

<b>CPUT POLICY ON LEARNING, TEACHING AND ASSESSMENT</b>				
<b>Policy Group(s):</b>	B: Teaching & Learning			
<b>Type:</b>	Policy	√	Guideline	
	Procedure		Regulation	
<b>CPUT Statute and/or Regulation Reference no. and date:</b>	CPUT Statute, Government Gazette No.33202, 17 May 2010			
<b>Relevant Legislation and/or Policy, Codes of practice, Professional authorities:</b>	<ul style="list-style-type: none"> <li>• Constitution of the Republic of South Africa</li> <li>• Higher Education Act (1997) (Act No. 101 of 1997), as amended.</li> <li>• CHE/HEQC Criteria for Programme Accreditation</li> <li>• The Higher Education Qualifications Sub-Framework (HEQSF) as revised in 2013</li> <li>• SAQA Act (Act No. 58 of 1995)</li> <li>• Protection of Personal Information Act (POPI Act) (Act 4 of 2013)</li> <li>• White Paper for Post-School Education and Training: Building on Expanded, Effective and Integrated Post- School Education.</li> <li>• Integrated National Disability Strategy</li> <li>• Policy Framework for Internationalisation of Higher Education</li> </ul>			
<b>Relevant Institutional Policies/ documents/manuals/ handbooks</b>	<ul style="list-style-type: none"> <li>• CPUT Vision 2030</li> <li>• CPUT Policy on Plagiarism</li> <li>• CPUT Language Policy</li> <li>• CPUT Electronic Communication Policy</li> <li>• CPUT Information Security Policy</li> <li>• CPUT Policy for Persons with Disabilities</li> <li>• Recognition of Prior Learning (RPL) Policy</li> <li>• CPUT Policy on Intellectual Property and Innovations</li> </ul> <p>This policy replaces the following CPUT policies:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Learning Policy-2006</li> <li>• Curriculum Development Policy- 2009</li> <li>• Policy for New Programme Approval-2009</li> <li>• Policy on Advisory Committees-2009</li> <li>• Policy on e-Learning-2011</li> <li>• Policy on Workplace Learning-2013</li> <li>• Moderation Policy- 2016</li> <li>• Student Feedback on Teaching and Courses -2016</li> <li>• CPUT Policy on Assessment (NQF 5-10) - 2018</li> </ul>			

