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PORT ELIZABETH
TVET COLLEGE




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1 LEGISLATION

- National Management Examination and Assessment 2007
- Subject Guidelines NQF L2 – L4 (2015-2017)
- Assessment Guidelines as NQF L2-L4 (2015-2017)
- Language Policy
- Inclusive Policy
- National Curriculum: NCV Report 191 Policy
- National Curriculum: NCV Policy
- The Constitution the RSA of SA, 1996 (Act 108 of 1996) Section 217
- Further Education and Training Act (FET Act 16 Of 2006). Chapter 5
- ICASS Guidelines for NCV/ Report 191 Programmes; latest revised version
- South African Qualifications Act, 1996
- ELRC Resolution 1 of 2001/ PAM

2 ACRONYMS

- DHET – Department of Higher Education and Training
- PEC – Port Elizabeth TVET College
- TVET – Technical and vocation Education and Training
- ETQA – Education and Training Qualification Authority
- SAQA – South African Qualifications Authority
- QCTA – Quality Control and Training Authority
- NYC/ C – Not Yet Competent | Competent
- ICASS – Internal Continues Assessment
- ISAT – Internal Summative Assessment Task
- SAG – Subject and Assessment Guidelines
- PAT – Practical Assessment Task
- POE – Portfolio of Evidence
- PoA – Portfolio of Assessment
- HOD – Head of Department

3 DEFINITIONS

Learner	A person who is successfully registered with PEC TVET to attend a learning programme offered by the College.
Assessment for competence against registered qualifications and unit standards	'A structured process for gathering evidence and making judgement about an individual's performance in relation to registered national standards and qualifications'.(SAQA definition).
Formative Assessment	Assessment that is carried out through the duration of the learning, as the Learner progresses towards the outcome. It allows for feedback, remedial activities as well as additional support which might be needed.
Summative Assessment	Assessment that takes place at the end of the learning period and is used to determine that the learner has met the set standard.
OBET (Outcomes based education and training)	OBET is defined as a learner-centred approach to education and training that is primarily characterised by a focus on results and outputs as opposed to inputs and syllabi or curriculum.
Competent	In terms of competence against a registered qualification or unit standard, this means meeting all specific outcomes, assessment criteria and range statements as defined in the relevant qualification or unit standard.
Not-yet Competent	A status achieved by any learner in terms of registered qualifications and unit standards, who has not yet met all specific outcomes, assessment criteria and range statements as defined in the relevant qualification or unit standards.
Assessor	A lecturer employed on ministerial programme to deliver programme/subject curriculum and administer assessments accordingly.

Moderation of assessments	'The process that ensures that assessment is fair, valid and reliable' (SAQA,2001)
Verification	The process managed by an ETQA for externally verifying (checking) moderation processes and confirming or overturning moderation finding. (SAQA definition) For Ministerial programmes, verification of marks is done by Senior Lecturers and HoD's.
Verifier	A SETA-appointed individual who facilitates the verification process for occupational programmes

4 TYPES OF ASSESSMENT

Baseline Assessment	At the beginning of a level or learning experience, baseline assessment establishing the knowledge, skills, values and attitudes (SKAVs) that learners bring to the classroom. The knowledge assists, lecturers to plan the learning programmes and learning activities.
Diagnostic Assessment	This type of assessment diagnoses the nature and cause of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful in making referrals of learners for additional learning support programmes.
Formative Assessment (informal)	Formative assessments help assessors identify concepts that learners are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.
Summative Assessment (formal)	Summative assessments are conducted so as to determine whether the learner has achieved the outcome as required by the unit standard. Should the learner be found capable and/or competent by the assessor, then the credit will be awarded, recorded and reported.
Integrated Summative Task (ISAT)	This assessment task draws on the students' cumulative learning throughout the year. The task requires integrated application of competence and is executed under strict assessment conditions.

5 PRINCIPLES OF ASSESSMENT

Integration – to adopt a unified approach to education and training that will strengthen government objectives.

Relevance – to be responsive to national development and employment needs.

Credibility – to demonstrate national and international value and recognition of qualification and acquired competencies and skills.

Coherence – to work within a consistent framework of principles and certification.

Flexibility – to allow for creativity and resourcefulness when achieving learning outcomes by catering for different learning styles, and using a range of assessment methods, instruments and techniques.

Participation – to enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

Access – to address barriers to learning at each level to facilitate students' progress.

Progression – to ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

Portability – to enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

Articulation – to allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

Recognition of Prior Learning – to grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

Validity of assessments – to ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency.

