



NGI004 - ASSESSMENT POLICY

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Figure 1:Theoretical or practical modules – standard structure.....**Error! Bookmark not defined.**

Figure 2: Mixed theory and practical modules – standard structure

Figure 3: Working day timelines for marking and moderation

1 Introduction

- (1) Assessment is central to the learning journey at NewBridge Graduate Institute. It is the way in which learning is made visible, progress is supported, and achievement is judged against the approved outcomes, criteria and standards of a module or programme.
- (2) Assessment serves two connected purposes.
 - a. First, assessment confirms achievement. Summative assessment gathers and evaluates evidence of learning at defined points in the module or programme to determine whether the required outcomes have been met.
 - b. Second, assessment supports learning. Formative assessment gathers information during the learning process so that students and lecturers can identify gaps, monitor progress, provide feedback and strengthen understanding before final judgement is made.
- (3) Assessment is therefore not simply a measure of attendance, effort, task completion or time spent. Marks, grades or competence decisions are awarded for evidence of learning. This evidence must show what the student knows, what the student can do, and how well the student can apply understanding in relation to the expected standard.
- (4) At NGI, credible assessment requires students to demonstrate knowledge, understanding, application and judgement. Learning is not limited to remembering information or completing a practical task. Students must be able to use knowledge to solve problems, reach conclusions, justify decisions and select appropriate actions in relevant academic, professional or real-world contexts.
- (5) For assessment decisions to be trusted, the process of gathering, evaluating and recording evidence must be valid, reliable, fair, transparent and fit for purpose. Assessment must measure the intended outcomes, apply standards consistently, support equity across campuses and modes of delivery, and produce results that are meaningful and defensible.
- (6) NGI recognises that students learn and demonstrate learning in different ways. Assessment design should therefore be inclusive and should make reasonable provision for diversity, while maintaining the required academic standards and the integrity of the qualification.
- (7) Both formative and summative assessment are used at NGI. Students should have appropriate opportunities to practise, receive feedback, improve their work and demonstrate competence. Assessment is therefore part of teaching and learning, not only a final judgement at the end of the process.
- (8) Assessment strategies are determined by the qualification type, level, module outcomes, mode of delivery and purpose of the programme. Because NGI qualifications are career-focused, assessment

includes both theoretical and practical dimensions, with the application of knowledge integrated into programme and module assessment design at an appropriate level of complexity.

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.
CONNECT	NGI approach to teaching and learning focusing on Collaboration, Organisations, Nurturing, Navigation, Engagement, Challenge and Transformation as core parts of the teaching process.
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. ICE contributes to the formative assessment mark for a module – the extent of the contribution may vary according to the mark structure.
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	The Invigilator is a computer-based solution designed to enable non-venue-based assessments in a secure, controlled, and monitored environment. It provides invigilation during written assessments to ensure academic integrity is maintained.
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.
Module Lead	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.
Mode of delivery	Structured format through which a qualification or module is offered including how teaching and learning and assessments are delivered and supported. This may include contact, blended, online or distance learning or a combination hereof.
myNGI	Virtual learning environment.

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.
AD	Academic Dean	Academic Leadership across schools

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

NGI assessment is designed to be credible, fair, developmental and aligned to the purpose, outcomes and level of each qualification, programme and module. Assessment must support learning, confirm achievement, protect academic standards and produce results that can be trusted.

5.1 Fairness, Transparency and Equity

- (1) Assessment must give students a fair opportunity to demonstrate what they know, understand and can do.
- (2) Assessment requirements, criteria, due dates, submission methods, grading rules, penalties, concessions and review processes must be clearly communicated to students. Rubrics, marking guidelines or memoranda must be used where appropriate to support consistent marking and shared understanding of expectations.
- (3) Assessment adjustments, extensions, alternative arrangements and supplementary opportunities must be managed through approved procedures and applied consistently and equitably.
- (4) Results must be recorded securely, checked appropriately and released within approved timelines. Students who dispute an assessment outcome must have access to the approved review or appeal process.

5.2 Validity, Reliability and Academic Integrity

- (1) Assessment must measure the intended learning outcomes at the correct level of complexity. Tasks must be appropriate to the module, the qualification type, the mode of delivery and the purpose of the programme.
- (2) Assessment decisions must be reliable. This means that standards are applied consistently across lecturers, campuses, modes of delivery and student groups.
- (3) Assessment must protect academic integrity. Students must submit their own work, acknowledge sources correctly and comply with NGI rules on plagiarism, contract cheating, unauthorised assistance, generative AI and other forms of misconduct.

5.3 Developmental, Inclusive and Progressive Assessment

- (1) Assessment must support learning, not only judge learning. Students should have reasonable opportunities to practise, receive feedback, improve performance and demonstrate competence over time.
- (2) NGI uses formative assessment, including ICE activities, to identify learning gaps early and to support timely intervention. Feedback must be constructive, timely and useful, showing students what they have done well, where they are not yet meeting the standard, and how they can improve.

- (3) Assessment design should recognise student diversity and include a reasonable range of assessment types across a programme. This allows students to develop and demonstrate different forms of knowledge, skill, application, judgement and professional practice.
- (4) Assessment design should align with the lived reality and experiences of South African students so that contextual irrelevance is not a barrier to success.

5.4 Authenticity and Career Relevance

- (1) NGI qualifications are career focused. Assessment must therefore include appropriate theoretical and practical tasks that require students to apply knowledge in academic, professional, workplace or real-world contexts.
- (2) Where relevant, assessment should require students to solve problems, justify decisions, communicate professionally, work with evidence, reflect on practice and demonstrate the capabilities expected in the field of study.

5.5 Constructive Alignment

- (1) Assessment must be explicitly aligned to the programme purpose, exit-level outcomes, module outcomes, learning activities and assessment criteria.
- (2) Students should be assessed on what they have been taught and supported to learn. The weighting, timing and type of assessment must reflect the importance and complexity of the outcomes being assessed.

5.6 Reasonableness and Manageable Workload

- (1) Assessment volume and timing must be reasonable in relation to the module credit value, notional hours, level of study and student workload.
- (2) No single assessment should normally determine the full outcome of a module.
- (3) Summative and formative assessment contributions are determined by the assessment strategy within a mode or programme and range from 40% to 60% for summative contribution accordingly.
- (4) Assessment schedules must be planned nationally to support a fair spread of tasks and to reduce unnecessary assessment pressure. Where possible, major assessments in the same module should be spaced to allow students time to prepare, participate and recover from illness or disruption.
- (5) Group assessment must be designed and marked in a way that recognises both collaborative contribution and individual achievement.

5.7 Parity, Quality Assurance and Continuous Improvement

- (1) NGI must maintain comparable assessment standards across campuses, lecturers, modes of delivery and student groups.
- (2) Assessment is subject to appropriate quality assurance, including internal moderation, external moderation where required, validation, verification, benchmarking and review.
- (3) Assessment outcomes and feedback must inform teaching, module review, programme review and student support planning.
- (4) Student performance data must be monitored across modules, lecturers, campuses, modes and programmes to identify risks, inconsistencies and areas for improvement.

- (5) Data analytics reporting is used to track engagement, completion and success rates to enable early intervention.

5.8 Compliance

- (1) Assessment must comply with NGI policies, approved programme and module requirements, accreditation conditions and the requirements of relevant external bodies, including the QCTO, SETAs, professional bodies and international certification bodies where applicable.
- (2) Where required, students must be prepared for and participate in external assessments, including an External Integrated Summative Assessment or equivalent external requirement.

6 Assessment Purposes

Assessment at NGI is used both to support learning and to confirm achievement. The purpose of each assessment must be clear in the module assessment strategy, module guide and assessment itself and the nature of the feedback given to the students and the challenge set for them must align with the purpose.

6.1 Formative Assessment

- (1) Formative assessment supports learning during the module. It helps students and lecturers understand what progress has been made, what gaps remain, and what must be strengthened before summative assessment.
- (2) Formative assessment may contribute to the final module mark. Where this happens, NGI normally uses the best applicable formative results in the final calculation so that improved performance over time can be recognised.
- (3) Formative assessment at NGI is developmental. It is supported by:
 - a. more than one opportunity to demonstrate progress, where appropriate;
 - b. varied assessment methods;
 - c. constructive and actionable feedback;
 - d. timely feedback that allows students to improve;
 - e. opportunities for students to apply feedback before final judgement; and
 - f. lecturer use of assessment evidence to adjust teaching and support.
- (4) Formative assessment includes formal formative assessments and, where applicable, ICE activities. ICE activities provide frequent, low-stakes evidence of engagement and understanding. Formal formative assessments provide more structured evidence of developing competence.
- (5) In occupational qualifications, formative assessment may also be used to determine whether a student is ready for summative or external assessment.