		This Policy will be accompanied and supported by a set of Rules and Procedures and a Learning and Teaching Strategy (which replace the Procedures and Rules for Assessment, 2009); and the Student Academic Rules will be aligned to the Policy and the new Rules and Procedures.			
<b>Policy Reference and Version no.:</b>		The next number in the document index. To be inserted by the Registrar			
<b>Consultation Process</b> To be verified and signed off before approval		The following structures were consulted in the development of this Policy: <ul style="list-style-type: none"> <li>• Executive Committee of Senate;</li> <li>• Teaching and Learning Policy Forum representing a broad base of stakeholders from Faculties, Strategic Units, the SRC, the Quality Management Directorate (QMD), the Research Directorate, the Directorate for Diversity, Inclusivity and Social Change, and the Registrar's Division;</li> <li>• Senate Teaching &amp; Learning Committee;</li> <li>• The University Community via Newsflash;</li> <li>• Faculty Boards;</li> <li>• Management Committee;</li> <li>• Senate;</li> <li>• Council (for approval)</li> </ul>			
<b>Policy Owner</b>		DVC: Teaching & Learning			
<b>Compliance Officers</b>		Deans of Faculties; Directors of Strategic Units and Centres			
<b>Certification of Due process:</b> To be verified and signed once approved by the relevant authority		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">             _____            Vice Chancellor         </div> <div style="text-align: right;">           14.02.2022            _____            Date         </div> </div>			
<b>Approval Date</b>		<b>Commencement Date</b>		<b>Review Date</b>	
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<b>Version No.</b>	<b>Approved/Rescinded</b>	<b>Date</b>	<b>Approving Authority</b>	<b>Resolution Number/ (Minute number)</b>	<b>Date for next review (start date for review process)</b>
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<b>For office use only</b>	
<b>Policy Group</b> (Broad Policy field)	Governance and Administration
<b>Subject</b> (Policy sub-field)	Policies
<b>Reference Number</b>	<i>To be added</i>
<b>Version Number</b>	<i>To be added</i>
<b>Key Words:</b>	Advisory Committees, Assessment, Curriculum Development, e-Learning, Moderation, Student Feedback on Teaching and Courses (SFTC), Work Integrated Learning
<b>POLICY STATEMENT</b>	
<b>1.0 Intent</b>	To provide an overarching policy framework for multimodal learning, teaching and assessment, including the use of technology, for all levels of study in the Institution. This policy will complement the policies governing research-based degrees and postgraduate Diplomas.
<b>2.0 Scope</b>	This policy addresses learning & teaching in face-to-face, blended learning or fully online learning; and covers all aspects including curriculum and programme development, learning and teaching practice, work-integrated learning, assessment, moderation, learner analytics, and student feedback on teaching and courses.
<b>3.0 Objective(s)</b>	<p>The objectives of this policy are:</p> <p>3.1 To provide parameters and guidance for quality practices and assurance in learning and teaching, leading to improved academic staff development and student access, retention, and holistic success.</p> <p>3.2 To ensure alignment of learning and teaching activities with CPUT's vision, mission, and values;</p> <p>3.3 To help meet CHE and SAQA programme standards;</p> <p>3.4 To contribute to addressing the requirements of relevant Professional/ Industry Councils.</p>
<b>4.0 Definitions and Acronyms</b>	<p><b>Assessment</b> means the process used to identify, gather and interpret information and evidence against the required competencies in a qualification, part-qualification, or professional designation in order to make a judgement about a learner's achievement. Assessment can be formal, non- formal or informal; assessment can be of learning already done, or towards learning to inform and shape learning and teaching still to be done (SAQA, 2014).</p> <p><b>Assessment criteria</b> means the standards used to guide learning and assess learner achievement and/ or evaluate and certify competence (SAQA, 2014). They draw on learning outcomes and are defined by levels of learning.</p> <p>Assessment criteria are statements that prescribe with greater precision than a learning outcome, and indicate the quality of performance expected to show that the student has reached a particular standard of learning and development.</p>

The use of assessment criteria implies that a criterion-referenced system for assessment is in place, which in turn aligns with an outcomes approach to learning and teaching. In a criterion-referenced system, a student's work is judged on the basis of its quality in relation to pre-defined criteria – the assessment criteria. Assessment criteria should test, assess or relate to the learning that is mentioned in the learning outcome.

**Blended/hybrid Learning, hyflex and flexible learning:** A learning and teaching approach that incorporates a blend of different methods, technologies, and resources to improve student learning. Examples of blended learning include the flipped classroom and online learning supplemented by face-to-face practical exercises or interactions, etc.

**CHE:** The Council on Higher Education

**Continuous Assessment (CA):** Continuous assessment is a model in which a students' progress towards the attainment of outcomes/objectives in a subject is assessed on an ongoing basis. As an alternative to the 'traditional' assessment models (e.g. midterm and end-of-year examinations), CA can be utilized with the same academic rigour. Continuous Assessment provides early indicators of a student's performance, supported by continuous feedback to improve the opportunity for success. Formative and summative assessments may be included in CA models.

**Credibility** means a respected process or product which results from a fair, valid, and reliable validation process designed to enhance the quality of a qualification, part-qualification, or professional designation (SAQA, 2014).

The validation process refers to the monitoring, evaluation and controls that are in place to assure the holistic assessment process.

**e-Learning** is the use of information and communication technologies (ICTs) and processes for the purpose of enhancing teaching, learning and research and to facilitate lifelong learning, information sharing and flexible learning management.

**Electronic Assessment.** For this policy, electronic assessment is defined as any or all of the interaction, recording, transmission, presentation and subsequent processing of assessment materials and evidence using computers and associated hardware and software, including information input and display terminals. Besides textual evidence, the medium extends to include evidence such as digital videos of performances, digital photographs and digital audio records of oral work.

**Exit level outcomes:** The knowledge, skills, attitudes and attributes that a learner should have obtained or mastered on completion of a qualification and against which the learner is assessed for competence.

