NGI004 - ASSESSMENT POLICY

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Amendments

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1   Introduction

(1) Assessment has two purposes in a learning journey.

    a.   It is the structured process in which evidence of learning is gathered and evaluated against the outcomes, criteria, and standards in learning programmes. This is summative assessment.

    b.   It is also the process in which information is gathered along the path to the outcomes so that gaps in learning and understanding can be addressed, and progress can be measured. This is formative assessment.

(2) Assessment is therefore always a measure against expected knowledge (knowing) and competencies (doing). It is given a mark or grade or statement of competence which add up and are combined to a final result for the learning process. Assessment is therefore a relative measure against expectations.

(3) Marks or results are not awarded just for task or hours completed but rather for evidence of what has been learned during or through a process.

(4) The process of gathering and assessing evidence to confirm competence and achievement must be credible, valid, and reliable so that the student results (outcomes/ measure of competence/ measure of performance) are reliable, valuable, valid, equitable and useful for reaching a conclusion at the end of a learning journey about learning achieved or during a process about learning still to be achieved.

(5) Learning is not only knowledge acquisition, and it is also not only the ability to demonstrate that an action can be carried out – the ability to demonstrate understanding is a critical part of an educational process. For learning to be assessed as having happened the student must be able to demonstrate that they can apply knowledge to solve problems or reach conclusions or choose appropriate actions.

(6) Credible assessment ensures that a student can demonstrate both knowledge and its application and the reasons for the selection of content and action.

(7) Credible assessment recognises diversity in people being assessed and thus accommodates different styles and strategies for managing and demonstrating learning.

(8) At NewBridge Graduate Institute both formative and summative assessments are done.

(9) NewBridge Graduate Institute supports students having multiple opportunities to prove their competence and get feedback on their progress.

(10) Assessment strategies are determined by the qualification type and purpose.

(11) As our qualifications and the programmes that we support are career focused, assessments are theoretical and practical with the application of knowledge to appropriate levels of real-world contexts integrated into each programme strategy.

2   Definitions

AI (Artificial Intelligence)   The use of computer systems and algorithms to perform tasks that typically require human intelligence, such as reasoning, learning, problem-solving, perception, or language understanding. (Examples include Chat GPT)

Assessment   A structured process for gathering evidence and making judgements about an individual's performance in relation to required outcomes.

Assessment criteria   Statements that describe the standard to which students must perform the actions, roles, knowledge, understanding, skills, values, and attitudes stated in the outcomes. It is a clear and transparent expression of requirements against which successful (or unsuccessful) performance is assessed.

Assessment instruments   The tools/ instruments (such as question papers or briefs).

Assessment methods   The types of instruments used to do assessments.

Assessment officer   Normally the VPAO – the person on a campus responsible for assessment on the campus.

CAO (Chief Academic Officer)   NGI Executive responsible for all academic matters.

CASS (Cumulative Assessment)   Cumulative Assessment – the "semester or year mark" – the marks or results for a student that are from the formative assessments. Excluding the summative assessment.

Continuous   The process of assessing student output and progress at different points in a project.

Formative Assessment   Used to provide feedback about the student's performance, competence, and progress against the competency standards. The emphasis is on progress towards achieving competence and is carried out through the duration of learning.

ICE   Integrated Curriculum Engagement – formative activities that are developed by the lecturer to respond to the learning needs of the students in their class and on their campus. Module Leads also develop some ICE activities for all students based on common misconceptions or challenging concepts.

Integrated assessment	Forms of assessment that assess specific outcomes, critical cross-field outcomes in more than one module through one process.
Internal moderator	The internal moderator is a lecturer on the module tasked with quality assurance of the module with a focus on the assessments. The internal moderator collaborates with the module lead.
Invigilation	The supervision of students during an examination to ensure that assessment rules are followed and that the integrity and fairness of the examination process are maintained.
Invigilation (Digital)	The remote or technology-assisted supervision of examinations using digital tools or platforms to verify student identity, monitor behaviour, and ensure compliance with assessment rules in an online or computer-based environment. The Invigilator App is one such technology.
The Invigilator App	The Invigilator App is a mobile application used for digital exam monitoring. It allows students to complete assessments remotely while ensuring academic integrity. The app uses the student's smartphone to record periodic audio, images, and location data during the exam to verify identity and detect misconduct. The app analyses student responses for similarity to other student responses. The app evaluates perplexity[1] to detect AI usage. All data is securely uploaded for review by the institution after the assessment.
MADSS (Manager of Academic Development and Student Support)	Senior manager within NGI responsible for central academic operations, academic development, and student support.
Memorandum	A marking memorandum, also known as a marking guide, is a detailed document to ensure consistent and fair marking, it outlines the criteria and standards for grading, often providing specific instructions and examples of what constitutes different levels of performance.

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[1] AI-generated text usually has **low perplexity**, meaning it is very predictable and flows in a statistically smooth, patterned way — the model is "unsurprised" by each next word because it follows its learned patterns closely.

Human writing, by contrast, tends to have **higher perplexity** — it includes more variation, irregular phrasing, and unpredictability.

Description generated by ChatGPT 5.0

Module Lead/Examiner		The module lead is the lecturer responsible for the module and for the coordination of the lecturers teaching on that module. The module lead is thus the examiner and sets the assessments.
Outcomes		The learning processes' demonstrable and assessable end products. They are statements regarding elements of competence.
Registrar		Senior manager responsible for regulatory and statutory matters including policies and compliance.
Rubric		A rubric is a scoring tool that lays out specific criteria for marking or assessing an assessment. It details different levels of performance for each criterion, often in a grid format.
Summative assessment		An assessment for making a judgement about achievement. This is carried out when a student is ready to be assessed at the end of learning. It is measured against the programme outcomes.

3 Roles Referenced

	Role	**Function**
VPAO	Vice Principal Academic Operations	Campus based. Policy and process implementation. Responsible for student support on campus. Assessment oversight.
ML	Module Lead	Examiner and person responsible for modules and their assessment.
PC	Programme Coordinator	Lecturer on site responsible for lecturer and student coordination on that site in a particular programme.
PM	Programme Manager	Individual with national accountability for the programme, its curriculum and assessment and its quality.
VPTL	Vice Principal Teaching and Learning	Campus based. Responsible for the review and support and development of lecturers on a campus.
DO	Disciplinary Officer	Member of campus management team designated as responsible for student discipline.
MADSS	Manager Academic Development and Student Support	Manager in the national office responsible for operationalisation, academic development, and student support.
CAO	Chief Academic Officer	Academic leadership and quality assurance.
HoS	Head of School	Academic Manager responsible for a school.
	Registrar	Responsible for governance and compliance.
	Librarian/ Information Specialist	Qualified librarian.

4   Scope and Context

(1) Assessment is part of an overall academic cycle and cannot be viewed on its own in a fully coherent manner.

(2) In particular this policy must be read with **NGI 003 Intellectual Integrity Policy** as the provisions in these two policies are interdependent.

5   Principles

5.1   Fairness and transparency

(3) Assessment provides authentic opportunities for students of different abilities and levels of achievement to demonstrate their competence.

(4) Assessment criteria are explicit and clear and provide relevant information about the academic standards and expectations of a unit or programme.

(5) The criteria or method for allocating scores (marks) is linked to the assessment criteria and made explicit through a rubric and marking memorandum. It is best practice to share the rubric with students.

(6) Students have access to clear guidelines on assessment due dates, submission methods, conditions of assessment, conditions for variation or adjustment, penalties for late submission and relevant procedures such as the granting of extensions, applying for adjustments such as special consideration, alternative examinations, and supplementary assessment.