6.2 Summative Assessment

- (1) Summative assessment confirms whether a student has achieved the required module outcomes at the appropriate level.

- (2) Summative assessment is used to make a formal judgement about competence, achievement or performance. It normally takes place after students have had opportunities to engage with the curriculum, practise, receive feedback and improve.
- (3) Summative assessment must be:
 - a. aligned to the module outcomes and assessment criteria;
 - b. appropriate to the level, credit value and purpose of the module;
 - c. sufficiently comprehensive to support a valid judgement;
 - d. designed to confirm the student's own competence;
 - e. fairly and consistently marked; and
 - f. subject to appropriate moderation and quality assurance.
- (4) Summative assessments are normally higher stakes than formative assessments because they contribute significantly to the final module result. Feedback may be more limited than for formative assessment, but students must still have access to their result and to the approved review process where they dispute an assessment outcome.
- (5) Summative assessment may be completed under examination conditions, practical examination conditions, presentation conditions, portfolio conditions, project conditions or another approved format. Where the assessment is not completed under controlled conditions, the assessment design must include appropriate mechanisms to support authenticity and academic integrity. These may include presentations, oral questioning, reflective justification, staged submissions, plagiarism checks, practical demonstrations or other verification methods.

7 Roles and Accountabilities

- (1) Assessment at NGI is a shared responsibility. Academic standards are set and protected nationally, while assessment is implemented consistently across campuses, programmes, modules and modes of delivery. Clear accountability is required so that assessment is credible, fair, timely and aligned to approved programme and module outcomes.
- (2) **Module Lead**
 - a. The Module Lead is responsible for the assessment plan and assessment instruments for the module. This includes ensuring that formative and summative assessments are aligned to the module outcomes, level, content, assessment criteria and approved assessment strategy.
 - b. The Module Lead works with lecturers and moderators to ensure that assessment expectations are clear, marking guidance is available, feedback is useful, and assessment standards are applied consistently across campuses and modes.
 - c. The developers of instruments are involved by the Module Lead in this process as needed.
- (3) **Lecturer**
 - a. Lecturers are responsible for preparing students for assessment through effective teaching, learning support, feedback and monitoring of progress.

- b. Lecturers must ensure that students understand assessment requirements, criteria, due dates, submission rules and academic integrity expectations. They are responsible for marking fairly and consistently, providing actionable feedback, identifying students at risk, and using formative assessment evidence, including ICE activities, to support improvement before final assessment decisions are made.

(4) Internal Moderator

- a. The Internal Moderator is responsible for quality assurance of assessment within the module. This includes checking the appropriateness, level, alignment, clarity and fairness of assessment instruments before use, and moderating marked work to confirm that standards have been applied consistently.
- b. The Internal Moderator supports the credibility, validity and reliability of assessment decisions and identifies issues that must be addressed before assessment results are finalised.

(5) External Moderator

- a. Where required, the External Moderator provides independent academic judgement on the standard, appropriateness and consistency of assessment. External moderation supports benchmarking, credibility and public confidence in NGI assessment outcomes.
- b. External moderator feedback must be reviewed and used to strengthen assessment design, marking practice, module review and programme improvement.

(6) Programme Manager

- a. The Programme Manager is responsible for the programme assessment strategy and for ensuring that assessment across modules is coherent, appropriately sequenced and aligned to the programme outcomes.
- b. The Programme Manager monitors assessment balance, workload, timing, progression, feedback patterns and consistency across modules. The Programme Manager works with Module Leads, lecturers, PCs and campus academic teams to identify risks and ensure that assessment supports both student success and academic standards.

(7) Programme Coordinator

- a. The Programme Coordinator supports the campus implementation of formative assessment within the programme and assists with the operational readiness of summative assessment.
- b. This includes monitoring assessment communication, student participation, submission patterns, lecturer follow-up, formative feedback processes and campus-level assessment risks. The Programme Coordinator escalates concerns to the Programme Manager, VPAO or relevant academic leader as required.

(8) Head of School

- a. The Head of School is responsible for academic quality and assessment standards within the school. The Head of School ensures that Programme Managers and Module Leads implement assessment strategies consistently and that assessment practice reflects the level, purpose and disciplinary expectations of the qualifications.
- b. The Head of School reviews assessment risks, moderation outcomes, student performance trends and areas of inconsistency, and ensures that corrective action is taken where required.

(9) Academic Dean

- a. The Academic Dean provides academic leadership across schools by coordinating the work of Heads of School and ensuring coherence, consistency and quality in curriculum, teaching, assessment and student success.
- b. The Academic Dean monitors institution-wide assessment quality supports alignment across schools, and ensures that assessment practice strengthens academic standards, parity and continuous improvement.

(10) Manager Academic Development and Student Support and Assessment Office

- a. The MADSS is responsible for the national operationalisation of assessment across NGI. This includes coordinating assessment calendars, assessment administration processes, assessment platforms, submission arrangements, records, result processing, compliance checks and communication with campuses.
- b. The MADSS ensures that assessment operations are planned, standardised, tracked and completed within approved timelines.
- c. The MADSS and Assessment Office manage assessment appeals.

(11) VPAO / Campus Academic Leadership

- a. The VPAO is responsible for the campus operationalisation of assessment. This includes ensuring that assessment arrangements are implemented on campus, lecturers and students receive the required information, assessment venues and resources are ready, and campus-level risks are identified and escalated.
- b. The VPAO works with Programme Coordinators, lecturers, Programme Managers and MADSS to ensure that assessment is delivered consistently and professionally.

(12) Assessment Administration and Records

- a. Assessment administration staff are responsible for the accurate processing, recording, checking and secure handling of assessment information and results.
- b. This includes maintaining assessment records, supporting result publication processes, ensuring documentation is complete, and protecting the integrity and confidentiality of student assessment data.

(13) Students

- a. Students are responsible for engaging with learning activities, preparing for assessment, submitting work on time, following assessment instructions, acting with academic integrity, and using feedback to improve their performance.
- b. NGI supports students to succeed, but students remain responsible for demonstrating their own learning and meeting the required standard.

8 Technology in Assessment

- (1) In line with NGI's digital first strategy NGI makes significant use of technology in assessment.
- (2) Technology used for assessments must support the validity, reliability, fairness, accessibility, transparency and integrity of assessment.
- (3) myNGI is the primary institutional platform for delivery, administration, submission and management of assessments unless an alternative platform has been approved in accordance with this policy.

- (4) EMC is the primary institutional platform for the storage of assessment outcomes, data and certification records.
- (5) Technologies must be selected and used because it enhances assessment quality, supports intended learning outcomes and is appropriate to the assessment type, mode of delivery and student context.
- (6) Technology must support equitable student access to assessment and must not create barriers to demonstrating competence. Where specialised technologies are required, reasonable preparation, guidance and support must be provided.
- (7) Assessment technologies must support the verification of student identity, protection of assessment materials and secure submission of assessment evidence and the integrity of assessment rules where appropriate.
- (8) Assessment technologies must provide appropriate auditability using records of assessment access, submission, feedback, grading or storage on assessment activity where this is reasonable.
- (9) Technology must support timely feedback, efficient marking, moderation, quality assurance, assessment analytics and continuous improvement of teaching and learning practices.
- (10) Digital assessments must make appropriate use of available technology to strengthen assessment design, supporting authentic learning and reduce opportunities for academic misconduct.
- (11) The selection and implementation of assessment technologies must comply with applicable legislation, standards and institutional policies and procedures relating to privacy, information security, records management, accessibility and academic integrity.
- (12) Technology must support business continuity by enabling alternative assessment arrangements where approved institutional systems become unavailable or significant disruption occurs.

9 Result Structure

9.1 Rules

- (1) A student may only graduate, be submitted for external verification, or be issued with a certificate of completion when all academic, administrative and regulatory requirements for the qualification or programme have been met.
- (2) A module result is calculated from the approved assessment structure for that module. Unless an approved exception applies, the final module mark is made up of:
 - a. Integrated Curriculum Engagement activities;
 - b. formal formative assessment; and
 - c. summative assessment.
- (3) For the purposes of result calculation, **Cumulative Assessment (CASS)** means the non-summative component of the module mark. CASS includes ICE activities and formal formative assessments.
- (4) The summative assessment is calculated separately and then combined with CASS to produce the final module mark.

9.2 Contact Mode

- (1) In contact mode, the normal result structure is **60% CASS and 40% summative assessment**, unless a different structure has been approved for the module, programme or qualification.
- (2) The normal contact mode structure is as follows:

Component	Contribution to Final Module Mark
ICE activities	10%
Formal formative assessment	50%
Summative assessment	40%
Total	100%

- (3) ICE activities are informal, low-stakes assessment activities used during the module to monitor engagement, identify learning gaps and support student progress.
- (4) Formal formative assessments are structured assessments completed before the summative assessment. Where the approved module assessment strategy allows it, the best applicable formative marks may be used in the final CASS calculation.
- (5) The summative assessment normally contributes 40% of the final module mark and is used to confirm achievement of the module outcomes at the required level.

