetable.
- 3.4.2.4 An application for a deferred formal assessment must, except in exceptional circumstances, be completed and returned within three working days of the date on which the assessment was due to be taken.
- 3.4.2.5 The Institute Head or his/her duly appointed agent, in considering an application for deferment, should take into account *inter alia*, the academic record of the applicant and the history of any previous applications for deferred assessments. If a pattern of deferment requests is observed, which may give rise for concern, this must be investigated by the Examination Committee. If no legitimate reasons are discovered, then students may be refused any further deferments,
- 3.4.2.6 If the applicant's record shows that he or she was previously granted a deferment and failed to present him or herself for the deferred assessment, and also failed to provide an explanation acceptable to Senate for his or her absence, then that applicant may not be granted a deferment on any future occasion.

3.4.3 *Additional Assessments and Re-examining*

3.4.4.1. *Additional Assessments (Oral or Other Forms)*

The Senate may require a student to present himself/herself for an oral assessment if, on the marks obtained by him/her after prescribed assessment/s, s/he is, in the opinion of the Senate, on the borderline of the pass mark or the mark required for a particular class, as defined in the Institute standing orders. In such an event the marks obtained in such oral assessment are reported to the Senate in addition to the marks obtained in the prescribed assessment/s. The Senate must then determine the mark to be allocated". In the case of missing scripts, a student may be required to take an oral or other form of assessment.

3.5 **Absence from an assessment**

3.5.1 All course rules should state the consequences of a student missing an assessment, and whether to set a deferred assessment or to use some other method of calculating the course mark without that assessment.

3.5.2 Absence from an examination (or from an assessment deemed in the course outline to be compulsory) will result in an outcome of failed absent on the statement of academic record of a student unless s/he has been granted a deferred assessment.

3.6 **Additional time requirements**

3.6.1 Extra time may be extended to students whose proven disability prevents them from completing an assessment in the allotted time.

3.6.2 The closing date for applications is April 30 each year (except in exceptional circumstances).

3.6.3 Students applying for extra time must sign a declaration indicating that:

- (a) they agree that the information relating to their disabilities be divulged to the relevant Division or committee;
- (b) they agree to further examination relating to their disabilities should it be considered necessary.

3.6.4 The teaching and learning committee will consider applications for extra time. Extra time will not be granted solely on the basis of a medical certificate from a private practitioner.

3.6.5 If the Institute Head is not satisfied with a recommendation he/she can request a review of the decision. The relevant committee, together with a representative from the programme concerned, will review the application. The decision of the review committee will be final.

3.6.6 For assessments that require interaction with others whose language is such that translation and communication requires additional time, this may be granted at the discretion of the Institute Head.

3.6.7 The maximum amount of extra time to be allowed will be 15 minutes per hour (except in the case of blindness or other severe disabilities).

3.6.8 Permission for extra time can be withdrawn.

3.6.9 Extra time granted for matriculation examinations does not apply to the Institute. Application to the Institute in terms of the above procedure must be made.

3.6.10 Students who qualify for extra time must produce their letters of permission at every assessment. Every attempt will be made to provide them with an alternative venue at the same time so as to obviate disturbances to them by students leaving at the normal time.

3.6.11 Extra time will not be considered for the following:

- Illness (a deferred assessment can be applied for if necessary);
- Slow and illegible handwriting not related to a physical disability;
- Minor problems, e.g. needing to walk around, stretch, rest the writing hand.
- Writer's cramp must be assessed by a neurologist of the Faculty of Health Sciences before an application for extra time is considered.

4 **Monitoring and Evaluation of the policy**

4.1 Staff development

- 4.1.1 The Institute Head should arrange for assessment and marking workshops to be held on a regular basis in order to try to improve reliability at all levels of assessment.
- 4.1.2 Divisions must develop policies on common conventions such as the level of marking discrimination set, the definition of a borderline pass, the rules for condonation, etc., and these should be reviewed annually.
- 4.1.3 Divisions must ensure that all academic staff are familiar with the development of course aims, outcomes and competencies, and with the development of criteria for assessment.
- 4.1.4 The criteria development process and the communication of these criteria in an explicit and open way to the students must be set out as a policy of the Institute.
- 4.1.5 Divisions must develop a plan and suitable activities to foster ongoing conversations around current practices in assessment and criteria development.
- 4.1.6 If registered students acting as tutors are involved in assessment (a) they must receive appropriate training in the assessment forms to be used and (b) their marking must be moderated by at least the internal assessor, who will take responsibility for the assessment.

4.2 Monitoring at Division level

- 4.2.1 Divisions must develop and implement a process to review the reports of the internal moderators and external examiners and to make recommendations where necessary.
- 4.2.2 An appropriate committee must monitor and review the assessment activities and systems used in the Divisions.
- 4.2.3 The Institute Head must ensure that there is a system of feedback from the moderator and examiner reports into course and teaching development.

4.3 Review process and procedures

- 4.3.1 The Institute policy on assessment and the Senate Standing Orders must be reviewed every three years by the Teaching and Learning Committee.
- 4.3.2 The Teaching and Learning Committee must monitor and review the processes and activities taking place in the divisions by requesting from time to time reports as to the processes in place for their own review, and their experiences towards developing best practises in assessment. These reports should then be shared across Divisions.

ADDENDA

Addendum 1. Regulations governing the conduct of assessments

A1.1 Availability of information to students

- A1.1.1 The Institute Head is, as a minimum, required to make available to students by the end of the first week of each course, by means of a handout to students and/or a notice on the discipline notice board, the information for each course as set out in 3.1.1.
- A1.1.2 Dates for assessments held outside the formal examination sessions should be published at the start of the course. Where this is not possible the Institute Head must ensure that students are given reasonable notice by displaying the dates on the notice board.
- A1.1.3 Students must be given reasonable notice, where appropriate, of the rules for:
- take-home assessments,
 - the use of reference materials in assessments
 - the use during assessments of calculators, computers, or other electronic devices.

Students must be given reasonable notice by the Institute Head, by notice on the notice board, that

- a cellular telephone or other electronic device may not be used as a calculator or as a watch during an assessment;
- an electronic device may only be used if prescribed for that assessment, and for the purpose for which it is prescribed;
- If a student brings an unprescribed electronic device to an assessment, the student is not permitted to keep it on his/her person, it must be switched off, and any instructions of any invigilator must be observed, e.g. a student may be instructed to leave a switched off cellphone under her/his chair during an examination;
- the Institute will not be responsible for the security or be held liable for the loss of any electronic devices or other personal belongings (e.g. car keys) of students.