(7) Assessment variations / adjustments and processes for allowing and recording any variations / adjustments to the stated conditions of assessment, submission and grading rules are equitable, fair and policy driven.

(8) Processes for recording results ensure their integrity, security, and timely publication.

(9) Students who disagree with an assessment result have access to a review process, as outlined in the relevant procedure.

5.2   Developmental, inclusive, and progressive

(1) Students have a reasonable chance of improving their performance.

    (a) In the case of occupational qualifications this is achieved by being able to repeat an assessment

    (b) In the case of higher education this is achieved by distributing the weighting of assessments so that no single assessment determines the outcome of a student in a module and by adopting a mark strategy that allows the best performances to be included in final marks.

(2) All modules and programmes / qualifications include a range of assessment types so that:

    (a) diverse students can demonstrate their learning, competency, and capabilities through a variety of assessment activities.

    (b) Each student masters a range of knowledge integration and presentation strategies.

(3) Assessment feedback is used as an essential developmental and formative tool to support and enhance student learning by:

(a) Conducting informal assessments (ICE) early in the module and then regularly throughout the module to provide timeous and early feedback.

(b) Providing feedback in a timely and constructive manner that details for students what they need to do to improve their individual performance.

(c) Providing collective feedback on assessments to students.

(d) Providing managed opportunities for students to engage with and apply insights from feedback in class.

(e) Ensuring that students get feedback from a range of places and processes including lecturers, peers, self-reflection, practical application, and WIL.

5.3   Quality assurance

(1) Assessment practices and processes are continuously monitored.

(2) Assessment practices include internal and external moderation, validation, and review.

(3) Benchmarking is done where possible and feasible against assessment practices in other contexts.

(4) Processes of validation, checking and verification are used to ensure equivalence of learning outcomes across modes of delivery and locations.

(5) Student performance is compared across lecturers, modules, locations, and programmes.

5.4   Reasonableness

(1) The number of assessments is determined by the credit value of the module as the credit value determines notional hours and thus time available for assessment and ensures a reasonable workload.

(2) There must be a range of assessment types that favour different skills represented across the programme and wherever possible, within each module.

(3) Where the mark structure enables students to have the best of two, three or four marks contributing to their result, the assessments are of equal weight and cognitive challenge but do not need to be of the same type.

(4) Normally the summative assessment will not exceed 50% of the final mark of a module and is more often set at 40% of the final mark.

(5) Assessment design and practice for collaborative tasks such as group work recognises both group contributions and individual attainment.

(6) Workload demands for students are balanced by using the above principles.

(7) Most modules are semester modules to sequence learning logically, enable students to focus on a limited number of areas at a time and balance the demand of assessments.

(8) Where a module runs over a year there is not normally a mid-year examination although the formative test for that module may be written in the examination period.

(9) A national assessment timetable is set up to ensure spread of assessments. The assessments are at least two weeks apart wherever possible so that one illness/ event will not normally rule out participation in assessment for a module.

5.5   Constructive Alignment

(1) There is explicit coherence between the programme or qualification purpose and outcomes, the module outcomes, and the assessments.

5.6   Compliance

(1) Where relevant the assessment process, procedures, timelines, and methods will adhere to the requirements of accreditation and/or registration bodies (such as the QCTO or international certification bodies or a SETA) so that students are prepared to meet these external requirements.

(2) This includes, where applicable, students writing an External Integrated Summative Assessment (EISA) as per the relevant rules.

(3) Assessment complies with internal and external quality assurance requirements.

6   Roles and Responsibilities

(1) The Module Lead is responsible for the assessments in a module and is supported in this process by the internal moderator who is responsible for quality assurance of the module.

(2) The Programme Manager is responsible for the assessment strategy in the programme and for ensuring compliance with this strategy within each module.

(3) Lecturers are responsible for supporting students in their learning to enable success in assessment and for compliance with assessment requirements and fair and reliable assessment.

(4) Lecturers are responsible for supporting and monitoring student progress and providing actionable feedback to promote student competence.

(5) The MADSS is responsible for operationalisation[2] of assessment across the institution.

(6) The VPAO is responsible for operationalisation of assessment on a campus.

(7) The PC is responsible for operationalisation of formative assessments in their programme on a campus and for supporting the VPAO for summative assessment.

7   Result Structure

(1) A student only graduates or is submitted for verification or issued with a certificate of completion when all requirements have been met for the qualification or programme.

(2) The result/mark for a module is made up of a contribution from the ICE activities, formative, and summative assessments.

(3) Normally, the result for a module is made up of a section called "Cumulative Assessment" (CASS) being the marks/results derived from non-summative (formative and ICE) assessments and a mark for the summative assessment in a 60/40ratio unless there is a specific reason for a different structure.

(4) The mark/result for the part that is formative (not summative) is as follows:

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[2] Operationalisation means to implement something according to policy in the most effective and efficient manner.

(a) 10% of the final mark is allocated to informal, small assessments used by lecturers and students to assess student progress during the module (Integrated Curriculum Engagement – ICE).

(b) 50% of the final mark (the balance of the formative mark) comes from formal assessments and students are normally able to include their best marks into the final mark calculation.

(5) Summative assessments normally make up 40% of the final mark (see below).

8   Integrated Curriculum Engagement tasks

(1) Integrated Curriculum Engagement tasks (ICE) are an integral part of the assessment and teaching and learning strategy of NewBridge Graduate Institute.

(2) ICE tasks give expression to the belief that a student who is fully engaged with the curriculum throughout a module process will be better prepared to demonstrate competence.

(3) They are thus low stake, frequent and low volume additional activities designed by lecturers and made available throughout the module.

(4) ICE tasks enable the student and the lecturer to measure progress and understanding before more formal assessments are undertaken.

(5) Lecturers base these activities/ assessments on responsive engagement with their students and their learning journeys so that they can be opportunities for the lecturer and students to monitor and improve engagement and performance.

(6) Some activities are set by the module lead when designing the curriculum while others are individual to the class.

(7) They are a combination of in class, online, practical, including presentations, or written activities.

(8) The 10% contribution from ICE to the module mark within the CASS mark is made up of the three best marks attained by a student from a minimum of four ICE tasks.

(9) Where appropriate more than four activities, but usually not more than six, can be set up and assessed for this purpose.

9   Number of Assessments

(1) There is normally more than one formative assessment opportunity in a module so that students have an opportunity to improve their performance and so that the best results from formative assessments contribute to the final mark to fairly reflect improved performance over the course of a module.

(2) There is a summative assessment in each module that is appropriately aligned with the overall purpose of the qualification and module and is a fair and equitable opportunity to demonstrate mastery and independent work.

(3) The number of assessments is determined by the credit value and module purposes in the context of the qualification purpose.

(4) Each programme / qualification has its own strategy, within these parameters, determined by credit value, NQF level of module, module purpose and qualification purpose and Exit Level Outcomes.

Figure 11 or practical modules – standard structure.

Credit Value	Number of Formatives	The best X marks count	Number of summative assessments
Up to 20	3	2	1
21 or more	4	3	1

Figure 2: Mixed theory and practical modules – standard structure.

Credit value	Number of Formatives		Mark (the best marks count)	Number of summative assessments	
	Theory	Practical		Theory	Practical
0 to 20	1	2	2	1	1
21 +	2	2	3	1	1

10 Assessment Purposes

10.1 Formative assessment

(1) NGI includes the results of formative assessment in a final evaluation of student competence but provides opportunities for only the inclusion of the best results achieved.

(2) Constructive, actionable feedback ensures that formative assessment focuses on development of student competence.

(3) This focus on development is achieved by:

(a) Multiple opportunities for formative assessment, only the best of which count towards the module result.