9.3 Distance Mode

- (1) In distance mode, the normal result structure is **40% CASS and 60% summative assessment**, unless a different structure has been approved for the module, programme or qualification.
- (2) The normal distance mode structure is as follows:

Component	Contribution to Final Module Mark
ICE activities	20%
Formal formative assessment	20%
Summative assessment	60%
Total	100%

- (3) ICE activities are used to monitor learning progress, support engagement and trigger early intervention in the distance learning environment.
- (4) Formal formative assessments provide structured opportunities for students to demonstrate developing competence and receive feedback before the summative assessment.
- (5) The summative assessment normally contributes 60% of the final module mark and is used to confirm achievement of the module outcomes at the required level.

10 Number of Assessments

10.1 Principles

- (1) Assessment volume must be reasonable, purposeful and aligned to the credit value, NQF level, module purpose, qualification purpose and Exit Level Outcomes of the programme.
- (2) The TRACK document where assessments are planned must adhere to the principles in this policy.
- (3) Each module must normally include:

- a. Integrated Curriculum Engagement tasks, where applicable;
 - b. more than one formative assessment opportunity, unless the module structure provides otherwise; and
 - c. one summative assessment opportunity, unless the approved module or programme assessment strategy requires a different structure.
 - d. Formative assessment provides students with opportunities to practise, receive feedback and improve performance during the module. Where the approved assessment structure allows, the best applicable formative marks are used in the final mark calculation so that improved performance over time can be recognised.
 - e. Summative assessment provides a formal opportunity for students to demonstrate achievement of the module outcomes at the required level. Summative assessment must be appropriately aligned to the module purpose, qualification purpose and required standard, and must allow students to demonstrate independent competence.
- (4) Each programme or qualification must have an approved assessment strategy within the parameters set out below.
- (5) Variations may be approved where required by the nature of the discipline, the mode of delivery, WIL requirements, practical competence requirements, professional or regulatory body requirements, or the approved curriculum structure.

10.2 Standard Structure for Contact Mode: Theory or Practical Modules

Credit Value	Number of Formal Formative Assessments	Formative Marks Included in Final Calculation	Number of Summative Assessments
Up to 10 credits	2	Best 1	1
11 to 20 credits	3	Best 2	1
21 credits or more	4	Best 3	1

10.3 Standard Structure for Contact Mode: Mixed Theory and Practical Modules

Mixed theory and practical modules include both conceptual/theoretical learning and practical application. Assessment must therefore provide appropriate opportunities to assess both dimensions.

Credit Value	Theory Formatives	Practical Formatives	Formative Marks Included in Final Calculation	Theory Summative	Practical Summative

Up to 10 credits	1	1	Best 1	1	1
11 to 20 credits	1	2	Best 2	1	1
21 credits or more	2	2	Best 3	1	1

In mixed theory and practical modules, the assessment strategy must clearly state how the theory and practical components contribute to the final module mark. The module guide must specify:

- the weighting of the theory component;
- the weighting of the practical component;
- whether both components must be passed separately;
- any subminimum requirement for either component;
- how formative and summative marks are combined; and
- the consequence if a student passes one component but does not meet the required standard in the other.

Where a separate theory summative assessment and practical summative assessment are required, both must be aligned to the module outcomes and assessed at the appropriate level. The structure must ensure that students can demonstrate both understanding and application, and that the final result reflects the full purpose of the module.

Any subminimum or separate pass requirement must be academically justified, approved in the module assessment strategy, and communicated to students before assessment takes place.

10.4 Standard Structure for Distance Mode: Higher Certificate Modules

Credit Value	ICE Tasks	Number of Formal Formative Assessments	Formative Marks Included in Final Calculation	Number of Summative Assessments
Up to 20 credits	4 ICE tasks, best 3 count	1	1	1

This structure reflects the shorter qualification structure and the need for regular engagement, manageable assessment volume and clear progression support.

10.5 Standard Structure for Distance Mode: Degree Modules

Credit Value	ICE Tasks	Number of Formal Formative Assessments	Formative Marks Included in Final Calculation	Number of Summative Assessments
Up to 20 credits	4 ICE tasks, best 3 count	2	Both Formatives count	1

This structure supports sustained engagement in distance learning and provides students with more than one formal opportunity to demonstrate developing competence before summative assessment.

11 Assessment Security

11.1 Principles

- (1) Assessment security exists to ensure that assessment attempts, evidence, student identity, assessment materials and assessment results remain authentic, confidential, accurate and available to authorised persons.
- (2) Assessment security applies throughout the complete assessment cycle including:
 - a. Assessment design;
 - b. Moderation;
 - c. Storage;
 - d. Distribution;
 - e. Submission;
 - f. Marking;
 - g. Completion;
 - h. Results Processing;
 - i. Archiving

11.2 Approved Assessment Platforms

- (1) NGI adheres to a digital first teaching and learning strategy. myNGI is NGI's official assessment platform. Digital assessment times, submissions and communication take place through myNGI.
- (2) Alternative assessment platforms may only be used where:
 - a. Outcomes assessed requires the use of specialised equipment, practical work or field work that cannot be assessed through myNGI alone;
 - b. Professional, statutory, regulatory or accreditation body requirements prescribe the use of a specific platform;
 - c. Approved third party platforms are required to support secure assessment delivery, digital invigilation or external certification;
 - d. Business continuity or technical contingencies require an alternative approved assessment method due to system outages or other exceptional circumstances;
 - e. Use of alternative platforms has been approved by the Chief Academic Officer.

11.3 Identity Management

- (1) Student identity for digital assessments is established through NGI's Microsoft OpenID authentication services.
- (2) Access to assessment resources is granted only to authenticated users using institutional credentials and ascribed secondly based on organisational roles, academic material development processes and operational workflows.
- (3) All members of NGI, including staff and students may not:
 - a. Share usernames and passwords;
 - b. Permit other persons with access to institutional accounts including Microsoft 365, EMC and myNGI;
 - c. Complete any works on behalf or through another person's account.
- (4) Authentication records, including Microsoft 365, EMC and myNGI login and action records may be used during investigation into any irregularities.

11.4 Secure Assessment Release

- (1) Assessment instruments must be released through approved institutional systems in accordance with the approved assessment schedule.
- (2) Formative assessments may be made available to students before due dates to support planning, self-paced learning and sustained engagement. Students remain responsible for submitting all formative assessments by the published due dates and times.
- (3) Summative assessments must only become available at the approved release date and time and will remain accessible only for the approved assessment period.
- (4) Assessment materials that have not yet been released to students must remain confidential and accessible only to authorised staff involved in the assessment process.
- (5) Access to assessments may be managed through one or more institutional controls, including;
 - a. Availability dates;
 - b. Submission due dates;
 - c. Completion requirements;
 - d. Conditional release;
 - e. Campus based restrictions;
 - f. Authentic controls;
 - g. Timed assessment windows;
 - h. Digital invigilation technologies, where applicable; and;
 - i. Other approved security measures supported by NGI or authorised assessment platforms.

11.5 Secure Assessment Submission

- (1) Students must submit assessments only through approved institutional systems.
- (2) System generated submission receipts as received via authorised platforms constitutes proof of submission.
- (3) Email submissions are not accepted unless specifically authorised.
- (4) Students remain responsible for verifying successful submissions before any assessment deadline.

11.6 Secure Storage

- (1) Assessment materials and student submissions must be stored within the approved NGI systems in accordance with NGI IT Policy and Business Continuity Procedures.
- (2) Assessment data and outcomes must be stored exclusively in EMC.
- (3) Assessment material, submissions, data and outcomes must be protected against:
 - a. Unauthorised access;
 - b. Alteration;
 - c. Deletion;
 - d. Loss;
 - e. Corruption.

11.7 Microsoft Security Environment

- (1) NGI utilises secure Microsoft 365 services for institutional collaboration, assessment development, moderation and document management.
- (2) Assessment documents developed within this environment must remain only within authorised institutional workspaces as outlined in the Academic Material Development process.
- (3) Sharing of assessment documents outside of authorised institutional environments and mediums are prohibited unless formally approved.
- (4) Version history and audit capabilities may be used to support quality assurance and needed investigations.

11.8 Security Monitoring

- (1) NGI may use any authorised system logs, authentication records, submission records and assessment analytics to identify:
 - a. Unusual assessment behaviour;
 - b. Possible security breaches;
 - c. Potential academic misconduct;
 - d. System misuse
- (2) Such monitoring must be conducted in accordance with applicable POPIA legislation and institutional policies.