A1.2 Assessment

The Institute Head is responsible for the quality and all other aspects of the assessment but may delegate this responsibility to the internal assessor(s) concerned.

A1.2.1 Constructing the assessment

The internal assessor will construct the assessment and will pay particular attention to the following:

- A1.2.1.1 Clarity of the assessment task: every effort will be made to construct valid tasks and to ensure that tasks and instructions to the candidate are clear and unambiguous. If a formal or written assessment, this will apply to each of the questions asked.
- A1.2.1.2 Length of assessment: in the setting of the assessment, account will be taken of the need to allow candidates appropriate and adequate time to complete the task. If a formal or written assessment, this requires allowing candidates time both to read through the assessment before starting to write and to revise their answers before the end of the time period.
- A1.2.1.3 Where appropriate, where permission has been granted for the use of separate answer books this information must be shown in the “instructions to candidates” section on the assessment instructions or in the case of a written assessment, on the front sheet of the question paper. The use of separate answer books for individual questions or individual sections of an assessment should be kept to a minimum, and is normally for the following:
- where different external examiners are employed from outside the Institute for individual questions or sections;

- b) where an assessment involves more than one internal assessor/moderator, or a large number of scripts, or it appears late in the timetable and publication of results would otherwise be delayed.

A1.2.1.4 Where the use of calculators, computers, other electronic devices and/or reference materials is allowed in formal assessments, this must be specified (prescribed) on the front cover of the question paper. Compliance with any restrictions on their use is the responsibility of the internal assessor. Cellular telephones and other electronic devices may not be used as calculators or as watches, and any electronic device may only be used if prescribed; see also A1.1.5.

A1.2.2 *Approval of assessment(s)*

A1.2.2.1 Where appropriate, when the final form of the assessment has been settled by the internal assessor and/or the internal moderator or external examiner, the Institute Head or the internal assessor will complete the certificate on the reverse of the standard front page of the question paper/assessment task stating that the paper/task is in final, approved form and ready for reproduction.

A1.2.3 *Printing of assessments*

A1.2.3.1 *Printing of examination question papers by the Printing department:*

The internal assessor must submit the question paper to the Examinations and Graduation Office at least two weeks before the date of the examination

A1.2.3.2 *Printing of examination question papers by the division:*

In extreme circumstances with permission from the Institute Head, printing of examination question papers may be done by the division. In such circumstances the Institute Head takes full responsibility

- (i) all question papers must be printed in a secure room or one where access is limited and monitored.
- (ii) examination question papers should be printed at least 1 week before the official date of the examination in question.
- (iii) administrators must ensure that sufficient numbers of examination question papers and reference materials are printed, and quality controlled; defective papers must be securely stored until after the examination, then disposed.
- (iv) the number of examination question papers printed must be recorded and verified by another member of staff.
- (v) examination question papers must be placed in a secure location; in a safe (with limited access) to store examination question papers.
- (vi) the preparation and storage of examination papers electronically, must be done on computers that are password protected with limited accessibility, preferably not connected to a network (if connected to a network, adequate firewalls must be in place).
- (vii) examination question papers should not be stored on removable hard-drives/disks, unless encrypted,
- (viii) and all examination question papers that require email correspondence between external examiners and moderators must be encrypted.

e) the relevant internal moderators are aware of who is responsible for each examination question paper and where they are securely stored.

A1.2.3.3 *Printing of other assessment question papers by the divisions:*

When printing assessment question papers other than those for examinations, divisions must comply with all aspects of security in respect of draft, final and printed assessment tasks, question papers, etc., including but not limited those listed in A1.2.3.2 d).

A1.2.4 Prescribed use of computers or other electronic devices in assessments

A1.2.4.1 Definition: Electronic devices include but are not limited to calculators, computers, cellular telephones, smart phones, mp3/4/iPod players, tablets/iPads, notebooks, etc.

A1.2.4.2 *Prescribed use of computers or electronic devices in examinations*

- a) At the same time as the course coordinator complies with A1.1.3 to give students reasonable notice, he/she/the division will inform the use of an electronic device on the front cover of the question paper.
- b) Before the start of the examination, the student must be reminded to ensure that their candidate number, the paper code and title and the respective question number appear on each page of answers (the student's name must not appear on any part of the printed document).

A.1.2.4.3 Assessments conducted using computers

- (a) A designated area or laboratory is required as a computer-assessment venue which will be set up such that candidates can only see one screen. In case of technical failure, the venue will require 10% more computers than candidates.
- (b) The venue will be equipped with an uninterrupted power supply capable of supplying power for the length of the assessment plus 50%.
- (c) On site technical support will be available for each assessment.
- (d) Course coordinators will specify the requirements in terms of imaging on the computers in this venue: some assessments may require full internet access; others may require restriction to just one programme.
- (e) Course coordinators will specify their requirements at the commencement of the course, and again when the venue is booked, which must be at least four weeks before the assessment.
- (f) Usage of the computers will be monitored during the assessment and a report will be generated.

A1.2.5 Take home assessments

- a) Where a take home final assessment is given, the course co-ordinator, determines the duration of the assessment and the final deadline for the submission of the assessment. Durations of take home assessments may be as short as 3 hours, or may cover the entire final assessment period.
- b) Assessments may be distributed by the course co-ordinator, or may be available for pick up at a designated office. Students are required to sign out assessments picked up, noting of the date and time the assessment was signed out.
- c) All take home assessments are to be submitted to the course co-ordinator. The student must sign in the assessment, noting the date and time the assessment was submitted. It is the responsibility of the student to know the posted office hours, so that the student does not lose time to complete the assessment. Assessments submitted after office hours should be slid under the door of the designated office. These assessments will be signed in as of the opening of business the next morning.
- d) Assessments that are submitted after the duration of the assessment has expired or after the final submission deadline will be marked "late". Absent compelling circumstances, sanctions will be imposed on late submissions.

Take home assessments may have rules specific to each assessment. It is the student's responsibility to know and to follow these specific rules.

A1.3 Timing of assessments

A1.3.1 Institute examination sessions

The dates of these sessions appear in the Institute Almanac, and the timetable published each year. Assessments carried out on a frequent and ongoing basis may be held at any time by a division.