(b) Varied strategies and methods.

(c) Constructive, actionable feedback quickly given.

(d) Varying levels of formality.

(4) Formative assessment has the following characteristics:

(a) It is ongoing (including ICE) so that the student gets frequent and timeous feedback on adjustments needed.

(b) Lecturers use it to make instructional adjustments before the summative assessment.

(c) It is student centred as it empowers the student to improve their performance.

(d) It uses varied methods to improve learning and cater to different styles and abilities.

(e) In the case of occupational qualifications, it also enables decisions about the readiness of students to do a summative assessment.

10.2 Summative assessment

(1) Summative assessment evaluates student learning, skill acquisition, and overall achievement at the end of a teaching/learning period.

(2) Summative assessment has the following characteristics:

  (a) Comprehensive in that all outcomes are normally assessed.

  (b) Evaluative in that it results in a final decision about competence.

  (c) Individual in that the assessed competence must be the student's own.

  (d) High stakes as if a student does not demonstrate competence they may fail.

  (e) Less frequent than formative assessment.

  (f) Less feedback to the student other than a grade or other declaration of competence.

(3) The method of summative assessment must have all the above characteristics and must be fair and reliable and appropriate for the module and qualification purpose.

(4) Summative assessments are often, but not always, completed under examination conditions partly to ensure that what is being assessed is the student's own work. Where the module does not lend itself to a summative under examination conditions other mechanisms (such as presentations) must be included to help validate the originality of submitted work.

11 Assessment Types

11.1 Range

(1) The strategy for a module and qualification must include a range of assessment types to enable diverse students to excel and to ensure that the widest range possible of knowledge integration and presentation strategies are mastered by each student.

11.2 (Practical) Task

(1) A task is a small/ limited scope activity that is normally part of another assessment.

(2) Several tasks can be grouped together to provide a single formative or summative assessment result.

(3) Activities required in work integrated learning or other practical requirements are often divided into tasks and must be recorded in a logbook or other summary document.

(4) These are normally formative but can be part of a summative project or portfolio.

11.3 Assignment

(1) This is an independent assessment that is normally formative.

(2) It should normally require no more than 10 student hours of work to complete.

(3) An assignment always has a theoretical component and normally also has a requirement for a student to explain or justify a position or decision and it may also have an opportunity to demonstrate competence in the practical application of theory.

(4) Examples included essays and responses to case studies or a practical application with a rationale/ justification.

(5) Mark allocation is normally 100 marks.

11.4 Logbooks

(1) A logbook is a summary of hours completed that includes a description of what was done in those hours.

(2) The tasks done in the required hours are linked to the outcomes for the module.

(3) Where it is necessary to assess the competence or performance associated with a task recorded in a logbook separate provision is made for the demonstration and assessment of that competence in the form of a task or report or other form of evidence that can be evaluated.

11.5 Portfolio of Evidence

(1) A portfolio of evidence is a curated collection of other pieces of work. (In this context, curated means that the pieces of evidence are organised and presented in a specific required sequence and format and there is normally a summary document detailing how the presentation shows that the student has mastered the outcomes.)

(2) It enables students to provide evidence of mastery across a set of outcomes that are related although each piece of work may be independent.

(3) It differs from a project in that the pieces of work may be independent of each other and only connected by the module outcomes whereas in a project all the pieces of work are connected to each other explicitly.

(4) A portfolio is normally summative.

11.6 Practical Examination

(1) This is a summative assessment completed under the supervision of an invigilator in person or digitally.

(2) There is normally a mark allocation of 2 minutes per mark, and the overall time does not normally exceed four hours.

(3) The examiner must scope the activity to enable reasonable student achievement of the outcomes.

11.7 Practical Test

(1) This is also a formative assessment completed under supervision of an invigilator.

(2) These are normally no longer than two hours in duration.

(3) The mark allocation should be 120 marks for coherence with a mark a minute time planning.

11.8 Presentation

(4) These can be in person or recorded.

(5) They are designed to assess understanding of content/ concepts, presentation skills and technical mastery or a combination of these.

11.9 Project

(6) Independent assignments which are practical are normally referred to as a project.

(7) Practical work must be supported with a theoretical component and/or a rationale – it is imperative that students are required to explain and justify their work and not just execute tasks. The examiner must ask specific questions to enable this.

(8) The mark allocation is normally 100 marks.

(9) A project can be made up of smaller tasks that are submitted in advance of the final project and on which feedback is then given.

(10) The total time allocation is normally ten hours or less including all the tasks unless the project is the summative assessment for a module in which case it should not require more than 20 hours in total.

11.10 Report

(1) A report is a written account, sometimes supported with a verbal presentation, of something that a student has observed, done, or investigated.

(2) A report must therefore describe what was done or observed.

(3) It must include a section in which the student is required (normally with the aid of guiding questions) to analyse and make sense of what they have observed or done and link it to theory.

(4) Students must also reflect in a report on how well they carried out the observation or action and what could be done differently or better in the future.

(5) A report must link what was done to the theory/ content taught.

(6) A report is one of the ways that a task or activity recorded in a logbook can be explicitly linked to learning.

11.11 Theoretical Examination

(1) A summative assessment completed under supervision of an invigilator (in person or digital).

(2) An examination is normally allocated 120 marks and completed in two hours.

(3) As with the test, either the time or mark allocation or a combination can be extended where calculations or application are required if there is a clear ratio between time and marks to assist student time planning.

(4) Where case studies are included reading time is normally added.

11.12 Theoretical Test

(1) Formative assessment written under supervision of an invigilator (human or digital) that tests a section of work best assessed under time pressure.

(2) Tests can be closed book where students do not have access to any resources not provided with the test paper or open book where they have access to their textbooks and/or online resources and/or the internet. The decision about what resources students have access to is dependent on the purpose of the assessment.

(3) Normally a test is no longer than one hour in duration and normally with a mark allocation of 60. This is to ensure that:

    (a) Students can plan the time they spend on each question (one mark per minute)

    (b) Examiners and moderators allocate marks fairly and in relation to effort required.

(4) Where a case study needs to be read in advance of questions being answered, reading time is normally added and may not normally exceed 15 minutes.

(5) Where time is required to complete calculations or carry out some other form of application the mark following adjustments can be made depending on the nature of the assessment:

    (a) Extend time to 90 minutes and keep the allocation one mark per minute.

    (b) Reduce the number of tasks and keep mark and time to 60 minutes/ marks.

12 Assessment Instrument Design

12.1 Assessment strategy and constructive alignment

(1) Assessment standards and expectations must be explicitly shared with students and lecturers. This is only possible if the design of each instrument is constructively aligned with the module and the qualification.

(2) Each qualification thus has an assessment strategy which is the way in which assessment is being structured to ensure that the qualification/ programme purpose is achieved.

(3) Within that strategy each module has an assessment strategy.

(4) Both strategies are explicit and demonstrate, before each instrument is designed, that:

    (a) All outcomes are covered.

    (b) There is coherence between the assessments.

    (c) There is diversity in the approaches taken.

    (d) The level and complexity remain constructively aligned.

(5) Assessment instrument design is therefore explicitly framed by:

    (a) Qualification purpose and outcomes

    (b) Module purpose and outcomes in the context of the above

    (c) Level of module and associated level descriptors

    (d) Critical cross field outcomes and cognitive skills

    (e) Type of assessment (formative or summative; formal or informal)

    (f) Assessment purpose in the context of the module

    (g) Type of assessment (test or project as examples)

    (h) Invigilation method (reducing opportunities for cheating for instance when The Invigilator App is being used)

12.2 Assessment type variety

(6) Each module and programme must offer a range of assessment types to ensure that different students are accommodated, and different skills are demonstrated. This requires:

    (a) A balance between open and closed book assessments so that recall is balanced with the ability to source and organise information.