11.9 Confidentiality

- (1) Assessment instruments, memoranda, rubrics and moderation reports are confidential institutional documents.
- (2) Staff members must ensure these materials are not disclosed to unauthorised persons before or after assessments unless required as part of an approved academic process.

11.10 Assessments in term of Business Continuity

- (1) NGI shall maintain contingency arrangements for assessment disruption caused by:
 - a. System failures
 - b. Proven Internet outages;
 - c. Cyber security incidents;
 - d. Infrastructure failure;

- e. Force majeure events.
- (2) Where disruption occurs, the CAO may approved revised assessment arrangements that preserve fairness and academic standards.

12 Integrated Curriculum Engagement tasks

12.1 Integrated Curriculum Engagement Tasks

- (1) Integrated Curriculum Engagement tasks, known as ICE tasks, are an integral part of NGL's teaching, learning and assessment strategy.
- (2) ICE tasks give practical expression to NGL's view that students who engage consistently with the curriculum throughout a module are better prepared to demonstrate competence in formal and summative assessment.
- (3) Lecturers who are using the CONNECT approach will be engaging students in each lecture in a variety of ways.
- (4) When one of these engagement activities is recorded as having been completed (allocated 100% or 0%) on the mark system it is viewed as an ICE task.
- (5) ICE tasks are the subset of low-stakes, frequent and manageable learning activities to which some form of contribution to CASS is attributed.
- (6) The purpose of an ICE task (and other activities) is to:
 - a. support regular engagement with the curriculum;
 - b. help students check their understanding;
 - c. help lecturers identify learning gaps early;
 - d. provide opportunities for feedback and improvement;
 - e. support preparation for formal formative and summative assessment; and
 - f. strengthen student success through early, responsive intervention.
- (2) ICE tasks in the contact mode do not replace formal formative or summative assessment. They support learning by making student progress visible during the module.
- (3) In the distance mode 4 substantive ICE tasks are assessed (allocated a mark and not just 100%/0%) to make up one of the formative assessment contributions to CASS.

12.2 Design of ICE Tasks

- (1) ICE tasks may be designed nationally by the Module Lead as part of the module design, or by the lecturer in response to the needs of a specific class.
- (2) Lecturer-designed ICE tasks must still be aligned to the module outcomes, curriculum content and required level of learning. They should be purposeful, manageable and linked to what students need to understand or practise before formal assessment.
- (3) ICE tasks may include, but are not limited to:
 - a. short written tasks;
 - b. quizzes;
 - c. practical activities;
 - d. online activities;
 - e. class activities;

- f. presentations;
- g. problem-solving exercises;
- h. peer or self-reflection activities; and
- i. preparation tasks linked to formative or summative assessment.

12.3 ICE in Contact Mode

- (1) In contact mode, ICE contributes 10% of the final module mark as part of the CASS component.
- (2) A minimum of six mark-bearing ICE tasks must be available in a module of 15 credits or more with only 4 being required in a smaller module.
- (3) As ICE tasks are not allocated a specific mark (they are given a completion mark of 100% or a non-completion mark of 0%) any student who completes the tasks will achieve the full 10% contribution to their CASS mark.
- (4) Where appropriate, more than the minimum may be set.

12.4 ICE in Distance Mode

- (1) In distance mode, ICE contributes 20% of the final module mark as part of the CASS component.
- (2) As such the ICE tasks are formally graded.
- (3) Normally, four mark-bearing ICE tasks are set for a distance module.
- (4) The student's best three ICE marks are used to calculate the ICE contribution to the final module mark.
- (5) Additional engagement activities may be included to support learning, but these do not increase the number of ICE marks used in the final result calculation unless an approved module assessment strategy provides otherwise.

12.5 Use of ICE Evidence

- (1) As ICE aims to increase engagement, any student that does not submit the first available ICE activity must be engaged with to understand their reasoning and module engagement.
- (2) The detail of what students submit for ICE is a powerful insight into what students are understanding and should thus inform AMP or other interventions.
- (3) Students are expected to participate in ICE activities as part of their learning journey. ICE tasks provide an opportunity to practise, receive feedback and improve before higher-stakes assessment decisions are made.

13 Assessment Types

13.1 Range of Assessment Types

- (1) Each programme and module must use assessment types that are appropriate to the purpose, outcomes, level, mode and discipline of the qualification.
- (2) Across a programme, students should encounter a reasonable range of assessment types so that they can develop and demonstrate different forms of knowledge, understanding, application, communication, reflection, practical competence and professional judgement.
- (3) An assessment type is not automatically formative or summative. The same type of assessment may be used for formative or summative purposes, depending on the approved module assessment strategy.

(4) Assessment instructions must make clear:

- a. the purpose of the assessment;
- b. whether it is formative or summative;
- c. the outcomes being assessed;
- d. the required format and submission method;
- e. the mark allocation and weighting;
- f. the criteria for assessment;
- g. the permitted resources including how generative AI may or may not be used;
- h. the conditions under which the assessment must be completed;
- i. referencing;
- j. and the formal academic integrity reporting/ testing or similar requirements.

(5) The mark and time allocations below are normal guidelines. Variations may be approved where justified by the nature of the module, discipline, level, practical requirements, calculations, case study reading time, WIL requirements or external body requirements.

13.2 Practical Task

- (1) A practical task is a focused activity used to assess a specific skill, process, application or component of practical competence.
- (2) A task may stand alone or form part of a larger assessment such as a project, portfolio, practical assessment or WIL requirement. Several tasks may be grouped together to produce one formative or summative assessment result.
- (3) Tasks used in WIL or practical modules must be linked to the relevant module outcomes. Where hours or activities are recorded in a logbook, any competence linked to those activities must be assessed through a task, report, observation, portfolio, demonstration or other assessable evidence.
- (4) Practical tasks are normally formative, but may form part of a summative project, portfolio or practical assessment. The mark allocation must be appropriate to the scope and complexity of the task.

13.3 Assignment

- (1) An assignment is an independent written or applied assessment. It is normally formative but may be summative where this is approved in the module assessment strategy.
- (2) An assignment must include a theoretical component. It should normally require students to explain, analyse, apply, justify or evaluate knowledge, rather than only reproduce information.
- (3) Assignments may include essays, case study responses, applied written tasks, problem-based responses, research-informed tasks or practical applications supported by explanation and justification.
- (4) An assignment normally requires no more than 10 student hours and is normally allocated 100 marks.

13.4 Logbook

- (1) A logbook is a structured record of hours, activities or experiences completed by a student, usually in a practical, workplace or WIL context.
- (2) A logbook records what was done, when it was done, and how it relates to the required module or programme outcomes.
- (3) A logbook is not normally an assessment method on its own and does not normally carry marks independently although a small mark value may be given to reward completion or compliance.
- (4) Wherever a logbook is used there needs to be another instrument to measure competence or performance and thus can only be done with separate assessable evidence must be provided.
- (5) The assessable evidence may include a report, task, observation, reflection, analysis, supervisor evaluation, demonstration, portfolio.

13.5 Portfolio of Evidence

- (1) A Portfolio of Evidence is a curated collection of work used to demonstrate achievement across a set of related outcomes.
- (2) A portfolio requires students to organise and present evidence in an approved sequence and format. It normally includes a summary, mapping document or reflective statement explaining how the evidence demonstrates achievement of the required outcomes.
- (3) A portfolio differs from a project because the individual pieces of evidence may be independent of one another, although they are connected by the module or programme outcomes. In a project, the components are normally directly connected to one integrated output or problem.
- (4) A portfolio is normally summative. It normally requires approximately 20 student hours and is normally allocated 100 marks.

13.6 Practical Examination

- (1) A practical examination is a summative assessment completed under supervised conditions, either in person or through an approved digital process.
- (2) It assesses a student's ability to perform, demonstrate, produce or apply practical competence independently and within defined conditions.
- (3) A practical examination must be scoped so that students have a fair opportunity to demonstrate the required outcomes within the available time. The normal planning guideline is approximately two minutes per mark, and the total time should normally not exceed four hours unless academically justified and approved.

13.7 Practical Test

- (1) A practical test is normally a formative assessment completed under supervised conditions.
- (2) It assesses a defined section of practical work, applied competence or technical skill. Practical tests are normally no longer than two hours.
- (3) The mark allocation must be appropriate to the task and time available. A practical test is normally allocated up to 120 marks, using a clear time-and-mark planning logic so that students can manage the assessment fairly.

13.8 Presentation

- (1) A presentation is an oral, visual or recorded assessment in which students communicate knowledge, findings, arguments, design decisions, practical work or professional recommendations.
- (2) Presentations may be individual or group-based, formative or summative, and may be delivered in person or digitally.
- (3) A presentation may assess:
 - a. understanding of content or concepts;
 - b. ability to explain and justify decisions;
 - c. communication and professional presentation skills;
 - d. technical or practical mastery;
 - e. response to questions; and
 - f. ability to apply theory to context.
- (4) Where a presentation forms part of the verification of authenticity of the work presented, students may be required to answer questions about their submitted work.