**Exit level subjects:** All subjects contained in a qualification that are at the NQF level of the qualification.

**Final Summative Assessment (FSA)** – means the assessment conducted at the end of the prescribed period of study for a subject.

**Final integrated Summative Assessment (FiSA)** – means a certain kind of Final Summative Assessment that is used to measure students' competencies at the end of their qualification, as they relate to the exit level outcomes and associated assessment criteria as stated in the qualification registration with SAQA.

**Fairness** in assessment means that learners are assessed on what they know and have been taught, where questions are set in relation to the cognitive and affective curriculum covered in the learning and teaching; in the case of Recognition of Prior Learning (RPL), there has been preparation for the competent mediation of the required knowledge and other competencies; and that there is no bias towards any learners on the basis of social class, ethnicity, gender, or disability.

**Formative assessment** is defined as *assessment for learning*. It has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how they can improve; and may contribute to a subject mark (SAQA, 2017).

**Information and communication technologies (ICTs)** represent the convergence of information technology and communication technology. ICTs are the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.

**Integrity** for the purposes of this Policy means honesty, fairness and transparency in every part of the learning and teaching process, including the qualification development, learning and teaching practices, work-integrated learning; assessment and moderation.

**Learning outcomes** mean the contextually demonstrated

end-products of specific learning processes, which include knowledge, skills, and values (SAQA Standard Glossary of Terms, 2014)

**Moderation** ensures the validity, reliability, and fairness of the assessment of the outcomes described in the NQF standards (SAQA, 2014). *Internal moderation* is carried out by the institution's academic staff (preferably, but not always, by senior staff such as senior lecturers, programme coordinators, professors and HoDs) who have expertise and experience in the subject or field as well as in teaching, learning and assessment (e.g. through assessor training). *External moderation*, on the other hand, is carried out by external experts in a particular field, programme or subject area, including industrial experts.

**Multimodal Approach:** Multimodal teaching and learning refers to using more than one modality for content representation, content engagement, and assessment. The modes include tuition for remote learning, face-to-face learning, and blended learning.

**Project-based learning (PBL)** involves learning through projects. For the purpose of WIL, the projects should preferably be 'real' and located in the world of work, and generally involve elements of research and the supervision by both a university teacher and workplace supervisor or mentor.

**Programme:** A purposeful and structured set of learning experiences that leads to one or more qualifications. A programme is designed to enable learners to achieve pre-specified exit level outcomes. The purpose of the programme gives rise to its learning outcomes and structure. A programme can also be defined as a coherent combination of units of learning (modules) that lead to one or more qualifications.

**Qualification:** A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose/s, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework (NQF) and certified and awarded by a recognised body.

**Recognition of Prior Learning (RPL)** refers to the principles and processes through which the prior knowledge, and skills of a person are made visible through a process of mediation, development, teaching, mentoring and assessment. The result, where appropriate, provides alternative access and admission, accredits the acquired knowledge, and promotes further learning and development of the person.

	<p><b>Reliability:</b> A system for maximising the accuracy, consistency, and credibility of results, regardless of who is assessing or how many different people are assessing. It is the overall consistency of a measure. In assessment, reliability refers to the extent to which, in similar contexts, the same assessment- related judgements can be made.</p> <p><b>SAQA:</b> The South African Qualifications Authority</p> <p><b>Service-Learning (SL):</b> Student learning that takes place within or through a community development project; it is fully curriculated and includes the monitoring and assessment of student progress and reflection on learning.</p> <p><b>Summative assessment:</b> Formal assessment conducted at the end of sections of learning or at the end of a whole learning programme, in order to evaluate a student's success in meeting the intended learning outcomes of that section or programme of learning. Units of summative assessment contribute to the final marks or grades of a subject or a programme's final award.</p> <p><b>Validity</b> in an assessment means that procedures are effective in measuring student attainment of the intended learning outcomes. A range of assessment tasks and methods is employed to ensure that all types of learning outcomes (knowledge, skills and attributes) are validly assessed.</p> <p><b>Work-directed theoretical learning.</b> This describes the inclusion of theoretical subjects or components in WIL programmes, whereby the components bring theory and practice together in meaningful ways.</p> <p><b>Work-integrated learning:</b> WIL refers to an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces.</p> <p><b>Workplace learning</b> takes place when students are placed in work environments for the purposes of learning.</p>
<p><b>5.0 Policy/Procedure Principles</b></p>	<p><b>5.1 Curriculum and Programme Development</b> CPUT curricula and Programmes must:</p> <ul style="list-style-type: none"> <li>● reflect the institution's values, goals, and mission</li> <li>● aim to meet the highest possible academic, professional, local and international standards.</li> <li>● cater for, and promote, access, diversity, and inclusivity including multilingualism</li> <li>● be regularly renewed to meet the national skills needs of the changing workplace and environment</li> <li>● be aligned with DHET, CHE, HEQSF and SAQA</li> </ul>