(b) Question types that are responsive to the context of the assessment (inter alia hand in, invigilated in person or with technology).

(c) Integration of critical cross field outcomes including research, information organisation, presentation, collaboration.

(d) Minimal use of selection questions such as multiple choice or match the columns where language proficiency disproportionately influences the ability to answer a question.

(e) Cultural and social inclusiveness, neutrality, and appropriateness.

(f) Accessible language and carefully managed use of jargon.

(g) Avoidance of interdependent questions where failure to master one question will result in inability to demonstrate competence on others.

(h) The provision of information that assists students to demonstrate competency and avoids hurdles that are not necessary. For example, provision of formulae sheets or diagrams or limiting the use of jargon.

(i) Varied question lengths and types.

12.3 Instrument and rubric/ memorandum design.

(1) Within the programme/ qualification and module strategy the design of each instrument must meet the following standards:

(a) Instruments must be fit for purpose in that they are aligned with the kind of knowledge in the programme/ qualification.

(b) Instruments must enable a valid and reliable and authentic measure of achievement of outcomes.

(c) Instruments must cater for diverse student needs and be accessible to all.

(d) Instruments must be inclusive.

(e) Instruments must include explicit statements of performance standards required in the form of either a memorandum or rubric.

(f) Instruments must be moderated by another subject matter expert who will be teaching the module before being copy edited.

(g) Instruments must be aligned with the cognitive complexity level of the module.

(h) At least three instruments must be developed for each summative assessment – one is to be used for the first sitting, one for the supplementary sitting and a third for any other eventuality including special exams. These must be developed as a set and then compared to each other to ensure equity of demand/ challenge and quality.

(2) Rubrics where appropriate are preferred over memoranda as they make the requirements explicit to students. In the absence of a rubric another method for making requirements explicit is required.

(3) The rubric or memorandum that supports the instrument must be:

(a) Developed at the same time as the instrument.

(b) Sufficiently specific to ensure equity of outcome for students at different sites/ enable reliable marking.

(c) Accommodating of a full range of valid answers.

12.4 Assessment design to support integrity and academic literacy.

(1) Recall is an insufficient measure of competence and mastery. All instruments must limit the inclusion of questions that rely only on recall.

(2) Academic literacy including the accessing, organisation, and presentation of information from sources other than prescribed reading, must be included and supported. Aligning this academic literacy with strategies that support integrity includes:

    (a) Stipulated requirements related to the type and number of additional resources to be consulted.

    (b) Limiting the resources used to those that can be sourced in or through NGI paid for or open access curated collections OR those for which full text access references can be provided by students.

    (c) Referencing and citation requirements.

    (d) Similarity reports.

(3) AI is ubiquitous and its responsible and appropriate use must be incorporated into assessments along with clarity on any restrictions related to its use. In particular:

    (a) Questions must be set that reduce or counter the risk of cheating in that they require authentic responses and reference to particular contexts.

    (b) Simple recall or "look up" questions where AI is easily used should be avoided.

    (c) Where AI is permitted or encouraged it must be made explicit that the AI tool (and version), prompts and output of the prompts must be provided by the student.

(4) The context of the assessment must be catered for. This includes:

    (a) If digital invigilation/ The Invigilator App is used or can be used, attention must be given to designing questions that are not easily answered using AI or similar tools used to undermine assessment integrity.

    (b) The same caution is required when setting hand in assignments that are dependent only on fact repetition and limited application as these are also easy to undermine as valid and reliable measures of student knowledge when AI is used.

13 Standard Assessment Process

(1) The outcomes, purpose, and assessment criteria for the work to be assessed need to be made explicit and shared with the student.

(2) The assessment approach is selected based on the explicit outcomes.

(3) The student is informed of the outcomes, assessment activities and any rules and procedures performance standards, type, and amount of evidence they must provide,

(4) The assessment process and rules and the method to lodge a dispute or appeal an outcome are shared with students.

(5) The assessor/ examiner/ module lead designs an instrument (and rubric or memorandum) that is loyal to the above.

(6) The instrument is moderated and edited prior to administration.

(7) Once administered the evidence is marked.

(8) For formative assessments actionable feedback is provided to the student.

(9) If it is an occupational qualification, reassessment opportunities are provided.

(10) The multiple formative assessments in higher education modules ensure that students who are not successful in one formative assessment are still able to succeed in a module.

(11) Internal moderation is done of the marking of a sample of answer scripts for new lecturers in all qualifications and a sample of all scripts for occupational qualifications.

(12) External moderation is done as per the requirement of the quality assurance body concerned.

14 Multiple Opportunities to Succeed.

(1) An opportunity for improvement and recovery must be provided particularly in formative assessment.

(2) NGI ensures that the outcome of a single assessment will not determine student success in a module on its own by offering more than one opportunity on an individual assessment or more than one assessment depending on the qualification type and purpose.

(3) In occupational qualifications students who fail to achieve a required competence in any assessment can normally repeat an assessment up to twice (2) after they have received feedback. This is called reassessment in this content.

(4) In higher education, the mark structure provides opportunities for students to succeed even if one assessment is not successfully completed. This is either because there are multiple assessment points or a "best of" contribution to the result of a student.

(5) In higher education, for some assessments (normally summative) an additional assessment opportunity (called a supplementary assessment) is possible if students achieve a particular threshold result currently set at 35% but do not pass the assessment.

(6) When a student (higher education) has only one module left to graduate and it is a module they have previously attempted, a final summative assessment is provided (special examination). If the student passes the assessment, they are awarded the module and can graduate.

(7) Where a curriculum in a module has been changed, or a module or qualification is being phased out additional assessment opportunities may be provided.

15 Reassessment Due To Institutional Error

(1) When institutional processes/ people have failed to protect or provide an assessment at the required level students can be given another assessment opportunity in a module or on a campus or across the institution after the CAO, Registrar, Manager of Academic Development and Student Support have assessed the failure.

(2) If an assessment must be repeated for a student or group of students or campus or nationally a student-centred approach is taken in consultation with the Head of School. This means that the reassessment is either:

(a) The same or similar assessment under similar circumstances.

(b) A new assessment.

(c) Waiving of the contribution of an assessment or part of it.

(d) Allowing students to substitute another assessment result for the compromised assessment.

16 Marking Times and Processes

16.1 Equity in marking/ markers' meetings

(1) The memorandum must be provided to markers on the day the assessment is written or the day before using a secure method.

(2) In the case of invigilated assessments, the module lead or examiner should convene a meeting with the markers on the day of the assessment to speak through the standards required and settle queries on the memorandum or rubric.

(3) For submitted assessments the discussion of the criteria for awarding marks cannot take place later than the submission date but may be earlier.

(4) Markers are bound by the rubric/ memorandum and any subsequent information from the module lead.

(5) The module lead is required to respond to queries on the rubric or memorandum within half a working day of receiving the queries.

(6) Any queries and responses given must be immediately shared with all markers.

16.2 Marking times

(1) The amount of time allocated to marking begins when papers are released to the lecturers – this may be a day or more after the assessment is written if an analysis is being done of potential breaches identified.

(2) Lecturers and moderators are required to keep to the times so that there is no delay with the release of student results.

(3) Marking is normally to be completed within three working days of the assessment being submitted or written or released for marking except where:

   (a) A lecturer has more than one module to mark in the same overlapping three days in which case the first module must be completed within three days and the second or subsequent modules within five days.

   (b) The class size exceeds 60 students, in which case four days are given up to and including 100 students after which five days are given.

Figure 3 Days for marking and moderation.