13.9 Project

- (1) A project is an integrated assessment in which a student develops, produces or applies a solution, product, artefact, plan, investigation or practical output.
- (2) A project must include a theoretical component, rationale or reflective justification. Students must be required to explain and justify their work, not only complete a practical task.
- (3) A project may be formative or summative. It may include staged submissions so that students receive feedback before the final submission.
- (4) A project is normally allocated 100 marks. A formative project should normally require no more than 10 student hours.
- (5) Where the project is the summative assessment for a module, it should normally require no more than 20 student hours unless the approved module assessment strategy provides otherwise.
- (6) A project may or may not require an accompanying report.

13.10 Report

- (1) A report is a structured written account of something the student has observed, investigated, completed, analysed or evaluated. It may be supported by a verbal presentation where appropriate.
- (2) A report must normally include:
 - a. a description of what was done, observed or investigated;
 - b. analysis of the evidence or experience;
 - c. links to relevant theory, concepts or module content;
 - d. conclusions or recommendations; and

- e. reflection on the student's own performance, learning or future improvement.

(3) A report is one way of linking a practical task, WIL activity or logbook record to assessed learning.

(4) A report may be formative or summative. It is normally allocated 100 marks and should normally require no more than 10 student hours.

13.11 Theoretical Examination

(1) A theoretical examination is a summative assessment completed under supervised conditions, either in person or through an approved digital process.

(2) It assesses whether the student can demonstrate knowledge, understanding, application, analysis, evaluation or problem-solving under defined conditions.

(3) A theoretical examination is normally allocated 120 marks and completed in two hours. Where calculations, complex application or case studies are included, the time, mark allocation or reading time may be adjusted, provided that the adjustment is academically justified and clearly communicated to students.

(4) Where case studies are used, additional reading time may be provided and would not normally exceed 15 minutes.

(5) Where the case study is longer than one page of reading it would normally be provided to students at least 24 hours in advance of the assessment.

13.12 Theoretical Test

(1) A theoretical test is normally a formative assessment completed under supervised conditions, either in person or through an approved digital process.

(2) It assesses a defined section of work and is used where the knowledge, understanding or application being assessed is appropriately tested under time conditions.

(3) A test may be closed book or open book. The decision must be based on the purpose of the assessment and must be clearly communicated to students. The assessment brief or test instructions must state what resources, if any, students may use.

(4) A theoretical test is normally no longer than one hour and is normally allocated 60 marks. This supports fair time planning by students and fair mark allocation by examiners and moderators.

(5) Where a case study must be read before questions are answered, additional reading time may be provided. Reading time should normally not exceed 15 minutes.

(6) Where calculations, application or problem-solving require additional time, one of the following adjustments may be made:

- a. extend the test to 90 minutes and keep the mark allocation aligned to the time available (so 90 minutes in this case);
- b. reduce the number of questions or tasks while keeping the test to 60 minutes.

14 Assessment Accommodations

14.1 Core Principles

- (1) An assessment accommodation changes the conditions under which a student completes an assessment.
- (2) It must reduce or remove a barrier to demonstrating competence and preserve the dignity of the student.
- (3) The concession may not alter the standard of the assessment, remove essential learning outcomes, compromise assessment integrity, create an unfair advantage, or alter professional or safety requirements.
- (4) Assessment accommodations must be based on evidence of functional impact and assessment demands, rather than diagnosis alone.
- (5) Evidence must be sufficient to justify the assessment condition being changed and must be handled confidentially by the designated campus or assessment team.
- (6) An alternative assessment format may be approved only where it validly assesses the same learning outcomes at the same level of demand. It may not be used to remove a required writing, oral, practical, professional, technical or performance competence unless that competence is not an essential outcome of the module or qualification.

14.2 Approval before assessment

- (1) Assessment accommodations must be approved and recorded before the assessment wherever reasonably possible and form part of the overall application for learning concessions.
- (2) Late or urgent requests may be considered where there is a sudden injury, illness, trauma, hospitalisation, pregnancy-related functional impact or other exceptional circumstance.
- (3) If a request is too late to implement without compromising integrity or logistics, NGI may approve the accommodation for a later assessment opportunity or another appropriate remedy.
- (4) No lecturer, invigilator or marker may grant an assessment accommodation informally outside the approved procedure.

14.3 Concessions

- (1) Additional time must be approved in bands, based on functional impact and the nature of the assessment. The ordinary bands are 10%, 20% or 30% additional time.
- (2) Rest breaks are not the same as additional writing time. Where rest breaks are approved, the plan must state that the clock must stop, specify the maximum break time and number of breaks, supervision arrangements and access to material and communication is restricted during the break.
- (3) Separate or low-distraction venue must preserve invigilation, start/end times, identity verification and assessment security.
- (4) Laptop or assistive technology must be configured to prevent unauthorised access to internet, files, communication, predictive text, spelling/grammar support or AI tools unless explicitly approved and assessment-appropriate.
- (5) Readers may read authorised assessment text only. A reader may not explain, interpret, coach, translate or indicate answers unless specifically approved under a language-access arrangement that preserves validity.

- (6) Scribe must record the student's dictated answer verbatim and may not edit, improve, organise, advise, prompt or correct the response.
- (7) Prompter may only use approved neutral cues to redirect attention. The prompter may not assist with content or strategy.
- (8) Enlarged print / accessible format must provide the same assessment content in an accessible format without changing the standard.
- (9) Medication, food or medical devices that are permitted must be noted for invigilation and managed without compromising security or fairness.
- (10) Alternative format or method may be approved only where the same learning outcomes and standards are assessed.

14.4 Academic-integrity and invigilation controls

- (1) The Assessment Office/ MADSS must issue invigilation instructions for each approved accommodation.
- (2) Support persons must sign an integrity declaration where required.
- (3) Unauthorised assistance, explanation, prompting, editing, translation, coaching or communication is prohibited.
- (4) Any deviation from the approved accommodation must be recorded as an assessment incident.
- (5) Where an accommodation creates a security risk, the Assessment Office must consult the Registrar or delegated academic governance officer before implementation.

14.5 Communication to lecturers and markers

- (1) Lecturers, markers and invigilators should receive only the information necessary to implement the accommodation or mark fairly. They should not receive diagnostic reports or unnecessary health information.
- (2) Where marking guidance is required, the instruction must specify the concession clearly, for example spelling concession, handwriting clarification, or typed-script marking.

14.6 Recording, moderation and audit

- (1) Approved assessment accommodations must be recorded in the Accommodation Plan and assessment-administration records.
- (2) Implementation records must be available for moderation, audit, appeals and assessment-incident review.
- (3) Accommodation data should be reported in aggregate to identify systemic barriers and improve assessment design.
- (4) Records must be retained and disposed of in line with NGI records and privacy requirements.

14.7 Appeals and assessment incidents

- (1) The standard appeals process applies.
- (2) Where an appeal is based on failure to implement a concession or accommodation the matter must be recorded as an assessment-administration concern and considered for an appropriate academic review.

15 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. Normally at least three should be marked but additional should be added if there is inconsistency picked up.
- (12) External moderation is done as per the requirement of the quality assurance body concerned.

16 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.

17 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.

18 Marking, Moderation and Feedback

- (1) Marking must be fair, consistent, timely and aligned to the approved rubric, memorandum or marking guide. Feedback, especially on formative assessment, is a core part of NGL's teaching and learning approach and must help students understand how to improve.

18.1 Marking Consistency through Standards and Markers' Meetings

- (1) Before marking begins, all markers must have access to the approved rubric, memorandum or marking guide through a secure process.
- (2) For invigilated assessments, the Module Lead or examiner must convene a markers' meeting on the day of the assessment, or as soon as reasonably possible after the assessment has been written. The purpose of the meeting is to confirm the standard, clarify the memorandum or rubric, identify possible areas of interpretation, and ensure consistency across markers.
- (3) For submitted assessments, the marking standard must be discussed no later than the submission date. This may take place earlier where the assessment brief and rubric are already finalised.
- (4) Markers are bound by the approved rubric, memorandum or marking guide and by any further written clarification issued by the Module Lead or examiner.
- (5) Where markers identify uncertainty or inconsistency in the application of the rubric or memorandum, they must raise the query with the Module Lead. The Module Lead must respond within half a working day, where that is reasonably possible. Any clarification issued must be shared immediately with all markers so that the same standard is applied to all students.

18.2 Marking Timeframes

- (1) Marking time begins when scripts or submissions are released to markers. This may be later than the assessment date where scripts first need to be processed, checked or reviewed for possible assessment integrity concerns.
- (2) Lecturers, markers and moderators must meet the approved marking and moderation timelines so that feedback and results are not delayed.
- (3) The normal marking and moderation timelines are as follow – numbers in this table refer to working days.