- imperatives (incl NQF levels, notional study Hours, etc)
- give effect to CPUT Graduate Attributes
- be responsive to industry/societal needs and promote employability on graduation.
- emphasize the role of research at university in informing professional bodies and industry.
- have student engagement approaches as central in the curricula
- ensure constructive alignment
- provide access to the international world through activities and content in our curriculum (formal, informal & hidden)

## **5.2 Learning & Teaching (L&T) Practices**

Learning and teaching practices must:

- be grounded on the concepts of 'Oneness and Smartness'. This speaks to knowing the student and implementing smart, responsive, innovative, and sensitive pedagogies, to cater to diverse student needs
- make use of data/ learner analytics to improve practices and outcomes
- enhance epistemological access for all students
- cater for work-integrated learning as a fundamental niche for CPUT
- develop appropriate learning environments to enhance multimodal L&T practice, in both the physical and virtual domains
- provide for:
  - Learner-centred approaches to teaching and learning
  - Professional development of academic staff
  - Scholarship of learning and teaching practice
  - Contextualised learning and teaching environment
  - Monitoring & evaluation

## **Student Feedback on Learning, Teaching and Courses**

Students must be provided with the opportunity to give constructive feedback to lecturers' teaching and of the course content to enable the continuous improvement of teaching and courses. It is recommended that both formative and summative feedback be obtained from students to assist lecturers in monitoring students' progress towards course/subject outcomes, as well as gauging their current levels, and understanding difficulties experienced. Obtaining student feedback on teaching is in line with CPUT's educational philosophy, which places the students at the centre of the learning and teaching process.

The obtaining of student feedback on teaching and courses will adopt a developmental rather than a policing approach. The



data gathered from student feedback surveys will be used for:

- Improving teaching/learning and courses
- Optimizing the relevance of academic staff development programmes
- Enhancing the quality of teaching and courses, as part of the University's commitment to providing a quality educational experience for students.

Student feedback will be obtained in a customized manner that addresses the unique nature of educational practice within different disciplines, rather than a generic, one-size-fits all approach.

This will allow for more meaningful and relevant, discipline-specific interventions to be applied.

Detailed instructions on the conducting of surveys on student feedback of teaching and courses are contained in the Rules and Procedures accompanying this Policy.

### **5.3 Advisory Committees**

All academic programmes shall have advisory committees which are made up of knowledgeable and credible members in their field of expertise from within and outside the University and include students, with the aim of providing input and guidance on all aspects related to the academic project. The Committees should be constituted according to the accompanying Rules and Procedures

### **5.4 Work Integrated Learning**

Work integrated learning will be offered via any of a number of modalities such as workplace learning; problem-based learning; project-based learning; work-directed theoretical learning and simulations. These are to be credit bearing and subject to assessment, moderation and other provisions outlined in this policy, as well as to Recognition of Prior Learning (RPL) in line with the prescripts of the RPL Policy. The Rules and Procedures for WIL are appended to this Policy.

### **5.5 Assessment**

All assessments, regardless of type (modality, re-assessment, e-learning, distance learning, WIL, etc.) should follow the principles contained in this policy. The principles should underpin and be factored into all planned assessment frameworks for a qualification. Effective implementation of the principles should be evaluated yearly during Departmental review sessions. Any findings should inform future assessment practice as well as the departmental learning and teaching strategy. This high-level planning is applicable to postgraduate studies as well.