	Formative		Summative	
	Invigilated	Submitted	Invigilated	Submitted
Standard Marking [3]	3 days	7 days	5 days	5 days

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[3] Marking days start the day after the scripts are released for marking, moderation the day after the scripts released for moderation and so on. Missing deadlines therefore has a knock-on effect.

Internally moderation[4]	1 day	+1 day	1 day	1 day
External Moderation for standard assessments			2 days	2 days
External moderation for research projects or portfolios of evidence			3 days	3 days
Marking time for groups larger than 60	+1 day	+1 day	+1 day	+1 day

16.3   Marking conventions

(1) On formative assessments the reason for the mark allocated (per question) must be provided to the student in such a manner that the feedback can be used to improve performance.

(2) On summative and formative assessments markers must indicate marks allocated for each part of a question and check addition.

(3) It is the markers responsibility to transfer detail to the front of the script and confirm marks before capturing them.

16.4   Online marking

(1) When a script is submitted online it must be marked online.[5]

(2) The copy saved must be the one that has the marker marks and comments on it.

(3) Summative scripts should not be released to students and must remain hidden on myNGI.

17 Feedback

(1) For all work that is to be returned to students, actionable feedback must be included with the marks allocated.

(2) Actionable feedback is specific and details what can be done to improve performance and how this can be done.

(3) Rubrics significantly simplify this process and are thus encouraged.

18 Result Capturing, Approval and Release

18.1   Result capturing and approval

(1) Results capturing is completed as per the secure process, checked, validated, and then released.

(2) Results must be captured correctly on the system by the end of the working day after the days above.

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[4] Normally only new lecturer marking
[5] Printing should be avoided as much as possible for environmental impact reasons

(3) For ICE activities the lecturers capture and approve marks on EMC as they are completed.

(4) For formative and summative assessments results are captured by the lecturer who marked the assessments on EMC.

(5) The module lead must track adherence to deadlines and accuracy.

(6) Once all marks are captured after internal and/or external moderation, the module lead approves the marks on EMC for all campuses.

(7) Condonement happens automatically at this stage as follows:

    (a) Where the CASS mark is 38% or 39% it will be condoned to 40% to give the student admission to the summative assessment.

    (b) Where the result for a summative assessment is 34% it is condoned to 35% to give access to the supplementary assessment.

    (c) Where the final combined mark is 48% or 49% it is condoned to 50% so that the student passes the module.

(8) Approving of marks by the module lead on EMC enables the marks to be visible to students on the student portal.

(9) Students can view their marks, query them, and appeal the result in five workings days after results have been released on the student portal.

(10) The programme manager is required to review the results per module and when they are satisfied that the results are up and complete the programme manager approves all of the modules for that programme.

(11) Where the Programme Manager note that a result need amendment (after an appeal) this is escalated to the Head of School and approved by the MADSS and enacted by the Head of School.

(12) The system manager approves the release of statements onto the student portal on the due date and after confirmation from the Heads of School that they are ready for release.

18.2   Result Release to students

(1) One week before the start of the examinations, eligibility for admission to the summative assessment is released on the student portal by the Systems Manager.

(2) Result statements after each summative period are released three weeks after the final summative or on the date as advertised.

(3) The result statements (final) are released normally in July for semester one modules and normally in December for semester two and year modules.

(4) A final result statement for the full year is released after the special and supplementary examinations in February of the next academic year.

(5) Transcripts are only released after graduation eligibility has been confirmed and students have been confirmed as graduated on the system.

(6) Qualification completion letters can be released prior to the release of transcripts after eligibility has been confirmed.

19 Internal Moderation

19.1 Roles

(1) The internal moderator, who must be a lecturer on the subject concerned, moderates the subject/ module guides, subject/ module learning materials/ manuals and assessments to assure their quality.

(2) It is intended that the module lead and moderator agree. Opinions, feedback, differences, and opinions are discussed to a point of agreement in the best interest of the module and the students. Where this does not happen, the PM becomes the intermediary.

(3) The module lead and the moderator collaborate on the assessment planning. They must agree on the assessment structure before the assessment instrument development starts.

(4) The internal moderation report is completed and signed by the internal moderator and returned to the examiner with the moderated assessment paper and memorandum.

(5) If the examiner agrees with the moderator, the paper is finalized and submitted for editing, printing, or distribution.

(6) If the examiner is not in agreement, the examiner and moderator should discuss the issues and if they are unable to agree should involve the programme manager.

(7) The examiner is responsible for attending to feedback from the editors and will consult with the moderator as needed.

(8) The examiner is responsible for checking that the finalised assessment is as expected and required.

19.2 Scope of internal moderation relative to assessment instrument

(1) The moderator checks the instrument for:
   (a) Adherence to the strategy and policy requirements.
   (b) Adherence to the planning document and the mark structure.
   (c) Alignment with the outcomes and correct content coverage.
   (d) Reasonableness of the expectations given the time allocated.
   (e) Level relation to the NQF level of the module.
   (f) Mark allocation including questions and associated calculations.
   (g) Language and grammar.
   (h) Clarity and fairness.
   (i) Reasonable coverage of the curriculum or part of the curriculum.

(2) In addition, the moderator must confirm that the memorandum or rubric is coherent and aligned with the instrument in a manner that it can be applied equitably and reliably across different sites.

19.3 Post marking internal moderation.

(1) The marking of 10% of the scripts of one formative and one summative per module of new lecturers must be moderated in their first semester by a peer and this must be done prior to the results being captured. This must be done on the first marking day before the rest of the marking is completed. The internal moderator is given an additional day for their own marking.

(2) The Module Lead and Module Moderator must review the submitted module marks within three days of them being submitted and where there are significant differences in averages between sites (more

than 8% if the class sizes are 35 or less; or more than 5% if the classes are 36 students and more) the module lead must call for a sample of summative scripts to moderate or convene a formative assessment meeting to determine reasons.

(3) A recommendation is made to the PM for action to attend to the outcomes of the above.

(4) This internal moderation may not take more than two days.

20 External Moderation

(1) An external moderator, who is qualified to teach on the qualification, and is independent of NewBridge Graduate Institute for at least two years, must be appointed for the exit-level subjects in three-year qualifications and the full qualification in shorter qualifications.

(2) The period of appointment is three years.

(3) The programme manager, in consultation with the module lead, is responsible for the appointment after receiving approval from the Head of School.

(4) The external moderator works only on summative assessments.

(5) The external moderators sign an agreement to provide moderation services and are paid after invoicing NGI once the work is completed.

(6) Exit level modules are those modules that are at the exit level of the qualification, and this principle is applied as follows:

    (a) Higher Certificate modules are externally moderated every three years on a rotational basis. At least 40 credits of modules must be externally moderated each year.

    (b) Diploma modules at Level 6 that are offered in the third year of the curriculum are externally moderated.

    (c) Degree modules at Level 7 or 8 are externally moderated.

(7) Each year the list of moderators, their qualifications, and the year in which they were first appointed must be signed by the Registrar and submitted to the Academic Board.

(8) External Moderator responsibilities and process:

    (a) The external moderator will moderate the summative / examination paper and memorandum considering the outcomes, learning material and the completed grid from the examiner and internal moderator.

    (b) The module lead provides the outcomes and module guide to the external moderator.

    (c) The external moderator returns the external moderator report, the moderated examination paper and memorandum to the examiner.

    (d) The module lead makes amendments as suggested by the external moderator.

    (e) The module lead finalises the examination paper. If the module lead does not agree with the recommendations, they consult with the internal moderator and the programme manager before finalising the paper.