Assessment Type	Marking Time	Internal Moderation	External Moderation, where applicable
Formative invigilated assessment	3	1	Not normally applicable
Formative submitted assessment	7	1	Not normally applicable
Summative invigilated assessment	5	1	2
Summative submitted assessment	5	1	2
Summative research project or Portfolio of Evidence	5	1	3

- (4) Where a marker has more than one module to mark within the same marking period, or where the class size exceeds 60 students, one additional working day may be approved. Further extensions must be approved through the relevant academic and assessment administration process and must not compromise student feedback, result release or progression timelines.

18.3 Marking Conventions

- (1) Markers must mark in accordance with the approved rubric, memorandum or marking guide.
- (2) For all assessments, markers must:
 - a. indicate the marks awarded for each question, section or criterion;
 - b. check that marks have been added correctly;
 - c. ensure that the final mark is accurately transferred and captured;
 - d. identify any suspected academic integrity concerns; and
 - e. apply the marking standard consistently across all students.
- (3) Where marking is completed online or submitted online, the assessment must be marked online. The saved version must include the marker's marks, comments and feedback.
- (4) Summative scripts must not be released to students and must remain hidden or restricted on myNGI, unless and until an approved review, feedback or access process applies.

18.4 Feedback on Formative Assessment

- (1) Formative assessment must include feedback that students can use to improve their learning and performance.
- (2) A mark alone is not sufficient feedback for formative assessment.
- (3) For formative assessments, markers must provide feedback at question, section, criterion or overall level, depending on the nature of the task. The feedback must help students understand the reason for the mark and how to improve future performance.
- (4) Feedback on formative assessment must be:
 - a. timely, so that students can use it before the next assessment or summative assessment;
 - b. specific, so that students understand what was done well and what was not yet at the required standard;
 - c. actionable, so that students know what to do differently or better;
 - d. linked to the assessment criteria, rubric or memorandum; and
 - e. written or recorded in a way that supports student learning.

- (5) Rubrics are strongly encouraged because they make expectations visible and support consistent, actionable feedback. Where a rubric is not used, another clear method of explaining the standard and giving improvement guidance must be used.
- (6) Where assessments are submitted online they must be marked, and feedback must be given, online.

18.5 Feedback on Summative Assessment

- (1) Summative assessment confirms achievement of the module outcomes and may provide more limited feedback than formative assessment.
- (2) Students must receive their result in accordance with approved timelines.
- (3) Where summative scripts are not returned, students have access to the approved review or query process if they believe an error has occurred or the result is not correct. For this reason, it is imperative that some form of feedback is entered on the script particularly for long questions so that a review process is properly informed.
- (4) Where collective feedback is useful, the Module Lead or lecturer may provide general feedback to the class on common strengths, errors or areas for improvement without releasing restricted summative scripts.

18.6 Use of Feedback for Teaching and Support

- (1) Feedback is not only for students. Lecturers, Module Leads and Programme Managers must use assessment evidence to identify patterns in student performance and to strengthen teaching, support and assessment design.
- (2) Common errors, low performance areas, missed concepts or weak application must inform class feedback, AMP support where relevant, lecturer follow-up, module review and future assessment improvement.

19 Result Capturing, Approval and Release

19.1 Principles

- (1) Assessment results must be captured, checked, validated, approved and released through a secure and auditable process.
- (2) Results may only be released when the required marking, moderation, validation and approval steps have been completed.
- (3) EMC is NGL's official system of record for student marks, results and academic decisions.
- (4) Marks displayed on myNGL are used for learning, feedback and teaching support and may be provisional.
- (5) Only marks recorded, approved and released through EMC constitute the official assessment result and academic record of the institution.

19.2 Result Capturing

- (1) Formal formative and summative assessment marks must be captured on EMC by the lecturer or marker responsible for marking the assessment.

- (2) A mark sheet must be retained for the marks that are then entered on the system, signed (in person or digitally) and loaded in the relevant Team so that it is possible to audit the mark sheet against EMC.
- (3) Capturing must be completed by the end of the working day following the approved marking and moderation period, unless an approved extension applies.
- (4) ICE marks must be captured by lecturers on EMC as the ICE activities are completed and not only at the end of the semester. Where ICE marks are first recorded on myNGI or another approved platform, they must also be transferred to EMC immediately as EMC remains the official record.
- (5) Where moderation results in a mark adjustment, the corrected mark must be captured before the result is approved and released.
- (6) The Module Lead must monitor whether marking, moderation and mark capturing are completed accurately and on time for the module across all campuses and modes.

19.3 Validation and Approval of Results

- (1) Once all formative and summative marks for a module have been captured the Module Lead must do a random, limited check of the capturing relative to the marksheets for each marker for each assessment. Any error picked up must be rectified and the error reported to the Programme Manager and Programme Coordinator.
- (1) Once checked, the Module Lead approves the module marks on EMC for all campuses and modes.
- (2) The checking process must confirm that:
 - a. all required assessment components have been captured;
 - b. marks have been added and transferred correctly;
 - c. moderation outcomes have been applied;
 - d. condonement rules have been applied correctly where relevant;
 - e. missing marks, absent codes or outstanding submissions have been resolved or correctly recorded;
 - f. academic integrity holds or result holds have been addressed; and
 - g. the result calculation reflects the approved module assessment structure.
- (3) The Programme Manager then reviews the results for the programme to confirm that the relevant modules are complete, coherent and ready for programme-level approval.
- (4) Any anomalies, missing results or unresolved issues must be addressed before programme approval is completed.
- (5) The Head of School must check random modules in each programme and the programme completeness before results are released.
- (6) The MADSS is responsible for ensuring that the institutional result process, records, timelines and release requirements have been met.
- (7) The Systems Manager releases result statements to the student portal on the approved release date, after confirmation from the Head of School that the results are ready for release.

19.4 Condonement Rules

- (1) Condoning a result to a different status or higher mark is applied automatically through the approved result calculation rules in EMC. It is not applied manually or as a result of any person's discretion.
- (2) The normal condonement rules are:

Result Point	Condonement Rule	Effect
CASS mark	38% or 39% is condoned to 40%	Gives the student admission to the summative assessment
Summative assessment mark	34% is condoned to 35%	Gives the student access to the supplementary assessment
Final combined module mark	48% or 49% is condoned to 50%	Gives the student a pass for the module

- (3) A condonement may not override approved subminimum requirements, separate theory or practical pass requirements, WIL requirements, external body requirements, academic integrity decisions, disciplinary holds or any specific rule in an approved module or programme assessment strategy.
- (4) Condonement applies only to the specific mark threshold identified above. It does not remove the need for the student to meet all other academic, administrative and regulatory requirements.

19.5 Student Access, Queries and Appeals

- (1) Approved marks become visible to students on the student portal after the required approval and release process has been completed.
- (2) Students have five working days from the date of release on the student portal to query a result or submit an appeal in terms of the approved procedure.
- (3) A result query may relate to a possible administrative, capturing, calculation or marking error. An appeal must follow the approved academic appeal process and must be supported by the grounds required in that process.
- (4) Where a result must be amended after a query or appeal, the amendment must be academically approved by the Head of School and processed through MADSS or another authorised result administration process.
- (5) The corrected result must be updated on EMC so that the official record remains accurate.

19.6 Release of Results and Statements

- (1) Eligibility for admission to summative assessment is normally released on the student portal one week before the start of the examination period.
- (2) Result statements after each summative assessment period are normally released three weeks after the final summative assessment, or on the date published in the academic calendar.
- (3) Final result statements are normally released in July for semester one modules and in December for semester two and year modules.
- (4) A final full-year result statement is released after the special and supplementary assessment period, normally in February of the following academic year.
- (5) Transcripts are only released after graduation eligibility has been confirmed and the student has been recorded as graduated on the official system.

- (6) Qualification completion letters may be released before transcripts, but only after completion eligibility has been confirmed.

20 Internal Moderation

20.1 Roles

- (1) The internal moderator, who should be a lecturer on the subject if the subject is taught on more than one campus or must be qualified in the subject if it is a single site/ offering module, moderates the subject/ module guides, subject/ module learning materials/ manuals and assessments to assure their quality and compliance with TRACK and other institutional policy.
- (2) The developer/ module lead and the moderator collaborate on the assessment planning. They must agree on the assessment structure before the assessment instrument development starts.
- (3) It is intended that the developer/ 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.
- (4) Where this does not happen, the PM becomes the intermediary.
- (5) The internal moderation report is completed on the relevant TRACK document and signed by the internal moderator and returned via link to the developer/ module lead with the moderated assessment paper and memorandum.
- (6) If the developer/ module lead agrees with the moderator, the paper is finalised and submitted for printing, or distribution.
- (7) If the developer/ module lead is not in agreement, the developer/ module lead and moderator should discuss the issues and if they are unable to agree should involve the programme manager.
- (8) The developer/ module lead is responsible for attending to feedback from the building team and will consult with the moderator as needed.
- (9) The developer/ module lead is responsible for checking that the finalised assessment is as expected and required.
- (10) The internal moderator does a quality check on the student facing documents and approves for distribution.