The principles, to be detailed further in the Rules and Procedures, are:

**Transparent, explicit, and fair assessment practices** which are accessible to students, with clear and consistent assessment criteria and relevant to the student learning/graduate profile of the qualification and the NQF level.

**Validity and fitness for purpose.** The assessment must measure what it intends to measure and the actions that are based on the results of the assessment should be appropriate and accurate.

**Reliability and credibility** to ensure that results of the assessment tasks or opportunities as well as the results of the assessment processes are repeatable in different contexts. Assessment procedures and practices must be supported by effective, reliable, and accurate administration procedures.

**Promotion of student learning through assessment** by ensuring that the assessment plan, through both formative and summative assessment tasks, provides learning experiences at the appropriate level, and considers constructive alignment (i.e. aligning assessment tasks with learning and teaching strategies and assessment plans; the purpose of the qualification; learning outcomes and learning and teaching activities; graduate profiles and CPUT' graduate attributes).

**Unbiased and accurate measurement** of students' achievements by using appropriate and well-designed assessment criteria, marking scales and rubrics for all assessment tasks. This also means upholding academic integrity from three perspectives: the student (avoidance of unethical conduct such as plagiarism); the lecturer (ethical management and implementation of assessments); and the University (necessary procedures, policies, and structures to promote good practices and detect and address poor practices).

**Distribution and Weighting of assessment tasks:**  
Initial summative assessment tasks in an assessment period should carry less weight than end-of-subject assessment tasks. Thus there should be an increase in assessment weighting across an assessment period for a subject.

The weighting of summative assessment tasks should be appropriate to the NQF level of the subject.  
No summative assessment task should carry more than 50% of the total mark for the subject.

**Number of summative assessment tasks**  
As a basic guide for a year-long or 30-credit subject, a maximum of 5 summative assessment tasks and a minimum of 3 summative assessment tasks is recommended; and for a 15-credit or semester-long subject, a maximum of 3 summative assessment tasks and a minimum of 2 summative assessment tasks is recommended.

## **5.6 Moderation**

Moderation should be conducted at Qualification and Subject levels.

### *Qualification-level moderation*

The purpose of Qualification-level moderation is the assurance of qualification standards, continuous improvement and innovation, the preparation for accreditation by professional councils, and the moderation of cross-cutting outcomes. This needs to occur once every three years and is done via the Qualification Review process carried out by the Quality Management Directorate.

### *Subject-level moderation*

Subject-level moderation verifies that the assessments of subjects are valid (in terms of HEQSF standards, in line with SAQA level descriptors and professional/industrial standards or significant employer requirements, where relevant); ensure that the assessment plan, assessment tasks, assessment criteria and rubrics are appropriate to achieve the subject outcomes; and that marking practices are reliable and fair.

The subject moderator (internal and external) must moderate tasks that weigh a minimum of 50% of the final mark of the subject. Where a subject contains a FSA, the FSA must be included in the 50%.

As a minimum, external moderation must be done for all exit-level subjects offered in the final year of study or where it is required by professional bodies/ councils.

### *Roles of the external moderator*

- Benchmark the subject/ qualification against best practice/ innovative practice nationally and internationally;
- Ensure subject/ qualification standards are in accordance with the level descriptors prescribed by the NQF, SAQA and professional/industrial council standards and/or significant employer requirements;
- Make recommendations with regard to subject/ qualification changes and/or improvements in the best interests of CPUT and enhancing the capability profile of our students and graduates.
- Report objectively and ethically on the subject/ qualification.

Detailed templates for use by moderators are included in the accompanying Rules and Procedures.

### *Appointment of external moderators:*

External moderators should at least have a Masters qualification. In Programmes/ circumstances where Masters qualifications are seldom found, the external moderator should have at least one qualification higher than the qualification being moderated and possess experience that is to be

considered sufficient *in lieu* of a Masters.

Appointment of external moderators is done by the Executive Committee of Senate on recommendation by the Dean of the Faculty. Appointments are for 3-year cycles which may not run consecutively. Staff who have left the employ of CPUT can be appointed as external moderators only after a 3-year period following their departure.