Reliability – to assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

Fairness and transparency – to verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment: - Inequality of opportunities, resources or teaching and learning approaches - Bias based on ethnicity, race, gender, age, disability or social class - Lack of clarity regarding Learning Outcome being assessed- Comparison of students' work with other students, based on learning styles and language

Practicability and cost-effectiveness – to integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

6. METHOD OF ASSESSMENT

LECTURER ASSESSMENT	The lecturer assesses learner performance against given criteria in different context, such as individual work and group work.
SELF – ASSESSMENT	Learners assess their own performance against given criteria in different context.
PEER ASSESSMENT	Learners assesses one another's performance against given criteria in different context.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

7. KEY OBJECTIVES

The following key objectives will be applicable to the process of assessment and the gathering of pertinent data:

7.1 POLICY OBJECTIVES

Assessment of learner's performance in modules/programmes is a key component of the College's teaching responsibility. The process of assessing Learners should have an educational value in addition to being a way level or be required to repeat. The assessment of learning should therefore be designed to achieve as many of the following purpose as possible:

- To be an educational tool to reach appropriate skills, knowledge, values and attitude;
- To set educational standards and determine minimum levels of competence;
- To provide a measure of Learners ability for future employers and determine whether learners have met the outcomes of a module/programme;
- To inform academic staff about the quality of their instruction and to foster ongoing development thereof
- To contribute towards the evaluation of a course and ensure inclusiveness in the education and training offered;

7.2 FEEDBACK AND REMEDIAL ACTIVITY

7.2.1 Assessment feedback is given according to the relevant requirements. Feedback must be positive and constructive. Learner must be informed of their strengths and weaknesses, and suggestions for corrective action, where necessary, must be provided.

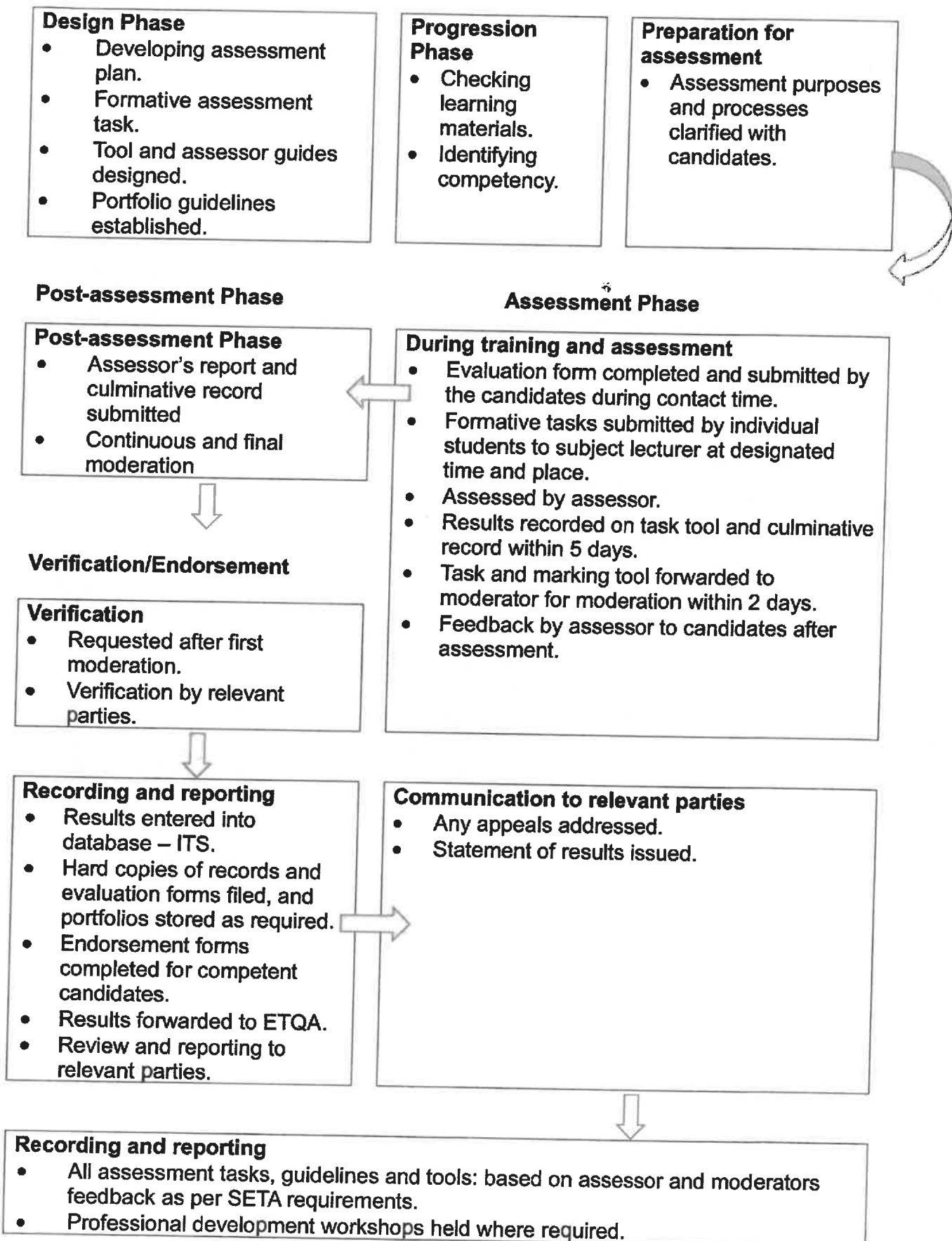
During feedback the following aspects should be taken into consideration:

- Opportunity for the learner to comment on their own performance and identify gaps.
- Let the learner know how s/he is doing against standards.
- Provide guidance on how to improve.
- Give learners the opportunity to self-reflect and find solutions.
- Create a platform for learners to transform.
- Build learners confidence

7.3 SCOPE OF THIS POLICY

7.3.1 The scope of this policy is to cover all the activities, approaches and viewpoints that the College will adopt with respect to the matter of assessment, making use of the College's own HoDs, Senior Lecturers and Lecturers.

7.4 ASSESSMENT PROCEDURE



- Evaluation and review include the macro moderation function, that is, the tracking of trend in the relevant bodies noted through the training, and reporting on any feedback received on any feedback received on the application and relevance of the unit standards.

8. SCALE OF ACHIEVEMENT

8.1 SCALE OF ACHIEVEMENT FOR THE TVET

Subject type	Pass mark
Language and Life Orientation	40%
Mathematics and Mathematical Literacy	30%
Vocational Subjects	50%

8.2.1 SCALE OF ACHIEVEMENT (UMALUSI) FUNDAMENTALS

ENGLISH 1ST ADDITIONAL LANGUAGE AND LIFE SKILLS AND COMPUTER LITERACY

Rating code	Rating	Percentage
7	Outstanding	80 - 100
6	Meritorious	70 - 79
5	Substantial	60 - 69
4	Adequate	50 - 59
3	Moderate	40 - 49
2	Elementary	30 - 39
1	Not achieved	0 - 29

MATHEMATICS AND MATHEMATICAL LITERACY

Rating code	Rating	Percentage
7	Outstanding	80 - 100
6	Meritorious	70 - 79
5	Substantial	60 - 69
4	Highly adequate	50 - 59
3	Adequate	40 - 49
2	Competent	30 - 39
1	Not achieved	0 - 29

8.2.2 SCALE OF ACHIEVEMENT (UMALUSI) VOCATIONALS

VOCATIONAL

Rating code	Rating	Percentage
5	Outstanding	80 - 100
4	Higher Component	70 - 79

3	Competent	50 - 69
2	Not yet competent	40 - 49
1	Not achieved	0- 39

9. ICASS AND EXAMINATION IRREGULARITIES

9.1 An irregularity register should be kept for all ICASS and Internal Examination tasks.

9.2 The respective HoDs for the Department should keep and maintain the register in coordination with the Senior Lecturers.

- All irregularities, complaints and appeals must be reported to and formally lodged with senior lecturer, who must duly report the matter to the HoD within 2 days of receipt.
- The above must be recorded.
- Action taken must be reported in writing.

9.3 Irregularities can be described as:

9.3.1 A learner being absent without a valid reason. A valid reason can be one of the following:

- Learner that submits evidence in the form of a medical certificate / hospitalization / death of immediate family or an affidavit will be allowed to write the assessment, granted that the evidence is submitted within 2 weeks (10 working days) from the date of the assessment. Thereafter the matter will be referred to the HoD for consideration and approval on merit.

9.3.2 The learner will be allocated an "0" - absent with reason until the assessment can be done.

9.3.3 Unethical behaviour by the learner:

- Cheating, copying, or accessing assessments from other learners' portfolios.
- In the case of lost or "stolen" portfolios, the learner will be given the credits recorded on the assessors marksheet. A written statement must be submitted by the assessor and must be inserted into the portfolio.
- Bribing, threatening or harassing the assessor.

9.4 A lecturer not notifying learners of an assessment timeously, a minimum of a week prior to the assessment.

- It is the duty of the senior lecturer to investigate and intervene. Learners should be given time to prepare for the assessment.
- The matter must be reported to the HoD by the senior lecturer within 2 days.
- When needed, the HoD will intervene, and disciplinary action will be taken.

9.5 A lecturer not teaching the learners the required curriculum needed for an assessment:

9.5.1 Learners should notify the Senior Lecturer, who should investigate and intervene where it is found that the allegation is true, and the lecturer has no valid reason. Sufficient time should be afforded to students in such an instance.