A1.3.2 Deferred undergraduate assessments (General Rule G13.6)

Where any deferred assessment is required, the Institute Head will determine a time. The following standing orders apply to all courses:

- A1.3.2.1 Deferred first-term assessments: deferred first-term assessments should normally be held any time after the original assessment but preferably before the end of the term or not later than the first week of the next teaching block.
- A1.3.2.2 Deferred second-term assessments: deferred second-term assessments should be held after the original assessment but preferably in the same academic year, or at least three weeks before the start of the next academic year.
- A1.3.2.3 In a case considered by the Institute Head to be exceptional he/she may, after consultation permit the scheduling or rescheduling of a deferred assessment at a time other than that provided for above. A student unable to take a rescheduled deferred assessment shall not be given another opportunity of taking the assessment.

A1.3.3 Supplementary undergraduate assessments

Unless specified otherwise in the rules, the timing of supplementary assessments will be the same as that for deferred assessments except that a student who does not present himself/herself for a supplementary assessment shall not be entitled or permitted to have that assessment deferred.

A1.3.4 Number of final examinations/final assessments per course

- A1.3.4.1 Institute policy is to encourage broad based, frequent and ongoing (continuous) assessment, and to therefore decrease the emphasis on a final examination/assessment. Therefore the number of final examination/final assessment slots (defined as a period of time not normally exceeding three hours) is subject to the following limits:
 - a) First and second level courses: not more than one slot per examination session.
 - b) Third year level and above: not more than two slots per examination session.
- A1.3.4.2 Where a division wishes to exceed these limits, the approval of the Institute Head must be obtained, and divisions may be required to make their own arrangements outside the examination session.

A1.3.5 Assessment timetables: responsibilities of the divisions

- A1.3.5.1 The Institute Head is responsible for the assessment of courses. He/she may require a committee to make the necessary arrangements but he/she remains accountable for their effectiveness.

A1.3.6 Examination/formal assessment timetables:

- A1.3.6.1 A provisional timetable (which is subject to change) will be issued to students upon registration.
- A1.3.6.2 A draft timetable (to elicit comments) should be published six weeks prior to the relevant session.
- A1.3.6.3 A final timetable will normally be available to staff and students four weeks prior to the relevant session.
- A1.3.6.4 At the end of the current academic year an examination/assessment timetable will be compiled, distributed and displayed for any supplementary and deferred assessment session to be held at a time determined by the Division.
- A1.3.6.5 A schedule of internal invigilators by course, examination and venue will be compiled by the Division.
- A1.3.6.6 Divisions will make every effort to ensure that a student does not have an examination timetable clash.
- A1.3.6.7 Once the final timetable has been published no changes will be made and the information contained therein must be adhered to. Any deviation from this rule must be discussed timeously with the Institute Head.

A1.3.7 Assessment timetables: responsibilities of the students

- A1.3.7.1 The onus is on each student to ascertain from the displayed timetables the date, time and venue of the assessment(s) for each course for which he or she is registered. Where a student has a timetable clash this must be reported immediately to the Course co-ordinator.
- A1.3.7.2 Misreading of the assessment timetable will not be condoned.

A1.4 Faculty Assessment Committees

A1.4.1 Final result

The final decision on a student's performance in a course is made after the marks awarded by the internal assessors, internal moderators and external examiners have been confirmed by the Assessment Committee.

A1.4.2 Membership

- A1.4.2.1 Internal assessors are eligible for membership.
- A1.4.2.2 The Institute Head will normally be consulted about changes to the marks submitted by his/her divisions..

A1.4.3 Responsibilities

The Assessment committee is responsible for the confirmation of the final marks submitted by the divisions. Subject to the rules and Standing Orders and qualifications involved, their duties may include:

- A1.4.3.1 The determination of final marks in each course, particularly where the marks presented are anomalous or disputed, or where the external examiner has recommended an overall course mark adjustment.
- A1.4.3.2 The determination of final course marks and course results and decisions for each student, including:
- a) particular consideration of students with borderline marks
 - b) condonation
 - c) auxiliary passes
- A1.4.3.3 The determination of overall results and decisions for each student. This includes the decision as to whether a student who has failed to meet the minimum requirements of study, should be permitted to renew his/her registration or should be invited to make representations against a recommendation that he/she should be refused permission to renew registration.
- A1.4.3.4 The award of qualifications "with distinction".
- A1.4.3.5 The award of prizes, where this is not delegated to another committee.
- A1.4.3.6 The award of supplementary assessments.
- A1.4.3.7 The committee may, in the case of supplementary and deferred assessments, delegate to the Institute Head the power to confirm final results and the powers set out in A1.4.3.1 – 6 above, when it is impracticable or unnecessary to call a meeting of the committee.
- A1.4.3.8 The identification of courses where the pass rate is of concern and/or below the level set out in the standing orders for further consideration by the relevant sub-committee.

A1.4.4 Procedure

- A1.4.4.1 In taking the decisions outlined in A1.4.3, the committee should have before it:
- a) statistics (such as pass rates, average marks, distribution of classes of pass) on the performance of students in each course. Such statistics may need to be considered in the light of historical performance data and comments by the internal moderators and external examiners. The committee may wish to consider separately, special classes of students such as special admissions students.
 - b) copies of any internal moderator's or external examiner's reports containing adverse comments, or indicating dissatisfaction (copies of all other reports must be available if required.)

- A1.4.4.2 The committee has the power to adjust, in special cases, the results in a particular course.
- A1.4.4.3 In taking its decisions, the committee may also consider some or all of the following:
- a) The performance of each student in all courses for which he/she is registered in the year of study under consideration.
 - b) The full implication of the decision for any one course on the student's overall performance in the year and in the curriculum.
 - c) The reports from the examiners of any oral or other assessments conducted for candidates with borderline marks.
 - d) Reports of any other assessments requested at the discretion of the Institute Head.
 - e) Whatever other information the Institute Head or an internal moderator or examiner may wish to place before the meeting.
- A1.4.4.4 The assessments committee, in determining whether candidates have completed a qualifying course, and the class in which they completed it, may, on the basis of a report from the Institute Head, disregard the mark obtained by such candidates in any assessments conducted during the year in such course.

A1.4.5 Provisional decisions

When a student is awarded a supplementary assessment, or has a deferred assessment for which the result is not available at the time of the meeting, an assessment committee may take provisional decisions, which will then be implemented as appropriate by the Institute Head when the necessary marks become available. In exceptional circumstances, a special meeting of the committee may be convened by the Institute Head to resolve a difficulty arising from the results of supplementary or deferred assessments.