### **5.7 e-Learning**

The policy provides a framework for incorporating blended learning/online learning at the university and envisages the improvement in the quality of learning and teaching through the use of technology.

Towards the achievement of the above purpose, all Programmes are required to have a minimum (online) web presence consisting of the following:

- A logical course structure
- A student-centred approach to learning and teaching (e.g. the use of discussion threads which are graded, ePortfolios, self and peer assessment group assignments, etc)
- Assessment items which test higher order thinking skills as per Bloom's revised taxonomy and which do not lend themselves to cheating but promote learning and student attainment of 21<sup>st</sup> Century skills and CPUT's graduate attributes.

Staff are encouraged to use blended and hyflex pedagogies which comprise the infusion of the affordances of technology appropriate to the discipline, and the development of digital literacies in graduates. In this regard, equitable and effective access to ICTs must be considered to enable the full participation of all students in blended and online learning experiences.

To facilitate capacity development towards e-Learning, the University will create systems and processes to provide timely support to lecturers and students to effectively implement technology in learning and teaching.

**Mission Compatibility:** Subjects incorporating e-learning in a blended fashion shall be consistent with the vision and mission of CPUT and that of the offering Department.

**Equivalence:** There shall be no credit distinctions between subjects based on the method of instruction alone (i.e. between those offered through e-learning technologies and those not).

### **Electronic Assessment**

When electronic assessment is used, the following three

	<p>criteria must apply:</p> <ul style="list-style-type: none"> <li>Any additional quality assurance, control regulations and procedures for electronic assessment of an offering must complement and be of the same standard stipulated for that qualification,</li> <li>Use of electronic assessment must neither advantage nor disadvantage any student compared to one using any other medium for assessment (e.g. paper-based), especially where different forms of assessment are used in the same offering or qualification.</li> <li>There must be fair and equal opportunities for students, who are assessed and produce evidence using different media to achieve the same qualification.</li> </ul> <p>The quality standards and procedures for assessment, where lecturers use ICTs as part of the assessment process, is covered under the Institutional Rules and Procedures for Learning, Teaching and Assessment</p> <p><b>Compliance with Legislation:</b> Content Copyright Clearance: The lecturer/student shall not include in the content of the subject/assessment anything which constitutes libel, invasion of privacy, infringement of copyright or other literary rights, or otherwise violates the legal rights of any persons (in line with the POPI Act), even if the e-learning offering directs the user to other electronic sources.</p> <p><b>Intellectual Property Rights:</b> Ownership of any content or material created by the lecturer in the normal execution of their duties vests in the Institution as per the Institution's Policy on Intellectual property and Innovations.</p> <p><b>Quality assurance and review:</b> Any offering that makes use of technology must be evaluated, not only for the purpose of the programme outcomes, but also for the effectiveness of the use of technology that is incorporated in the learning and teaching process.</p>
<b>6.0 Responsibility</b>	DVC T&L
<b>7.0 Accountability and Authority:</b>	
Implementation:	Faculties, Strategic Units
Compliance:	All Departments and Units
Monitoring and Evaluation:	DVC T&L; Senate T&L Committee
Development/Review:	DVC T&L; Senate T&L Committee
Approval Authority:	Council
Interpretation and Advice:	Fundani CHED
<b>8.0 Who should know this Policy?</b>	All staff involved in Learning, Teaching and Assessment
<b>9. Policy/procedure</b>	The Rules and Procedures for Learning, Teaching and