9.5.2 Learner should be taught in the language of instruction of the College.

9.6 A class not appearing on the Timetable

9.7 No Lecturer to teach a class — awaiting appointment of new lecturers.

10 LEARNERS RESPONSIBILITIES

- Regular & punctual attendance.
- Submission of task punctually in allocated class time by individual candidates, to the subject lecturer. No other form of submission will be accepted.
- Follow rules & regulation of the College.
- Compilation of POE.
- Reporting on absenteeism.
- Availing themselves for assessment where a new date has been set after submission of evidence as set out in paragraph 9.3.1.
- The onus rests upon the student to ensure and prove that the task was submitted.
- Honour assessment dates as per assessment schedule.
- Attendance register is to be signed in class daily.

11 LEARNERS RIGHT TO APPEAL

ASSESSMENT APPEALS PROCEDURE

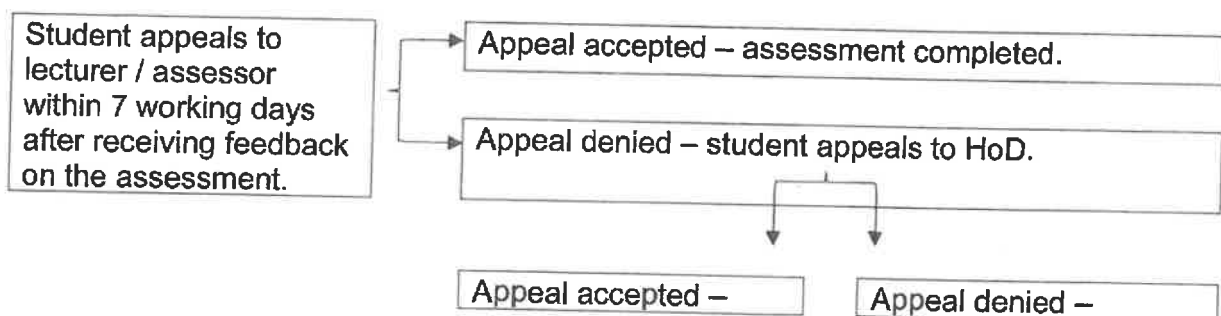
To ensure that the principles of NQF system is equitable, transparent (and utilised within the TVET system), a learner entitled to appeal against an assessment decision if s/he feels that the assessment was not:

- Valid
- Fair
- Reliable and
- Practicable

The learner has the right to appeal against the findings of a lecturer/assessor. Normally in instances where s/he has been declared not yet competent.

It shall also be the duty of the PEC to make the learner aware of the procedures to be followed in instances where a learner wishes to lodge an appeal.

The following illustrates the appeals process:



Assessment
completed.

Student appeals to
campus manager.

12 ASSESSMENT ANALYSIS AND RESULT

Assessors will be required to follow specific guideline (as listed below), in order to ensure that validity and reliability of the assessment result is in no way compromised:

- 12.1 All assessors will receive adequate training in order to ensure that result is analysed and interpreted correctly and consistently;
- 12.2 Assessors must base their assessments on the criteria and outcomes defined within the relevant subject and assessment guidelines;
- 12.3 Procedures to deal with irregularities must be in place;
- 12.4 Results must be captured and recorded within 5 days from the date of the assessment as per the stipulated manner and form. These must be verified by peer and senior lecturer, as well as the HoD, in order to ensure accuracy of results.
- 12.5 An appeals system for learners to query their results must be available and explained to learners during orientation.

13 INTEGRATED SUMMATIVE ASSESSMENT TASK (ISAT)

13.1 PRACTICAL COMPONENTS

The ISAT is the practical component of the external examination set by the national external examiners and contributes to a minimum of 30% of the total final mark.

The ISAT will be set by the DHET and must be made available to all lectures as soon as it becomes available. The task requires internal application of competence and is executed under strict assessment conditions, according to the assessment requirements of the subject and assessment guidelines. The duration of the task is determined by the ISAT as set out by DHET. This is a significant test of the student's ability to apply the knowledge acquired into practice (integrated).

14 DISPOSAL OF ISAT PROJECTS, EXAMINATION SCRIPTS AND POE'S

14.1 IDENTIFICATION AND REMOVAL OF ISAT PROJECTS, EXAMINATION SCRIPTS AND POE'S TO BE DISPOSED

- 14.1.1 The relevant HoD in consultation with the Campus Manager will identify all ISAT projects that have reached the end of their useful life/purpose and are obsolete or redundant in order to dispose of them.
- 14.1.2 The ISAT projects that are ready to be disposed of will immediately be removed and relocated.

14.2 AUTHORITY TO DISPOSE IF ISAT TASKS EXPIRED

- 14.2.1 The Authority and method used for the disposal of ISAT Project rest with the Campus Manager.

14.2.2 The Campus Manager may only dispose of an ISAT Project after reasonable assurance has been obtained by the HOD that an ISAT project has become obsolete or reached the end of its useful life/purpose.