

# ASSESSMENT POLICY

CM 25/01/2007	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT DEPARTMENT: ASSESSMENT POLICY
---------------	--

**RESOLVED:**

1. **That** the report regarding the Assessment Policy **BE NOTED**.
2. **That** the Assessment Policy attached as **Annexure "A"** to the report **BE ADOPTED** and **IMPLEMENTED** with effect from date of resolution.
3. **That** all the existing policies of the erstwhile Councils in respect of Assessment **BE RESCINDED**.

**Annexure A**



**Ekurhuleni**  
METROPOLITAN MUNICIPALITY

**ASSESSMENT POLICY**

**TABLE OF CONTENTS**

- 1. Purpose**
- 2. Scope of Application**
- 3 Preamble**
- 4. Definition of Terms**
- 5. Legal Framework**
- 6. Content**
- 7. Evaluation and Monitoring**
- 8. Recourse on Implementation**

REVISED —1 NOVEMBER 2006

## **ASSESSMENT POLICY**

*This policy should be read in conjunction with all other Learning and Development Policies*

### **1. PURPOSE**

To regulate assessment, of the Education, Training and Development Interventions in order to ensure that it is meaningful to the Employer in both qualitative and quantitative terms.

### **2. SCOPE OF APPLICATION**

This policy is applicable to all employees attending any Education, Training and Development Interventions.

### **3. PREAMBLE**

Ekurhuleni Metropolitan Municipality realizes that it is essential for the organization and the Education, Training and Development Practitioners to ensure that assessment is an integral part of all Education, Training and Development interventions and that it fulfils the function of promoting effective Education, Training and Development providing the necessary accountability and facilitating the implementation of the National Qualifications Framework

### **4. DEFINITION OF TERMS**

Assessment	A process of gathering and weighting evidence in order to determine whether the learners demonstrated outcomes specified in the unit standards and / or qualifications registered in the NQF.
Assessor	A person who is registered by the relevant Education and Training Quality Authority (ETQA) in accordance with criteria for this purpose by a Standard Generating Body (SGB) to measure the achievement of specified NQF standards and/or qualifications
Competence	Is a combination of practical competence, foundational competence and reflexive competence
Employer	Ekurhuleni Metropolitan Municipality
Employee	Any person, excluding an independent contractor, who receives or is entitled to receive any remuneration and any other person who in any manner assists in carrying on or conducting the business of the Employer.
Learner	An individual who is participating in any learning program with the purpose of achieving credits
Moderation	Is a process of ensuring that assessment has been

	conducted in line with the agreed practices and are fair, reliable and valid?
Summative Assessment	The focus is on the “end-result” It is meant for recording the overall assessment of a learner in a systematic way.
Formative Assessment	Enhances and supports learning by providing feedback about the candidate’s performance and progress towards the achievement of competency
NQF	National Qualifications Framework
Unit Standard	A description of the end points of learning for which the learner will get credit
SAQA	South African Qualifications Authority

## 5. LEGAL FRAMEWORK

This Policy shall be read in conjunction with:

- (a) Basic Conditions of Employment Act 75 of 1997
- (b) Compensation of Occupational Injuries and Diseases Act 130 of 1993
- (c) Employment Equity Act 55 of 1998
- (d) Labour Relations Act 66 of 1995
- (e) Occupational Health and Safety Act 85 of 1993
- (f) Skills Development Act 97 of 1998
- (g) Skills Development Levies Act 9 of 1999
- (h) The South African Qualifications Authority Act 58 of 1998
- (i) Applicable Conditions of Service of the Ekurhuleni Metropolitan Municipality

Policies:

1. Department of Education, Assessment Policy in the General and Further Education and Training Band, Grade R to 9 and ABET, Government Gazette Vol. 402, No. 19640, 23 December 1998
2. Department of Education, Adult Basic Education and Training Policy document, 1999.
3. South African Qualifications Authority, Recognition of Prior Learning in the context of the South African National Qualifications Framework, SAQA decision 0242/02, September, 2002.