    (f) The module lead compiles the pack for the external moderator which must include a minimum of 5 scripts per campus (or three scripts per marker on that campus if there is more than one marker involved) or 10% of the scripts whichever is the greatest and the sample includes both the highest and lowest marks.

    (g) The module lead ensures that the external moderator receives the answer scripts.

(h) The external moderator is responsible for moderating the provided scripts and verifying the correctness of marking done by the marker. Where inconsistency is found with marking, the external moderator will indicate it on the answer script moderation report.

(i) If the average of the moderated answer scripts is 3% or more but less than 8% higher or lower than the originally submitted results, all answer scripts are amended with the average percentage, either downward or upward.

(j) If the difference is 8% or more the papers for the full group (or the campus of concern if one has been identified) are remarked by another lecturer or the examiner.

(9) In the case of Further Education and Training programmes that are certified by a SETA or the QCTO, external moderators are appointed by the certifying body and moderate in accordance with the guidelines prescribed by the appropriate SETA or QCTO

21 Assessment Schedules

(1) Assessment schedules are released at the start of the year in the NGI calendar. Students are required to adhere to them.

(2) Specific dates for invigilated assessments and summative assessments are released on assessment timetables and should be released to students and campuses at least 15 working days before the assessment period starts.

(3) The timetable indicates what type of assessment and students must make suitable arrangements accordingly.

(a) On campus invigilated assessments

(b) On app invigilated assessments (can also be done on campus but if done on campus are still also done using The Invigilator App).

(c) Physical submissions

(d) Digital submissions on myNGI

22 Appeals and Disputes.

22.1 Principles and process

(1) NGI provides an appeal process for students to contest decisions that affect them. These include where a student appeals the following:

a) alleging an unfair assessment process,

b) a missed assessment, an assessment result (mark),

c) technical issues for submitting assessments,

d) requesting a remark on your summative assessment,

e) requesting to view your marked summative assessment or

f) the outcome of a disciplinary hearing.

22.2 The Appeals Process

(1) Students have five working days to appeal a decision by e-mailing appeals@ngi.ac.za and completing the Form which will be returned to them by autoreply.

(2) Students must provide all information accurately.

(3) Where applicable to the appeal, evidence supporting the appeal must be submitted by uploading it.

(4) An outcome of the appeal will normally be communicated within five days after submitting the appeal. We will respond the outcome to the **NGI student email address.**

22.3 Formative assessments

(1) A student may ask to discuss their marked formative work with a lecturer within five days of receiving the marked work. The lecturer needs to explain their marking. If the lecturer agrees that the mark should be adjusted the lecturer is required to engage with the module lead (or if they are the module lead with the programme manager) on making the adjustment. The details of adjustments made (or declined) should be added as a note to the student record on EMC.

(2) If the lecturer does not agree an adjustment is needed the student can apply for a re-mark to appeals@ngi.ac.za within 5 days of meeting the lecturer, explaining the reason for the appeal. The PM then appoints another marker, and that second markers mark is final – even if the new outcome is a failure mark.

(3) Due to the developmental role of feedback on formative assessments no student will be given a re-mark unless they have already met with the lecturer and are not satisfied with the outcome.

22.4 Summative assessments

(1) In the case of a summative assessment the student may, within five working days of the results' report being released on the student portal, request to see the assessment under supervision of the programme manager or coordinator. The student may not make copies of the script.

(2) Any student may appeal their summative assessment results within five days to appeals@ngi.ac.za indicating the reason for their appeal.

(3) The period of five days is counted from:

(a) when the summative assessment result report has been released on the student portal.

(b) For students who have not had access to the portal due to fees being outstanding, the 5 days apply from when their fees are paid if the fees are paid before the start of the next academic year.

(c) For an appeal after a student has viewed the script, give days from the day a student met with a lecturer to view the script.

(4) The MADSS office sends the dispute/appeal to the programme manager who must arrange for the work to be re-marked within 5 days by another lecturer on the programme/module. This re-marking must be completed within 2 working days, and a reason must be provided for changes to the original mark.

(5) The programme manager considers the mark awarded by the second marker and proceeds as follows:

(a) If the programme manager and the first marker disagree with the second marker, the Head of School selects a third marker who has no more than two days to evaluate the marking of both the first and second marker and determine which mark should stand or if the work should be marked again. They will then mark the work again. The mark of the third marker will then normally stand as the new student mark and feedback is given to both the first and second marker.

(b) If the mark is 5% or more higher or lower than the mark originally awarded to the student (even if it changes the mark from a pass to fail or a fail to a pass) and the first marker agrees with the change the change is applied (up or down).

(c) If the mark is less than 5% different from the original mark but results in a student passing who had failed, the mark is adjusted.

(d) If the mark is less than 5% different and results in a student failing the original mark will stand.

(6) If a student alleges discrimination the Manager for Academic Development and Student Support will appoint a second or third examiner as needed.

(7) If the allegation of discrimination is supported by the remarking process, then a staff disciplinary process is followed.

(8) A record of the dispute is lodged with the Manager for Academic Development and Student Support.

(9) Decisions taken at the end of this process are final.

23 Assessment Concessions

(1) Students with a particular learning need that makes adherence to standard assessment processes problematic should apply for concessions to assessment rules and approaches.

(2) For assessments completed under invigilated conditions these concessions could include additional reading time, additional writing time, a scribe or a reader or a combination of these.

(3) For assessments that are submitted the concessions could include individual sessions explaining assessment requirements and the provision of voice notes for verbal instructions, extended deadlines, alternative submission forms, use of speech to text or similar software, feedback on drafts of work.

(4) Students who require concessions:
   a. Student emails studentsupport@ngi.ac.za.
   b. The application form is provided to the student and the completed application form with supporting documentation emailed to academichub@ngi.ac.za.
   c. The Academic Hub Administrator (AHA) reviews the application and consults with the MADSS if the requirement is unusual.
   d. Approval letter is sent to the student or request for additional information and then an approval.
   e. AHA updates the consolidated concession list.
   f. Campus management processes by notifying PC's and lecturers and ensures relevant arrangements are in place to accommodate the concession.
   g. AHA updates student information on SIMS (EMC).
   h. Student Support Administrator ensures concessions are processed on The Invigilator App.

24 Student Progression Requirements (Passing and Repeating Modules)

24.1 Access to summative assessments (CASS rules)

(1) A mark of 40% is required for CASS to allow admission into the first attempt at a summative assessment.

(2) Depending on the credit value and assessment structure this is either a weighted average of the assessment marks or a combination of the ICE contribution and the best results of the formative assessments.

(3) Where a student misses or does not submit on time an assessment that forms part of CASS, and the module rules allows for only some of the formative assessment results to contribute to the CASS the missed assessment does not need to be caught up, but a student is at risk of failing the module if they then do not achieve required results in other parts of the CASS assessment structure.

(4) As such in these modules students will not normally be permitted to do replacement assessments or hand in work late.

(5) Where extensions or replacement assessments are possible, they can only be awarded in terms of the institutional rules in the assessment policy.

24.2 Passing modules

(1) To pass a module a student must achieve 50% for that module.

(2) If a module is a mixed (both practical and theoretical) it is necessary for the student to pass both parts of the module.

(3) To qualify for admission to the summative assessment a student must have achieved 40% for the CASS or for that part of the CASS that relates to a component that is a pass requirement as per the point above.

(4) To qualify for a supplementary summative assessment a student must achieve 35% in the summative assessment.

(5) A student who achieves 35% or more and who has passed the module in the form of having achieved 50% for the module is not required to write the supplementary summative assessment.

(6) A student who achieves less than 35% for the summative assessment will not pass the module even if their final mark is 50%. This is shown as fail sub minimum on the results of the student.