A1.4.6 "Sealed" supplementary assessments

These are granted when at the time of publication of results a student has one or more missing results (usually because he/she has been granted deferred assessments) and has failed a course in which a supplementary assessment might have been granted if the missing results had been of a suitable standard. Because deferred and supplementary assessments are usually taken in the same session, it is not possible to await the results of the deferred assessment(s) and then consider granting a supplementary. The student may therefore be granted a "sealed" supplementary assessment, which is taken at the normal time for supplementary assessments. When the results of the deferred and supplementary assessments are available, the student's position is decided as follows:

- A1.4.6.1 The original results, together with the results of the deferred assessment(s) are evaluated to determine if the supplementary should be granted.
- A1.4.6.2 If the supplementary is not granted, then any result of the "sealed" assessment is discarded, and the student's original mark in that course stands, even if he/she has passed the "sealed" assessment. The course decision and the overall result and decision are decided accordingly.
- A1.4.6.3 If the results of the deferred assessment(s) are such that the supplementary assessment is granted, then the mark and result for the "sealed" assessment are entered onto the student's record and the overall result and decision decided as appropriate. Where Standing Orders and rules permit the granting of more than one supplementary assessment, the description above may be extended to more than one "sealed" supplementary.

Addendum 2. Invigilation requirements

Note: Assessments that are not formal written examinations in the formal examinations period will be conducted under the procedures developed by the Division. These will comply with the procedures set out here for the formal examination whenever appropriate, in particular for assessments taken together as a class. Therefore where the word 'examination' is used it can be used synonymously with 'assessment'.

A2.1 Responsibility to invigilate

- A2.1.1 All members of the academic staff, are required to invigilate assessments.
- A2.1.2 For formal and written assessments, internal assessors or a suitable delegate must be readily available for consultation at the time of assessment, to answer any questions that may arise during the course of the assessment.
- A2.1.3 All invigilators must be trained before all examination periods.

A2.2 Types of invigilators

There are three types of invigilators, viz:

- A2.2.1 Chief Invigilators, who are appointed by the Divisions.
- A2.2.2 Senior invigilators, who are appointed by the Institute Head from the members of academic staff.
- A2.2.3 Invigilators, who should normally be members of the academic staff, but who could also be appropriately trained persons as approved by the Institute Head and/or chief invigilator, provided that they work with invigilators who are academic members of staff.

A2.3 Identification of responsible internal assessor

The Institute Head is responsible for ensuring that there is at least one division invigilator available at each venue for a particular assessment and for indicating which division invigilator (normally an internal assessor) is responsible for dealing with queries of any kind which may arise from a formal or written assessment task.

A2.4 The invigilator to candidate ratio

The invigilator to candidate ratio aimed at is 1:35, with a minimum of 2 invigilators per examination session, to ensure that an invigilator is available to accompany a student who may need to leave the venue temporarily (illness, bathroom, etc.). Preferably, there should always be a male and female present at an examination venue (to accompany students who need to use a bathroom).

A2.5 Responsibilities of invigilators

A2.5.1 Responsibilities of a chief invigilator for formal examinations

The chief invigilator is responsible for all the arrangements in regard to the conducting of an examination or group of examinations of which he or she has been put in charge. Invigilators for that examination or group of examinations shall ascertain their duties from him or her.. In addition the chief invigilator shall be responsible for the following:

- A2.5.1.1 Collection of lists of candidates
- A2.5.1.2 Collection of question papers
 - a) Not less than thirty minutes before the start of an examination, a chief invigilator will obtain or arrange to obtain the question paper(s).
 - b) Anyone collecting question papers must furnish proof of his or her identity.
 - c) Where it is not possible to collect question papers on the day of the examination (for example for exams conducted on different campuses) Divisions are permitted to arrange for collection earlier.
- A2.5.1.3 Schedule of duties

- a) A chief invigilator will come to each examination with a prepared schedule of the duties of the invigilators for that examination and will give the invigilators an account of their duties when they are briefed.

A2.5.2 Duties of a senior invigilator

A senior invigilator will perform such of the duties of a chief invigilator as are appropriate or necessary.

A2.5.3 Duties of an invigilator

The duties of an invigilator are

- A2.5.3.1 To be vigilant at all times
- A2.5.3.2 To ensure that students are not disturbed by anyone in the assessment venue while they are taking formal or written assessments and that they are attended to if they raise their hands with queries;
- A2.5.3.3 To monitor the conduct of candidates so as to discourage and, where possible, to detect dishonest behaviour;
- A2.5.3.4 To undertake those additional duties assigned to him/her by the chief invigilator or a senior invigilator where appropriate.
- A2.5.3.5 To communicate in writing to the relevant Institute Head any assessment where the majority of students required additional time to complete
- A2.5.3.6. To report all cases of misconduct, to the chief invigilator.

A2.5.4 Arrival time

All invigilators appointed for the start of any assessment must arrive at the venue if the assessment is of such nature as to require a venue, at least 60 minutes before the starting time.

A2.5.5 Cellular telephones and other electronic devices

A2.5.5.1 Invigilators

Under no circumstances will an invigilator be allowed to make or receive telephone calls during an assessment other than for related emergencies and he/she must ensure that his/her cellular/telephone is switched to silent mode.

Invigilators are responsible for ensuring that student cellular telephones are switched off and not on the person of the student, but placed beneath the chair allocated to the student (see also A2.7.2). The use of all other electronic devices, is not permitted.

A2.5.5.2 Students

Student cellular/ phones or other electronic devices may not be used as calculators or as watches. Student cellular/telephones are to be switched off and may not remain on the person of the student, but must be placed beneath the chair allocated to the student. The use of all other electronic devices, is not permitted, and all such devices must be switched off and place beneath the chair allocated to the student.

A2.6 Unsatisfactory performance by invigilators

Invigilators should report to the Institute Head details of any invigilator who failed to arrive, arrived late, used cellular/smart phone or any other electronic device without acceptable reason) or in some other way failed to perform his/her duties.

A2.7 Procedures at examination venue

A2.7.1 Prescribed activity

Twenty minutes before the start of an examination, invigilators will ensure that attendance slips, answer books and any other necessary stationery are placed on every desk to be used and that students are assisted to find their seats.