4. South African Qualifications Authority, Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications, October, 2001.

## 6. CONTENT

### 6.1 Principles of assessment

During all education, training and development interventions, formative and summative assessment shall take place and different assessment methods shall be applicable.

Assessment shall be guided by the following principles:

- Application of the NQF principles
- Application of the principles of credible assessment
- Application, of the principles of the collection of and quality of the portfolio of evidence
- Assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification
- The use of various methods and instruments
- Application of moderation requirements

### 6.2 Standards of Assessment

Widely recognised and accepted standards for assessment are essential to ensure portability of credits to ensure that adult learners shall be able to easily move from sector to sector as their life long learning needs change

The following employer standards shall be adopted:

- Credit should be awarded only for the learning which has occurred and not for experience alone
- Credit should be awarded only for relevant levels of learning.
- Credit should be awarded only for learning that has a balance, appropriate only to the subject, between theory and practical application.
- The determination of clear competence levels and of credit awards must be made by appropriate subject matter and academic experts.
- Credit should be appropriate to the academic context in which it is accepted.
- Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning
- Policies and procedures applied to assessment, including

provision for appeal, should be fully disclosed and prominently available.

- All personnel involved in the assessment of learning should be subject experts in the specific field and receive adequate training for the functions they perform, and there should be provision for their continued professional development
- Assessment programs should be regularly monitored, reviewed, evaluated and revised as needed to reflect changes in the needs being served

### **6.3 Roles and responsibilities of the Assessor**

Persons involved in the assessment shall be accredited and registered as Assessors with the ETQA.

The responsibilities of the assessor (assessing institution) are to:

- Inform the candidate about the qualification or unit standard requirements
- Support and guide the candidate in the collection of evidence
- Help the candidate to plan for the assessment
- Inform the candidate about the arrangements surrounding the assessment
- Conduct the assessments according to the relevant ETQA/SETA principles and policies
- Provide feedback
- Complete the documentation and recording requirements and forward the results to the ETQA/SETA
- Regularly review the assessment process and implement changes as and when required.
- Comply with all moderation requirements
- Manage, carry out and coordinate the assessment process
- Keep abreast of current assessment practices, learning outcomes; standards for assessment, methods of assessment, time frames, technical details and understanding of the process
- Counsel candidates
- Recommend top-up training
- Maintain records of assessment
- Ensure that all original documents or materials are returned to the candidate
- Ensure that candidates are informed of the results of the assessment within a specified time
- Provide certificates of competence

#### **6.4 Assessment methodologies**

Assessment methodologies shall:

- Be accessible and appropriate for the learning which is being assessed;
- Be appropriate for the ways that the learning is used;
- Be appropriate for the level and context of the assessment;
- Be transparent, valid, fair, reliable;
- Be selected openly;
- Be accessible and understandable, as free from jargon as possible
- Allow people to demonstrate their knowledge and skills and not put barriers in their way;
- Not be biased against particular groups of people;
- Be cost-effective;
- Be linked with appropriate support for candidates

#### **6.5 Rights of the learner**

- The right to fair and transparent processes.
- Access up front to the standards and criteria which will be used in the assessment and accreditation processes, which shall be in writing.
- Access up front to the learning outcomes to be met.
- Access to competent, trained educators and assessors who want them to succeed and who explore innovative methods to assist them to do so, who balance adequate subject knowledge and critical cross field outcomes with skills, competencies and practical knowledge and are skilled in working with diverse groups of adult candidates to build learning communities.
- The right to be assessed by assessment methods which are flexible appropriate to the subject and tailored the needs of the candidate.
- The right to have prior learning evaluated and assessed for academic credit towards credentials within a reasonable period of time.

### **7. MONITORING AND EVALUATION:**

The Human Resource Management and Development Department (ETD) will be responsible to monitor and evaluate the assessment practices in respect of all Learning and Development Interventions.

**8. RECOURSE ON IMPLEMENTATION**

If there is any grievance that may arise with regard to the application of this policy, it shall be handled in terms of the grievance procedure of the Ekurhuleni Metropolitan Municipality.