25 Repeat Modules and Course Load.

(1) A student must pass all credit bearing modules to graduate.

(2) A student may repeat any module they have failed and will normally be able to do so by only paying the administrative fee for the first repeat attempt.

    (a) A student is not normally expected to attend lectures for a first-time repeat module but may do so if they wish to and their timetable allows.

    (b) A student must complete all assessments in any module they are repeating as they will be fully registered for the module.

(c) A student may not register for more than 180 credits each year – inclusive of repeat modules.

(d) While a student may be permitted to engage with their Work Integrated Learning off site while also repeating modules it is not recommended that they do this – students may only do their first repeat attempt of a module while on WIL but if they are repeating for the second time will normally need to suspend or delay their WIL until the module is completed.

26 Prerequisite Modules and Progression Impact.

(1) A pass in a module may only be a prerequisite for progress into a subsequent connected module if the module examiners concerned, and their programme manager, have demonstrated why success in the preceding module is a necessary condition for progression.

(2) Failing that, a student may be permitted to register simultaneously for a subsequent module and a repeated one.

(3) There will not normally be more than one module that has to be completed as a prerequisite for any other module.

27 Supplementary Re-examination

27.1 Summative assessments under examination conditions.

(1) A student may write a supplementary examination or assessment if they achieve at least 35% for the first attempt.

(2) The supplementary assessment has a 50% cap which then replaces the mark for the module. The CASS mark is not taken into consideration.

27.2 Resubmissions for submitted summative assessments.

(1) If a student achieves 35% for a submitted summative assessment (such as a portfolio of evidence or project) which was originally submitted on time, they may be permitted to resubmit the work within 72 hours of the results being available.

(2) The mark for the resubmission will be capped at 50% and will replace the overall module mark. This means that the CASS mark is not taken into consideration.

28 Missed Assessments.

28.1 Missed summative assessments.

(1) A student that misses a summative assessment or fails to submit a summative assessment on time must, within 24 hours, submit evidence of one of the following to the Programme Coordinator, Vice Principal Academic Operations and the MADSS at studentsupport@ngi.ac.za to be considered for a concession:

(a) Illness for which they have a medical certificate from a registered professional indicating that they are not fit to take the examination.

(b) The serious illness or death of a close family member for which they have provided a copy of the death certificate or other appropriate evidence.

(c) Another circumstance, supported by an affidavit signed in the presence of a police officer or other commissioner of oaths, indicating that it was impossible for the student to attend the assessment and giving reasons.

(2) The MADSS will then decide one of the following:

(a) Allow the student to write the supplementary assessment as their only summative assessment attempt.

(b) Permit up to 72 additional hours to submit the assessment.

(c) Request more information before deciding particularly for a student who has previously made an application for a concession.

(d) Refuse the concession and a mark of 0% will be entered.

28.2 Missed formative assessments.

(1) The mark structure for each module means that if a student attempts all formative assessments their lowest mark will not be included in their result calculation. This also means that students can miss one assessment in a module and still pass – they are however taking on the risk of failing if they do miss one assessment and then fail another one or are unable to do another one as they are ill.

(2) For the avoidance of doubt, students are expected to do all assessments and if they do not, they take on the risk of not passing. The flexible mark structure is designed to manage those situations in which a student is unable to complete one formative assessment and there is thus no standard provision in the policy for any formative assessment attempts other than those in the mark structure.

(3) If a student does not successfully complete and submit a formative assessment in the prescribed format, at the prescribed time in the prescribed place they will have missed the assessment opportunity and a mark of 0% will be entered.

(4) Lecturers are not empowered to give students extensions on submission deadlines or to accept assessments in any alternative way.

29 Record Keeping

(1) Marks must be entered into the student information system by the marker within two working days of the marking process being complete.

(2) Summative assessments must not be returned to students and must be retained by the campus/ institutions for five years.

(3) Formative assessments are returned to students.

(4) Copies of assessment instruments and memoranda must be kept indefinitely.

30 Requirements for Submitted Assessments.

(1) All requirements (technical, academic, and ethical) must be met.

(2) Only permitted collaboration is acceptable.

(3) Where submission through a similarity checker or any other technological process is required, compliance is not optional and failure to comply may result in the work not being assessed.

(4) Any concerns about the validity, originality or other compliance of the work submitted will be investigated and could result in disciplinary action and/or the requirement for re-assessment in whole or in part.

(5) Compliance is required with rules related to referencing and use of resources is required including the correct referencing convention, disclosure of AI prompts used if any, provision of access to original sources and use of NGI approved resources such as those in our libraries/ digital library.

(6) Deadlines must be met.

(1) The provisions of the Intellectual Integrity and Anti Plagiarism Policy (NGI 003) apply and no submitted work that is not supported by an appropriate originality declaration, reference list and citations will be assessed.

(2) Where required, assessments must be submitted through the similarity checking tool.

(3) Normally work is electronically submitted, marked, and returned to reduce the use of paper.

(4) Assignments must be word processed, in Arial 11 or 12 font and 1.5 line spacing.

31 Academic Integrity and Assessment Rules

31.1 Academic Integrity

(1) The "Intellectual Integrity and Anti Plagiarism Policy" (NGI 003) frames the requirements for acting with impeccable integrity in academic work including assessment. The two policies work together to set the parameters accordingly.

(2) All students and graduates have the right to have the validity, reliability and credibility of their qualifications protected and a key way that this is done is through managing the integrity of certification which is the ultimate outcome of learning, teaching, and assessment.

(3) As such the approach to a lack of integrity in student work is strict and unequivocal. Any lack of integrity including cheating, plagiarism, inappropriate use of AI or other attempts to bypass accurate assessment of knowledge and skills will be viewed as a risk to the overall credibility of the qualifications and will not be tolerated.

(4) As such in a situation of doubt, such as caused by developments in AI, individuals or groups of students may be precluded from some assessment arrangements in an effort to confirm that the product of work they are producing authentically represents their mastery. This preclusion is not an assumption of guilt but is instead the only viable method in the face of rapidly evolving sophistication of tools that can be used to cheat to protect the integrity of the assessments. For the avoidance of doubt, this means that sometimes students will not be permitted to write assessments using digital invigilation off campus and/or will have their work submitted for additional scrutiny using further tools and/or additional human evaluation because of risk rather than because of established guilt.

(5) Students are expected to master and adhere to all rules and conventions that enable fair and accurate assessment of their knowledge and skills (overall competence) and to seek support when such mastery is compromised.

(6) Staff are in turn expected to model, teach, and support the development of all the necessary skills for ensuring that students are only rewarded for knowledge and skills they have actually gained.

31.2   Assessment rules, academic integrity, and cheating

(1) Assessments, unless otherwise stipulated, are intended to provide insights into the learning needs and progress (formative) and summative competence of individual students. Normally, this requires independent work unless stipulated otherwise.

(2) Any form of collusion, dishonesty, inappropriate use of the assistance of other people or technology (such as AI) or any conduct that could be seen as undermining the institutional ability to assess the knowledge and competence of the student fairly and accurately will result in disciplinary action and may result in expulsion.

(3) For the avoidance of doubt, any activity that has as its purpose, an effort to get assistance in any form, where assistance is not explicitly permitted in that manner, is cheating and may result in expulsion.

(4) By attending, submitting, or undertaking an assessment and putting their names or student numbers on an assessment, students are acknowledging that they understand the specific rules related to that assessment, general assessment rules and the general principles of honesty and integrity required.

32 Rules for Assessments under Invigilation (examination conditions)

(1) The following are required:

  (a) The student number must be written on all books and other submitted papers.

  (b) Any loose sheets/ answer sheets must be placed inside an answer book.