<b>implementation plan</b>	Assessments have been developed and have accompanied this Policy for approval. The Rules and Procedures outline the operational requirements for the efficient implementation of the policy. The Rules and Procedures will be subject to regular revision and change as per the changing operational requirements in the Institution but should remain within the framework of the Policy.
<b>10.0 Resources required</b>	<ul style="list-style-type: none"> <li>Resources for providing training and support to staff and students on the development/ use of appropriate Learning, Teaching and Assessment (LTA) strategies.</li> <li>Resources for the regular monitoring and evaluation of and reporting on LTA practices.</li> </ul> <p>Additional external expertise as required.</p>
<b>11.0 Answers to FAQ</b>	<p><u>What incentives are there for excellent teaching?</u>  CPUT offers Departmental, Faculty and Institutional teaching excellence awards, and there are also national distinguished teaching awards. Additionally, excellence in teaching plays an important role in <i>ad hominem</i> promotion at CPUT.</p> <p><u>Can my subject have a DP requirement?</u>  This policy does not preclude a DP (Duly Performed) requirement – e.g. for attendance of laboratory practicals or tutorials before a candidate may submit a written assessment task (e.g. a laboratory report) or sit an examination. In order to comply with the policy, the DP requirement must appear in the Subject Guide, and this requirement must be clearly explained in writing to all students taking the subject.</p> <p><u>Can my subject have a sub-minimum requirement?</u>  The notion of a sub-minimum requirement is linked to the notion of a DP. It is possible to include a sub-minimum requirement (e.g. that students are required to attend a number of tutorials and have to achieve a pass mark for the tutorials before they may submit a written assessment task or sit an examination, or that they must attain a specific minimum mark for a specific summative assessment in order to attain a Pass for the subject). Any requirement for a subminimum must appear in the Subject Guide, and this requirement must be explained clearly in writing to all students taking the subject.</p> <p><u>If students have already passed the subject before the final assessment task, do they need to do this task?</u>  If students are required to do all assessment tasks (regardless of their assessment mark record) then this should be clearly stated in the Subject Guide.</p> <p><u>Can a short test or quiz using multiple choice questions (MCQs) be a summative assessment task?</u>  In terms of validity criteria MCQ-based tests or quizzes are more appropriate as formative assessment tasks. A mark allocation could be provided for short tests and quizzes, for purposes of encouragement. It is also good practice to include in the assessment record, e.g. the best five quiz marks (or other appropriate number). Such a strategy would encourage students towards improvement and development, rather than to lose</p>

	<p>interest.</p> <p><u>Is an integrated assessment (IA) task necessary?</u> The inclusion of an IA task is recommended if it supports the attainment of subject and qualification outcomes. It is not always necessary to include all subjects in a qualification in a single IA task.</p> <p><u>Why is moderation necessary at both qualification- and subject-level?</u> The two separate levels of moderation are for two different purposes. Qualification moderation is for continuous improvement and innovation at qualification level and to align with professional requirements. Exit level outcomes (ELOs) usually cut across subjects, thus qualification-level moderation ensures that cross-subject outcomes (specific, generic, graduate attributes, etc.) are achieved across the qualification. Subject moderation is for the verification and improvement of subject assessment, and associated teaching and learning practices within the subject.</p> <p><u>Can examiners choose their own subject moderators?</u> Lecturers can recommend subject moderators (both internal and external to CPUT) to the Head of Department for approval following the appropriate procedures.</p> <p><u>What is the purpose of student feedback?</u> Student feedback is primarily intended to enable lecturers to understand students' levels, rates of progress, and difficulties; the data from student feedback should be used to develop and enhance teaching practices. Lecturers can present student feedback to HoDs/others for purposes of performance review or promotion. Summative student data should be provided to the QMD for purposes of reporting on institutional, faculty and/or departmental trends.</p> <p><u>Should students provide feedback on all subjects?</u> All lecturers should obtain formative feedback on all subjects taught on an ongoing basis and should obtain summative feedback from students on at least ONE subject taught per year.</p>
<b>EFFECTIVENESS OF THE POLICY</b>	
<p><b>Performance Indicator(s):</b></p>	<ul style="list-style-type: none"> <li>• Improvement of the quality of learning and teaching (as evidenced in staff qualification/training successfully completed, teaching materials, scholarship of teaching and learning, use of appropriate educational technologies, etc.)</li> <li>• Improvement of the quality of student engagement.</li> <li>• Enhanced student throughput.</li> <li>• The extent to which institutional/ Faculty/ Professional rules and regulations governing assessment adhered to</li> <li>• The extent to which assessment is conducted securely and with rigour and fairness</li> <li>• The improvement in the feedback reported from qualification reviews</li> <li>• Accessibility of reliable data for the purpose of monitoring, evaluation, and planning.</li> </ul>
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