20.2 Scope of internal moderation relative to assessment instrument

- (1) The moderator checks the instrument for:
 - (a) Adherence to the strategy and policy requirements including TRACK and the mark structure.
 - (b) Complete and accurate use of the templates for assessments and memoranda or rubrics.
 - (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.

20.3 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.
- (2) 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.
- (3) 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.
- (4) A recommendation is made to the PM for action to attend to the outcomes of the above.
- (5) This internal moderation may not take more than two days.

21 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) 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 to confirm compliance.
- (4) New moderator details are considered by the Academic Board at the same time and must include their eligibility to act as a moderator.
- (5) New moderator details must serve at the Academic Board for approval before they are appointed and the HoS is responsible for ensuring that regular audits are done to enable this to happen.
- (6) The programme manager, in consultation with the module lead, is responsible for the appointment after receiving approval from the Academic Board.
- (7) The external moderator works only on summative assessments.
- (8) The external moderators sign an agreement to provide moderation services and are paid after invoicing NGI once the work is completed.
- (9) 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.
- (10) 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 TRACK document, 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.
- (11) 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

22 Assessment Schedules

- (1) Assessment timeframes are released at the start of the year in the NGI calendar and on myNGI
- (2) Students are required to adhere to them.
- (3) 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.
- (4) The timetable indicates what type of assessment and students must make suitable arrangements accordingly.
 - (a) On campus invigilated assessments
 - (b) Invigilator App assessments (done on the Invigilator)
 - (c) Physical submissions
 - (d) Digital submissions on myNGI

23 Appeals and Disputes

23.1 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.

23.2 The Appeals Process

- (1) Students have five working days to appeal a decision by lodging an appeal through the helpdesk on myNGI.
- (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**.

23.3 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 the NGI Helpdesk <mailto:> within five 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.

23.4 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 by submitting through the helpdesk in the category appeals.
- (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, five 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 five days by another lecturer on the programme/module. This re-marking must be completed within two 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.

Formative and summative assessment on the Invigilator:

- (1) For formative and summative assessments in the form of a theoretical test/ examination conducted by the Invigilator the appeals office notifies a student by emailing the student from appeals@ngi.ac.za to their student email address withing 10 working days of the assessment the reason for the transgression.
- (2) Where an assessment has not been marked due to a transgression identified by the invigilation, the student may submit an appeal via the Helpdesk by selecting the "Appeals" category.
- (3) Students must provide supporting evidence when challenging the outcome of a formative assessment.

- (4) The Institutional AMP on myNGI relating to the Invigilator provides guidance to students regarding the required supporting evidence for an appeal.
- (5) The Appeals Office will review the submitted appeal and communicate the outcome to the student.
- (6) Should a student dispute the outcome of the appeal, the student may escalate the matter by submitting an email to madss@ngi.ac.za.
- (7) The MADSS will review the appeal, together with the supporting evidence and prior outcome, and provide a final decision.

24 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 submits through the helpdesk by choosing the category special learning needs.
 - a. The application form is provided to the student and the completed application form with supporting documentation emailed to academichub@ngi.ac.za.
 - b. The Academic Hub Administrator (AHA) reviews the application and consults with the MADSS if the requirement is unusual.
 - c. Approval letter is sent to the student or request for additional information and then an approval.
 - d. AHA updates the consolidated concession list.
 - e. Campus management processes by notifying PC's and lecturers and ensures relevant arrangements are in place to accommodate the concession.
 - f. AHA updates student information on SIMS (EMC).
 - g. The Assessment Coordinator ensures concessions are processed on The Invigilator App.

25 Student Progression Requirements (Passing and Repeating Modules)

25.1 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 mode of delivery, credit value and assessment structure of a module this is either a weighted average of the assessment marks or a combination of the ICE contribution and the 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.
- (6) In all cases the student remains responsible for achieving the minimum CASS requirements for admission to the summative assessment and successful completion of the module.

25.2 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) students must meet the assessment requirements in accordance with the mark structure and pass requirements stipulated in the module guide.
- (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.

26 Modules and Programmes that are phasing out

- (1) The institution may phase out a qualification, specialisation, delivery mode or programme offering where required due to curriculum review, regulatory requirements, strategic considerations, and operational viability.
- (2) A programme may be phased out:
 - (a) In its entirety across the institution
 - (b) On one or more campuses while remaining available on other campuses.
 - (c) In a specific delivery mode
 - (d) Across the institution over a defined period
- (3) Any phase-out period must ensure that currently enrolled students are provided with a reasonable opportunity to complete the qualification and may not exceed the maximum completion time applicable to the last intake cohort admitted to the programme.

- (4) Where a module is phased out as a result of curriculum changes, the approved module replacement and equivalence rules of the Institution apply. Students may be required to complete an approved replacement module in accordance with the curriculum transition arrangements.
- (5) No new student registrations or transfers into a phased-out programme, delivery mode, or module will be permitted after the approved phase-out date unless expressly approved by the Institution.
- (6) For any qualification being phased out, the qualification will continue to be offered to enrolled students until the maximum completion time of the final intake cohort has been reached. Upon expiry of the maximum completion time, students who have not completed the qualification may be required to transition to an approved alternative qualification, subject to applicable curriculum transition rules.
- (7) During a programme phase-out period, students who are required to repeat outstanding modules will remain eligible to register for those modules, subject to the applicable registration and fee rules of the Institution.
- (8) The Institution may determine an alternative support model for repeat modules where a programme, campus offering, or delivery mode is being phased out. Such support may include:
 - (a) access to learning materials and module resources through myNGI
 - (b) access to booster sessions, recordings, revision activities, or other academic support interventions;
 - (c) opportunities to engage with academic staff through approved support channels; and
 - (d) access to formative and summative assessment opportunities in accordance with institutional assessment policies.
- (9) Students registered for repeat modules during a phase-out period remain subject to all academic, assessment, admission-to-examination, and qualification completion requirements of the Institution.
- (10) Students who fail to complete all outstanding modules within the approved teach-out period, including any supplementary or special assessment opportunities provided in terms of institutional policy, may lose eligibility to graduate in the phased-out qualification and may be required to transition to an approved alternative qualification.
- (11) The Institution will communicate all phase-out arrangements, transition requirements, support provisions, registration requirements, applicable fees, and qualification completion deadlines to affected students within a reasonable period following the approval of the phase-out.

27 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.

28 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.

29 Supplementary Re-examination

29.1 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.

29.2 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.

30 Missed Assessments

30.1 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 madss@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.

30.2 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.

31 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.

32 Requirements for Submitted Assessments

- (1) Submitted assessments must meet all academic, technical, ethical and submission requirements stated in the assessment brief, module guide and relevant NGI policies.
- (2) Students are responsible for ensuring that their work is submitted on time, in the correct format, through the correct platform, and with all required supporting information.

- (3) Unless otherwise stated in the assessment brief, submitted assessments must be submitted electronically through the approved NGI platform.
- (4) Where submission through a similarity checking tool, plagiarism detection process or other approved technology is required, students must comply with that requirement.
- (5) Failure to submit through the required process or in the wrong format may result in the work not being assessed until the requirement is met, or in another outcome provided for in the relevant procedure.
- (6) Deadlines must be met. Late submission, non-submission or incorrect submission will be managed in terms of the approved assessment rules and procedures.

32.1 Format Requirements

- (1) Submitted assessments must meet the format requirements stated in the assessment brief.
- (2) Unless a different format is required, “written” assignments must normally be word processed, use Arial 11 or 12 font, and be set at 1.5-line spacing.
- (3) Students must ensure that files are readable, accessible, correctly named where required, and submitted in the approved file format.
- (4) A submission that cannot be opened, read or assessed may be treated as non-compliant.

33 Academic Integrity and Assessment Rules

33.1 Purpose and Scope

- (1) Academic integrity is essential to credible assessment. Assessment must provide reliable evidence of what a student knows, understands and can do. NGI therefore protects the integrity of assessment so that student results, certification and qualifications remain valid, reliable and trusted.
- (2) The Intellectual Integrity and Anti-Plagiarism Policy, NGI 003, applies to all assessments and must be read with this policy. Students are required to familiarise themselves with NGI 003 and with the rules of each assessment before attempting or submitting assessment work.
- (3) All students and graduates have the right to have the credibility of their qualification protected. For this reason, any conduct that undermines the fair and accurate assessment of student competence is treated seriously.