A2.7.2 *Admission of candidates*

Fifteen minutes before the commencement of the examination, and 20 minutes before for large venues, candidates will be invited to enter. Candidates must place their bags and/or other personal belongings such as cellular phones, car keys, wallet etc., in a clear plastic bag. The Institute will not be responsible for the security nor be held liable for the loss of such articles.

A2.7.3 *First instructions to candidates*

Approximately **five minutes before** the examination is due to begin, the chief invigilator will instruct candidates to

- A2.7.3.1 check that they are not in possession of any books, notes, formulae or other prohibited material unless specified in the instructions.
- A2.7.3.2 complete and sign the attendance slips and read the instructions on the reverse
- A2.7.3.3 fill in the necessary information on the cover of the answer books.
- A2.7.3.4 remove all bags to the side of the hall or other place as instructed by the Chief Invigilator, switch off cellular/smart phones and all other electronic devices and each candidate must place it/them under the chair allocated to the candidate.
- A2.7.3.5 leave question papers untouched, until he or she instructs the candidates to begin.

A2.7.4 *Second instructions to candidates*

A signal will then be given for the invigilators to distribute the question papers with the cover facing upwards. While this is being done, the following instructions will be given to candidates:

- “Reading time will be provided
- Read the instructions on your answer book and attendance slip.
- Take note of instructions on your question paper
- Should you have any questions, raise your hand
- Note that you may not leave for the first (indicate here the exact duration until the half way mark) of the exam and the last half an hour.
- Raise your hand if you need to go to the bathroom
- Once permitted, if you wish to leave early please inform an invigilator.”

A2.7.5 *Beginning of examination*

When all the question papers have been distributed, the candidates will be instructed to begin the examinations. No examination will commence earlier than the time specified.

A2.7.6 *Admission of authorised persons to the examination*

No person, other than the candidates, an invigilator, an internal examiner or Institute Head, is allowed access to the examination room.

A2.7.7 *Late arrivals*

Candidates who arrive late may be admitted to the examination provided that there is no disruption to the other candidates. However, if more than 50% of the scheduled time for that examination has passed, or the nature of the assessment is such that any late entry may, for example, nullify the objectives of that assessment, candidates will not be admitted and should apply for a deferred assessment.

A2.7.8 *Identity check*

- A2.7.8.1 A chief invigilator will require candidates to place their student cards on their desks. Candidates who cannot produce their cards will have to be verified against their student records.
- A2.7.8.2 In order to confirm the identity of a student where this may be concealed or difficult to determine as a result of, *inter alia*, the use of facial garments such as veils; other headgear, the use of cosmetics; illness; or any other commercial or surgical appearance enhancements, invigilators have the right to pursue a verification process. This may, for example, entail female invigilators calling Muslim female students with veils into a private space and requesting temporary removal of the veil to

confirm identity, or invigilators seeking confirmation of biographical information that would normally only be known by the student.

A2.7.9 Attendance check

Invigilators will collect all attendance slips during the examination. As the slips are collected, the invigilators will check on the attendance of students against the printed lists of registered students in each course and place them in a clearly labelled envelope. These lists should be annotated to show:

- a) those present
- b) those absent
- c) those present whose student numbers do not appear on the list, for any reason
- d) those candidates who cannot produce a student card to confirm their identity
- e) if possible, those candidates who have been granted extra time or are located in a separate venue.

A2.7.10 Announcement of corrections to question paper

A2.7.10.1 In the event of a correction being necessary to any question paper, such a correction will be announced succinctly by the chief invigilator only after consultation with the internal assessor.

A2.7.10.2 Where candidates taking the same examination are accommodated in more than one venue, any announcements concerning amendments or corrections to the examination question paper will be made in all the venues concerned as quickly as possible, and the time of announcements recorded at each venue.

A2.7.11 Candidates who fall ill during an examination

- a) If a candidate reports that he or she is feeling ill during an examination, the chief invigilator will arrange to have that person accompanied to a health professional. In cases where the student is seriously ill, emergency services should be contacted.
- b) It will not avail a candidate who presents himself or herself for an examination and takes it when ill, to produce a doctor's certificate after having taken the examination.

A2.7.12 Candidates wishing to leave temporarily on non-medical grounds

Candidates may not leave the examination venue temporarily without the permission of the invigilator. If they leave with permission they should be accompanied.

A2.7.13 Avoidance of disturbance

Candidates must be subjected to as little disturbance as possible and no unnecessary announcements should be made. Invigilators must be aware that some of their own actions might disturb candidates.

A2.7.14 Suspected misconduct

If an invigilator is suspicious about a student's behaviour s/he should, if possible, call another invigilator to witness the behaviour of the student. The student's name and number must be noted down immediately from the student card (or sample signature) on the desk. Any offending material must be removed immediately and the matter must be referred to the chief or senior invigilator. The candidate must nevertheless be allowed to continue with the examination. The person who reports the incident must complete a form (see *pro formas*) which should be available at all assessment venues. The form must be returned, together with any evidence, to the Legal Office immediately after the assessment.

A2.7.15 Time announcement

Thirty minutes before the end of the examination the time will be announced and thereafter no candidate may leave the room until dismissed. At the end of the examination, invigilators will give a sufficient and reasonable time for the majority of students to complete an assessment, which will not exceed 5% of the designated time given for that assessment.

A2.7.16 Final announcement and instructions

When the end of the examination is announced, the chief invigilator will repeat the announcement about the importance of candidates' making sure they hand in all materials to be marked. Candidates must be reminded that any materials removed from the venue, for whatever reason, for whatever period, are ineligible for marking. Candidates must also be reminded to check that their student number on each answer book is correct, to number their answer books and to put all answer books and other material to be marked inside the first answer book.