  (c) All instructions on the paper and provided by the invigilator or associated with The Invigilator App or similar technology must be followed.

  (d) Work must be submitted in the format and manner required.

  (e) New questions must be started on a new page if they are questions requiring long answers.

  (f) A line must be drawn between answers for shorter answers.

  (g) Any work that should not be marked must be crossed out.

  (h) The answers must use the identical numbering style and format to that used in the question paper.

  (i) Answers must be in English unless the language of instruction is not English.

  (j) Students must have all their own required stationery except answer sheets.

  (k) Students must have all their own required equipment such as rulers and calculators.

  (l) Students must have their student cards with them. (Only where students have reported the loss of their student card to the VPAO will they normally be permitted to make use of another form of official photo-based identification).

(2) The following are not permitted, and any attempt (even if unsuccessful) will be viewed as cheating:

  (a) Use of any resources not stipulated by the examiner.

  (b) Cheating, collusion to cheat.

  (c) Having items with you that could be used for cheating.

(d) Disrupting others.

(e) Communicating with anyone other than the invigilator.

(f) Arriving more than half an hour late for an in-person session.

(g) Leaving in the last half an hour of your session.

(h) Not following instructions of the invigilator.

(i) Not having your student card with you or another campus approved form of identity if you have misplaced your student card without time to replace it.

(3) The invigilator will:
(a) Check that students are in the correct seats.

(b) Manage and communicate start and end times.

(c) Distribute and collect papers.

(d) Check the identities of all students against their student cards.

(e) Manage the room.

(f) Allow students to leave the room during a session only under supervision and in an urgent situation.

(g) Pass on questions from students that suggest an error on the paper to the VPAO, MADSS and relevant PM but will not answer other paper related questions.

(h) Report any suspected irregularities.

(4) Irregularities – suspicions and investigations
(a) The answer paper will be removed and replaced with the reason and time of the replacement being written on both.

(b) The item will be removed and will normally not be returned until the investigation is over.

(c) Confiscated items of value will only be returned when they have been checked for anything associated with the suspected irregularity. (Students can avoid confiscation by following the rules).

(d) Such items will only be returned once the invigilator or disciplinary officer or VPAO have been given access to the device and its information after the session and have copied or secured any evidence or necessary information.

(e) The invigilator will report irregularities to the VPAO who will, if necessary, consult with the PM or the MADSS.

(f) The student will be subject to formal discipline that may result in expulsion.

(g) The candidate will be asked to leave the room if they are disruptive.

33 Additional Rules for Electronically Invigilated Assessments

33.1 The Invigilator App or related technology

(1) NGI makes use of technology to assist in the detection of all forms of cheating.

(2) Students may be permitted to complete some assessments off site while using this technology if, and only if, you have shown that you can and will and are able to use the technology exactly as

required. Where your acts and/or environment make it impossible for you to do so or where you have previously failed to do so you will no longer be permitted to do assessments using the technology.

(3) Where there is concern on the part of the lecturer/ marker or as a result of a flag from The Invigilator App or any other tool, related to your appropriate use of the technology, or any other aspect of your assessment, you will be required to undertake further assessments on site and under human supervision.

(4) This requirement can and will be set in the case of doubt, even in the absence of definitive evidence. The reasons for the restriction will be explained, and the normal appeals process applies.

(5) Some students, such as those in Higher Certificate programmes, or the final year of study in a multi-year qualification, may not undertake their summative assessments off site except when specifically permitted to do so.

33.2 Rules related to assessments using The Invigilator App

(1) Only students who are eligible to use The Invigilator Application for a particular assessment may do so. It is the responsibility of the student to confirm if they are permitted to do so for that assessment.

(2) As a student it is your responsibility to know the rules, and to ensure that you follow all requirements for set up, installation and registration when required to do so.

(3) For the avoidance of doubt, students must know how to use The Invigilator App and must have done the practice assessments to confirm that they can do so. Ignorance or failure to comply will be viewed as an exacerbating (making things worse) factor and not as an excuse.

(4) Ethical conduct is never optional.

(5) Failure to follow any requirements, even if done in good faith or as a result of negligence rather than a deliberate attempt to cheat, may result in you not being given a mark for the assessment or being required to redo the assessment or another form of assessment and could impact your progress in the module.

(6) Any attempt to cheat will result in disciplinary action and could result in expulsion.

(7) Students can choose to do these assessments on campus or at a venue of their choice.

(8) If students choose to not complete these assessments on campus it is their responsibility to secure access to a conducive environment where they will not be disturbed and where there is minimal background noise. If the student is not able to do so they are required to write on campus.

(9) Students must be familiar with the requirements for their assessments and must follow them.

(10) Students MUST have access to a smartphone that meets the following requirements and if they do not have such a device must write on campus and engage with the VPAO on having access to the required alternatives:

(a) charged and

(b) can access some data/Wi-Fi to download and upload the assessments an

(c) can open and read pdf.

(11) Students must meet deadlines and timelines for checks and uploads requested from The Invigilator App. If the student does not comply this will be viewed as a violation, and it will be investigated and will result in removal of the right to do assessments using the technology. Disciplinary action may also be taken.

(12) If students do not log technical or other challenges with the support team - **073 505 8273** they will be recorded as not having had problems.

(13) If students disrupt or try to manipulate the use of The Invigilator App in any way they will be disqualified from the test/examination and may be subject to disciplinary action.

33.3 Specific guidelines and stipulations

(1) All rules and instructions must be followed.

(2) Work where you will not be disturbed.

(3) Do not have music or other recorded sound playing.

(4) Students must be able to provide valid proof of identification. NGI requires your student card or alternatively your ID document.

(5) Your student number must be on any script or answer sheet.

(6) Students must follow the prompts of The Invigilator App throughout their assessment.

(7) Answers must be submitted on **both** The Invigilator App and myNGI.

(8) Late submissions will not be accepted, and they will therefore not be marked.

(9) Do not cheat or try to cheat.

(10) Do not access any material, person, or information you would not have legitimate access to in a physical invigilation.

(11) Only handwritten responses that are scanned, using the integrated scanner in The Invigilator App, and then loaded in both the App and myNGI will be accepted as legitimate submissions.

(12) Ensure that your answers can be read when scanned. When completing your assessment by hand, write neatly and clearly in black or blue ink when writing out your answers on paper.

(13) Number your answers using the same number as on the question paper.

(14) Work or answers that have not been crossed out will be marked. Cross out rough work.

33.4 Submissions of answers scripts

(1) Answers must be handwritten.

(2) Answer scripts are uploaded on both The Invigilator App <u>and</u> on myNGI in PDF format.

(3) The student is responsible for uploading the PDF generated by The Invigilator App and no other document.

(4) The student is responsible for following prescribed naming conventions for submitted documents.

(5) No other submission form or process will be accepted.

(6) Students must save a copy of their submission.

33.5 Consequences for breaking the rules when using The Invigilator App

(1) All standard assessment rules apply.

(2) Specific rules as outlined in this policy apply.

(3) Students flagged by the application OR caught in any act of dishonesty, will be subject to an investigation. There are two minimum penalties: A mark of 0% and/or removal of the opportunity to do assessments off site.

(4) 0% is also the penalty for not submitting completed correctly.

(5) Failure to follow the rules or to make adequate arrangements is not grounds for appeal.

(6) The possible sanctions are (more than one can possible apply depending on the transgression?):

    (a) Removal of the opportunity to do assessments off site.

    (b) Receiving 0% for the assessment.

    (c) Not being permitted to continue with the module and need to repeat it.

    (d) Revoking bursary or part of bursary.

    (e) Suspension.

    (f) Expulsion.

34 Policy Review

This policy will be reviewed every three years or as required.