A2.7.17 Power and IT connectivity disruptions

The Institute will make every effort to take appropriate measures to ensure that there will be sufficient contingencies in the event of a power failure or other event that results in insufficient light to continue with an assessment, especially in venues with inadequate natural light. These will include the provision of emergency lighting in the form of generators where there is insufficient natural lighting to compensate. However, this may not be possible in all venues where assessments are conducted, in which case the following provisions will apply:

- (a) The Chief Invigilator where present, or Invigilator, preferably in consultation with the unit coordinator will determine if there is insufficient light to continue with the assessment, and if so determined, will take the following actions:
 - (i) instruct the students to stop writing, remain in their places, and maintain silence
 - (ii) instruct the students that they will remain like this for up to 30 minutes.If light is restored within 30 minutes, the assessment will continue for an additional time equivalent to the period of the stoppage; this decision will be at the discretion of the Chief Invigilator or Invigilator, taking into account the time remaining for the assessment as originally scheduled, and preferably in consultation with the course coordinator.
If the stoppage exceeds 30 minutes, and the assessment is in the opinion of the Chief Invigilator or Invigilator (preferably in consultation with the course coordinator) not sufficiently advanced as to be close to the originally scheduled completion time, the assessment will be declared cancelled. In this case the Chief Invigilator or Invigilator will:
 - (i) announce the cancellation of the assessment
 - (ii) collect all relevant documentation such as question papers and answer sheets
 - (iii) report the cancellation to the course coordinator, and the Institute Head.
- (b) The Institute Head, and/or course coordinator where relevant will inform the students of a re-scheduled date as soon as possible but not later than 5 working days after the cancellation of the assessment, by means of notices to the students posted in the relevant Division. Attempts will also be made to inform the students by electronic messaging.
- (c) Any rescheduling must take into account the availability of the internal moderator / external examiner for that assessment. Where it is not possible to retain the services of the appointed external examiner, every effort must be made to appoint an alternative. Similarly if the internal moderator is not available, an alternative must be appointed.
- (d) If, during the examination, a power failure, a network connection breakdown, or other external problems related to the use of the IT equipment which cannot be solved directly, occurs, an invigilator will immediately contact the person responsible for the exam who will then make decisions concerning the execution of the exam.
- e) Where an examination is being conducted electronically, the internal assessor/course co-ordinator, must ensure that all computers have recovery software installed and that it is running, with a reasonable autosave interval that would not disadvantage the student in the case of a power interruption

A2.8 Procedures at conclusion of the examination

Note: For other forms of assessment, the products of those assessments may or may not be scripts, and so the term "scripts" used here should also be taken to mean other forms of assessment product as well.

A2.8.1 Collection and checking of scripts

- A2.8.1.1 The chief invigilator will assign duties to each invigilator in connection with the collection, sorting, counting and parcelling of scripts.
- A2.8.1.2 The number of scripts for each subject should be counted and reconciled with the number of students who were present. Any discrepancy must be noted.
- A2.8.1.3 Where candidates are required to use separate books for the answers to different sections of a paper, all the books used by each particular candidate must be put together and parcelled together for transmission to the internal assessor.
- A2.8.1.4 Invigilators must ensure that the number of scripts used by a student reconciles with that recorded by the student at the end of the examination session.
- A2.8.1.5 All spare copies of the question paper must be collected by the internal assessor and returned to the Division.

A2.8.2 Removal of scripts

All scripts which are taken away by the internal assessor must be signed for by the respective staff member and recorded by the chief/senior invigilator.

A2.8.3 Removal of examination materials

No spare examination material may be removed from the examination venue by anyone except the chief/senior invigilator or someone authorised by him or her.

A2.9 Handling of assessment scripts

A2.9.1 Collection of scripts

- A2.9.1.1 *Collection from the examination venue:* Scripts may be removed directly from an examination venue at the conclusion of the examination only at the discretion of the chief/senior invigilator. A person wishing to do so must satisfy the chief/senior invigilator as to his or her identity and authority to collect the scripts. S/he must give written acknowledgement of receipt.
- A2.9.1.2 *Collection from the Course co-ordinator:* Scripts not removed directly from the examination venue must be returned to the course co-ordinator for safekeeping until they are collected, which should be as soon after the examination as possible.

A2.9.2 Checking of scripts

Immediately the parcels of scripts are opened a check will be made on whether the total number of scripts tallies with the number of candidates on the printed lists of registered students; whether the number of answer books handed in by each candidate tallies with the expected number and/or with the number entered on the first answer book.

A2.9.3 Safekeeping of examination scripts

- A2.9.3.1 Examination scripts must at all times be kept in a safe place.
- A2.9.3.2 In official exam venues; respective internal assessors/course co-ordinators must check and sign for examination scripts and this must be recorded by the chief/senior invigilator.
- A2.9.3.3 In the absence of a chief/senior invigilator, the invigilator/course coordinator/responsible staff member will be responsible for collection, checking, and removal of scripts from examination/assessment venue.
- A2.9.3.4 The course co-ordinator/relevant member of staff, will be responsible for handing over scripts to respective assessors.
- A2.9.3.5 Every attempt should be made to mark and retain scripts securely on campus. However, if scripts are taken off campus for marking purposes, the individual academic is responsible for the safety and security of the scripts.

In the event of loss of examination scripts, the Institute Head must be notified immediately.

A2.9.4 Missing scripts

If, at any stage, an answer book is missing, this must be reported immediately to the Institute Head by the internal assessor. The Institute Head must investigate immediately and, if pertinent, the student must be contacted immediately in order to find out whether he or she claims to have handed in an answer book in respect of the particular section or question concerned. The results of these enquiries must be reported immediately by the Institute Head to the Senate. If the Senate agrees that there is a prima facie case for Institute responsibility, the following steps must be taken:

- A2.9.4.1 The Institute Head must establish whether sufficient other forms of assessment exist to arrive at a replacement mark which will compensate for the missing examination answer book. The replacement mark may comprise one or a combination of any of the following:
 - a) a mark based on other answer books submitted by that candidate for that examination;
 - b) a mark based on other assessments taken by the student for that course;
 - c) the course mark.
- A2.9.4.2 The Institute Head must contact the student and give him/her the option of:
 - a) accepting the replacement mark, if a replacement mark is possible
 - b) an oral assessment which must be scheduled as soon as possible and before the end of the examination session if feasible, provided that the oral assessment must not constitute the sole mark for the course, or
 - c) taking an additional assessment, possibly one already set for supplementary or deferred assessments.
- A2.9.4.3 The Institute Head must convey to the Senate in writing the decision taken by the student and the student must be formally advised by the Institute Head of the procedure that will be applied.
- A2.9.4.4 Where a satisfactory resolution of the problem is not possible in terms of these procedures, the matter must be referred to the Senate for a decision.

A2.9.5 Delivery of scripts

Where scripts are to be sent to an external examiner (after recording the marks they should be delivered personally by a member of staff or sent by courier service. It is expected that the external examiner will return them in a similar manner. The postal service should not be used. When, in exceptional circumstances, it is necessary to send unmarked scripts to an internal examiner the Division must photocopy all the answer books and retain them in the Division.

A2.9.6 Re-marking Scripts

The Institute does not permit the re-marking of examination scripts where final results have been published.

A2.9.7 Discussing scripts with students

As the assessment system is intended to be open to scrutiny, a student dissatisfied with his/her results is entitled, after the results have been published and before the end of the second week of the next teaching block, to request discussion of his or her performance, including any scripts written in final and other assessments, with and in the presence of the lecturer(s) concerned.

In cases where a discussion does not set the student's mind at rest, s/he can seek an interview with the Institute Head who shall determine whether any further action is appropriate.

A2.9.8 Retention of scripts

Scripts and other assessment products which have not been returned to the students for formative purposes shall be retained (under lock and key) by the Division for at least one year after the publication of the final result in a course. When scripts are to be destroyed they are to be shredded or incinerated. Back-up copies of electronic assessments should be kept for at least one year, preferably on removable media and encrypted accordingly.

A2.10 Responsibilities of different stakeholders

A 2.10.1 Responsibilities of the Institute Head

- a) An examination timetable is drafted, finalised and communicated to all students and relevant members of staff.
- b) For formal assessments the Examinations Office, will ensure that venues are booked, properly cleaned, furnished with adequate numbers of desks and chairs and that there is sufficient lighting.
- c) Invigilators must make arrangements with the Examinations Office to collect the scripts, at least 30 minutes before the commencement of the examination session.

A2.10.2 Responsibility of the Internal assessor

- a) The Institute Head/Course co-ordinator, will provide a list of invigilators indicating the examination session they will be invigilating for.
- b) The Institute Head/Course co-ordinator will ensure there are no clashes in the examination timetable, as reported by members of staff and/or students.
- c) The Invigilators will ensure that they make arrangements to collect scripts (at least 30 minutes before the commencement of the examination session).
- d) The Institute Head must ensure that aspects relating to printing of scripts, security, invigilation and venue allocations is done as per Addendums 1 and 2.

A2.10.3 Responsibility of Students

- a) Students will ensure that they report all examination timetable clashes to the Institute Head/Course co-ordinator timeously.
- b) Students are responsible for ensuring that they record the correct times, dates and venues for their examinations.

Addendum 3. Marking and Processing of results

Note: For other forms of assessment, the products of those assessments may or may not be scripts, and so the term “scripts” used here should also be taken to mean other forms of assessment product as well.

A3.1 Marking by student number

- A3.1.1 It is Institute policy that marking of scripts should be fair, accurate and unbiased. Marking of scripts identified by student number may contribute to the achievement of these aims.
- A3.1.2 Marking by student number may not be possible to apply to all forms of assessment or in all courses.

A3.2 Uniformity and accuracy

While the Institute Head is not responsible for the internal assessor’s judgement of the quality of a student’s performance, s/he will impress upon internal assessors that all scripts must be conscientiously marked. The head will satisfy himself/herself that procedures are adopted which will ensure as far as possible:

- A3.2.1 reasonable consistency in the marking: marking at a 5% discrimination level will contribute to this.
- A3.2.2 accuracy in the transcription of marks from scripts to whatever system is used for the calculation and submission of the final marks.
- A3.2.3 the marking of all questions, especially when more than one answer book is used, and the accuracy in the addition of marks and the calculation of percentages. An arithmetical check must be carried out to ensure that all questions have been marked and that the addition and entering of marks is correct.

A3.3 Borderline cases

Where a candidate is on the borderline between a pass and a failure, or between two classes of pass and where more than one internal assessor is responsible for the course and there is a discrepancy, the final internal mark for the course will be decided by agreement between all the assessors concerned. If no agreement can be reached, the internal moderator or external examiner will be informed of this and of the different marks that have been assigned.

A3.4 Internal moderation and External examination

A3.4.1 After the marking of scripts by the internal assessor, but before the final marks for the course are entered into the Institute system, the scripts are made available to the internal moderator or external examiner, together with copies of:

A3.4.1.1 the assessment question paper and/or instructions

A3.4.1.2 the sample solution, marking memorandum or other guidance to the internal moderator or external examiner as to the criteria used by the internal assessor(s) in the marking process

A3.4.1.3 a mark list showing the performance of the students in the paper being moderated or externally examined, the course mark to date and the students' performance in the subject as a whole, together with such statistical data as the internal assessor may consider relevant

A3.4.1.4 a blank Internal Moderator's or External Examiner's Report form;

A3.4.1.5 whatever comments the internal assessor wishes to make for the guidance or adjudication of the internal moderator or external examiner, and in accordance with relevant policies, such as the range used in marking.

A3.4.2 After s/he has completed his/her duties, as defined in section A3.4 above, the internal moderator or external examiner should return the scripts, the marklist and the completed Internal Moderator's or External Examiner's Report form. S/he should also indicate on the marklist the marks awarded by him/her. Alternatively, s/he may indicate only those cases where the marks awarded by the internal moderator or external examiner differ from those awarded by the internal assessor.

The timeous completion of the internal moderator's or external examiner's duties will require the return of:

A3.4.2.1 the actual marks, by dates agreed with the internal assessor, by telephone, fax, e-mail or in person

A3.4.2.2 the Internal Moderator's or External Examiner's Report prior to the Assessment Committee meeting

A3.4.2.3 the actual scripts and mark lists by an agreed date.

A3.4.3 Where the internal moderator or external examiner awards a mark which is not the same as that awarded by the internal assessor, then either:

a) the internal assessor may accept the mark awarded by the internal moderator or external examiner, or

b) the internal assessor may consult the internal moderator or external examiner to try to reach agreement on the mark to be awarded.

Should it prove impossible for the internal assessor and internal moderator or external examiner to reach agreement for any reason (e.g. because it is not possible to contact them, or they cannot agree) the dispute must be adjudicated. The assessment committee will adjudicate. If at all practicable, such a committee should consist of the Institute Head, the internal assessor and a senior staff member of the division.

The Assessment Committee and the assessors concerned must be advised if a division decides to disregard or modify the internal moderator or external examiners' assessment.

A3.5 Procedures for submission of final marks

A number of methods exist for the calculation of final marks from the various components, for the submission of the final mark to the Institute system. The Institute Head will, adopt procedures which are suitable for the numbers of students in the courses concerned and are consistent with the available resources and the expertise of the staff concerned.

A3.5.1 Submission of final marks

The following methods exist for submission of the final marks to the Institute system:

- A3.5.1.1 Directly into the Institute System.
- A3.5.1.2 The division computer system may produce a suitable file for submission as an upload to the Institute system.
- A3.5.1.3 Where marks are recorded and calculated by a marks processing sub-system it must provide facilities for direct uploading or manual entry to the Institute system.

A3.5.2 Accuracy of information

It is imperative that correct data are submitted, such as student numbers and year of study, by the due date.

A3.5.3 Signatures

- A3.5.3.1 Where marks are submitted on manual mark lists or replicas thereof, the sheets will be signed by the internal assessor (s) and the Institute Head or his or her duly authorised agent.
- A3.5.3.2 Where marks are uploaded, a mark list for division signature is automatically produced and the admin staff must submit it immediately to the division for signature by the Institute Head or his or her duly authorised agent.
- A3.5.3.3 When the final printouts are available from the Institute system, these must be checked by the Institute Head or authorised representative against the original signed marklists or replicas to confirm their accuracy, and a signed statement to that effect must be recorded.

A3.6 Results

There are a number of ways in which assessment results and the result of a student in each course are expressed.

A3.6.1 Course results

Note: the Institute computer system stores only a mark and a decision (e.g. 70% Pass).

Each course result (and where relevant each topic result) may be classified in one or more ways:

- A3.6.1.1 as a percentage mark
- A3.6.1.2 as a symbol, which indicates the class of pass, according to the following scheme:
 - 0 - 49% F
 - 50 - 59% D
 - 60 - 69% C
 - 70 - 74% B
 - 75 - 100% A
- A3.6.1.3 as a result decision on the individual course such as Pass, Pass with Distinction, Fail, Failed Absent, etc.

A3.6.2 Overall results

In addition to the results for each individual course (or topic if relevant), the Assessment Committee decides on the overall position of a student at the end of the course. That decision is expressed as an overall result decision which indicates a student's final overall position in relation to the whole course of study.

A3.7 Absence of a student from an assessment

- A3.7.1 When a student is absent, without being granted a deferred assessment, from *all* assessments in a course which s/he is required to take, then the final result is “Fail: Absent from assessments” and no percentage mark should be returned or submitted.
- A3.7.2 It is the expectation in most courses that the students should do the outlined work of the course. Nevertheless, it would be wrong to treat a student who has chosen not to make pretence of arriving at an assessment more harshly than one who has handed in a blank answer book.
- A3.7.3 Where a student has been absent (without being granted a deferred assessment) from a component for which the rules or syllabus require a sub-minimum mark to be obtained, the student may, at the discretion of the assessment committee be classified either as “Failed Absent” or as “Failed on Sub-minimum”.

A3.8 Record keeping

A3.8.1 During moderation/external examination

Before the scripts are sent to the internal moderator or external examiner, the names of the students are revealed and a record made of the marks awarded by the internal assessor(s) to each student. This record may be made manually on paper, or by entering the marks into a recognised sub-system, but incomplete or provisional marks must not be submitted or entered onto the Institute system. Where a computer system is used, a suitable printout must then be produced so that a copy of the provisional marks can be sent with the scripts to the internal moderator or external examiner. Another copy must be retained in the division, under suitable security. Alternatively, a duplicate backup copy of the relevant computer files may be kept under suitable security at a separate venue from the originals.

It should be noted that computer files kept on hard drives or networks do not provide suitable security. Institute sub-systems should not be regarded as immune to loss of data, and paper records should be maintained while the scripts are with the internal moderator or external examiner, whilst any electronic data should be stored only on removable media.

A3.8.2 After submission of marks

After final marks have been calculated and submitted to the Institute system, records will still need to be retained. Records should be kept centrally, under suitable security, so that queries may be dealt with by the Institute Head or an authorised administrative officer even if the staff member(s) involved as internal assessor(s) are not available. The following will need to be kept for each course, either separately or in a cumulative form for the course:

A3.8.2.1 Details of the breakdown of the course mark for each student. It should be clear what marks have been awarded (and out of what total) for each assessment, and when a student has been excused or regarded as absent. The weighting allocated to each component or other method of calculating the course mark/final mark should be clear, especially for students with accepted excuses. The detailed data of the course mark for each student should be communicated to the students or published on the notice board at or after the end of a teaching block, or term, so that student queries as to the composition of their course marks may be resolved before marks are submitted.

A3.8.2.2 The performance of each student in each component, together with changes or adjustments made after internal moderation or external examination. The method of combining the different assessments that form the final submitted mark and the outcome should also be clearly indicated. These records (and the assessment products themselves – see A2.9.8 above) must be for at least one year after the publication of the final results in a course.

A3.8.3 Records from computer subsystems and programs

It should be noted that where computer programmes or sub-systems have been used to compile and process the marks for a course, it is essential for suitable printouts to be prepared/obtained and retained as permanent records before the systems are cleared for re-use for the same course in the following year.

A3.8.4 Internal Moderator's and External Examiner's Report

Completed internal moderator and external examiner reports for each course must be retained in the division to allow their use in the periodic reviews.

At the start of each year/term, copies of all these reports for the previous academic year or term should be submitted to the appropriate division committee for review, together with a covering letter from the Institute Head drawing attention to any unusual or critical reports and commenting thereon.

A3.9 Publication of provisional or unconfirmed results

Provisional results are the marks awarded by the internal assessor only, and are subject to change.

Unconfirmed results are the marks awarded by both the internal and external examiners but which have not been confirmed by the Assessment Committee and are thus still subject to change.

In the case of midyear examinations, provisional/unconfirmed results will be published on notice boards.

A3.10 Publication of final marks

Publication of final results is the responsibility of the Assessment Committee.

A3.11 Discovery of an error in a mark after submission of the final mark

A3.11.1 If an error in a mark is discovered after the final mark has been submitted, but before the results are published, the Institute Head must be notified immediately. The notification may be made initially by telephone if time is short, but written notification or confirmation must be supplied with the signature of the Institute Head. The admin staff will then make the necessary correction to the Institute's record.

A3.11.2 When an error is detected in the final marks the Institute Head will ensure that:

- a) the mark is corrected if the student has been disadvantaged, and reassess any decisions which might have been made consequent on reference to the incorrect mark. The student will be advised about the new results.
- b) the published mark is adhered to if the student has been advantaged but the margin of error is small and of little consequence.
- c) where the advantage to the student has been considerable or impacted on matters such as a student's passing instead of failing a course or the integrity of the qualification, appropriate corrective action is taken such as requiring a second examination or further assessment(s) or a repetition of the course. The final decision on the action taken where there have been errors will rest with the Institute Head.