33.2 Student Responsibility

- (1) Students are responsible for acting honestly and ethically in all assessment activities.
- (2) By attending, submitting or undertaking an assessment, and by placing their name or student number on an assessment, students confirm that they understand and accept:
 - (3) the specific rules of that assessment;
 - (4) the general assessment rules of NGI;
 - (5) the academic integrity requirements that apply;
 - (6) the permitted and prohibited forms of assistance;
 - (7) the rules on collaboration, source use, referencing and AI; and
 - (8) the requirement that submitted work must represent their own learning and competence.

- (9) Students are expected to seek guidance before submission where they are unsure about assessment rules, source use, referencing, collaboration, AI use or any other academic integrity requirement.

33.3 Staff Responsibility

- (1) Staff are responsible for modelling, teaching and supporting academic integrity.
- (2) Lecturers and academic staff must help students understand the skills and conventions required for honest academic work, including appropriate source use, citation, referencing, paraphrasing, academic writing, digital literacy and responsible use of technology.
- (3) Assessment design, marking, moderation and feedback must support the principle that students are rewarded only for knowledge, understanding, skills and judgement that they have actually developed and demonstrated.

33.4 Independent Work, Collaboration and Cheating

- (1) Assessments are normally intended to assess the competence of an individual student. Unless the assessment brief expressly permits collaboration, assistance or group work, the work must be completed independently.
- (2) Only collaboration or assistance that is explicitly permitted in the assessment brief is allowed.
- (3) Any form of cheating, dishonesty, collusion, plagiarism, contract cheating, unauthorised assistance, impersonation, falsification of evidence, inappropriate use of AI or inappropriate use of another person's work or technology is prohibited.
- (4) For the avoidance of doubt, any attempt to obtain, provide or use assistance in a way that is not expressly permitted is cheating.
- (5) Cheating or other academic misconduct may result in disciplinary action and may result in serious sanctions, including failure of the assessment, failure of the module, suspension or expulsion, depending on the circumstances and the applicable procedure.

33.5 Use of Sources, Referencing and Evidence

- (1) Students must comply with all requirements relating to source use, citation, referencing, originality and evidence.
- (2) Where required by the assessment brief, students must:
 - a. use the required referencing convention;
 - b. provide in-text citations and a reference list;
 - c. use NGL-approved resources, library resources, digital library resources or other acceptable sources;
 - d. provide access to original sources where required;
 - e. submit an originality or academic integrity declaration;
 - f. disclose permitted or required AI use; and
 - g. provide AI prompts, outputs or declarations where required.
- (3) Submitted work that requires citations, a reference list, originality declaration or AI-use declaration may be treated as non-compliant if these are missing.

33.6 31.6 Use of AI and Technology

- (1) AI tools and other technologies may only be used in assessment where this is permitted or required by the assessment brief.
- (2) Where AI use is permitted, students must use it responsibly and transparently. They may be required to disclose the AI tool used, prompts entered, outputs received, and how the output was checked, adapted or used.
- (3) Where AI use is prohibited, any use of AI to generate, structure, rewrite, solve, analyse or complete assessment work may be treated as academic misconduct.
- (4) Students remain responsible for the accuracy, integrity, originality and academic quality of any work submitted, even where AI or other digital tools were permitted.

33.7 Integrity Risk Signals and Additional Scrutiny

- (1) With the development of AI and associated tools, it is sometimes necessary to ask students to verify their learning/ understanding/ sources in order to eliminate the possibility of unethical conduct.
- (2) This process is not an assumption of guilt.
- (3) Students are required to comply with requests for additional information, or to undergo additional assessment if NGI has a reasonable concern that integrity may have been compromised.
- (4) Qualification integrity is in the best interest of all graduates and thus requires hyper vigilance in relation to any risk to that integrity.
- (5) Scrutiny, and the requirement for knowledge and understanding verification, may include one or more of the following:
 - a. similarity checking;
 - b. AI-use review;
 - c. additional human review;
 - d. oral questioning;
 - e. practical demonstration;
 - f. presentation or defence of submitted work;
 - g. supervised reassessment;
 - h. restriction of off-campus or digital invigilation arrangements;
 - i. requirement to complete assessment under controlled conditions; or
 - j. another reasonable authenticity check.
 - k. Where there is a heightened integrity risk, individual students or groups of students may be required to complete assessment under different conditions. This may include being required to write on campus, under in-person invigilation, or through another approved assessment arrangement.
- (6) NGI makes use of all of the following to protect integrity and detect risks but the final decision on whether or not there has been a compromise will always be human:
 - a. Browser lock down
 - b. Limit of what can be copied or pasted
 - c. Human invigilation
 - d. Similarity detectors

- e. AI detectors
- f. Technological invigilation
- g. Source verification.

33.8 Concerns About Submitted Work

- (1) Any concern about the validity, originality, authenticity, authorship, compliance or integrity of submitted work may be investigated.
- (2) Assessment marking, release or finalisation may be withheld while a compliance, originality or academic integrity concern is being investigated.
- (3) The digital logs on digital assessment platforms including the VLE myNGI and the proctoring systems are used as evidence to verify submission and compliance.
- (4) Depending on the circumstances, the outcome may include:
 - a. a request for further evidence;
 - b. correction of a technical or procedural issue;
 - c. oral questioning or another authenticity check;
 - d. reassessment in whole or in part;
 - e. non-assessment of the submitted work;
 - f. referral under NGI 003 or another relevant policy;
 - g. disciplinary action; or
 - h. another outcome permitted by the applicable procedure or logically aligned with any policy or procedure.

33.9 Consequences of Academic Misconduct

- (1) Academic misconduct undermines the credibility of NGI assessment and qualifications and will not be tolerated.
- (2) Where misconduct is found, consequences will be determined in terms of NGI 003, this policy and any applicable disciplinary procedure.
- (3) Consequences may include a warning, mark penalty, zero for the assessment, failure of the module, reassessment under controlled conditions, suspension, expulsion or withdrawal of a result or certification decision as permitted by policy and law.

34 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 human 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) If an irregularity is suspected or noted during an assessment the following applies:
- (a) The answer paper/script will be removed and the student issued with a new one with the time and reason for the replacement recorded on both. If an investigation clears the student both will be marked.
 - (b) If an assessment is performance based/ practical of nature and the irregularity is irrefutable the student will be required to stop the practical assessment and the invigilator will report the matter to the MADSS. If the student is cleared after an investigation another form of assessment will be considered if it is not practical to do the performance-based assessment again.

- (c) If there is a suspicion of irregularity the time and nature of the suspicion is recorded by the invigilator and given to the student to sign while the invigilator photographs the point in the assessment that the student has reached and the student is able to continue. If they are then cleared the full work is assessed.
- (d) If use is being made of an unauthorised item such as a cell phone, the student can agree to unlock the device for inspection by the invigilator and another authorised person, or they can make a statement admitting the transgression and forfeit the assessment.
- (e) 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.
- (f) The invigilator will report irregularities to the VPAO who will, if necessary, consult with the PM or the MADSS.
- (g) The student will be subject to formal discipline that may result in expulsion.
- (h) The candidate will be asked to leave the room if they are disruptive.

35 Additional Rules for Electronically Invigilated Assessments

35.1 Purpose and Scope

- (1) NGI may use The Invigilator or other approved technology to support assessment integrity and assist in the detection of cheating or other assessment irregularities.
- (2) Electronically invigilated assessment may be used for online, off-site or other approved assessments where NGI determines that technology-supported invigilation is appropriate.
- (3) Permission to complete an assessment off site using invigilation technology is not automatic. A student may only use this arrangement where the student is eligible, has completed the required preparation, has the required technology and environment, and can comply fully with all assessment rules.
- (4) Where there is concern about a student's use of the technology, assessment environment, conduct, submission, identity verification or assessment integrity, NGI may require the student to complete future assessments on campus or under human supervision. This may be required where there is doubt or risk, even where misconduct has not yet been established. The reason for the restriction must be communicated to the student, and the normal review or appeal process applies.
- (5) Certain contact-mode students, including Higher Certificate students or students in the final year of a multi-year qualification, may be required to complete summative assessments on campus unless off-site assessment is specifically permitted.
- (6) Distance-mode students normally complete invigilated assessments online through myNGI and the approved invigilation technology, unless NGI requires or permits another approved arrangement.

35.2 Eligibility to Use The Invigilator

- (1) A student may only use The Invigilator for an assessment if:

- a. the student is eligible to use The Invigilator for that assessment;
 - b. the student has completed the Invigilator AMP on myNGI;
 - c. the student has successfully completed the required demo test;
 - d. an Invigilator badge has been issued; and
 - e. the student meets the technical, environmental and conduct requirements for the assessment.
- (2) The Invigilator AMP prepares students to use the system correctly and confirms that the required device and procedural checks have been completed. The successful completion of the demo test confirms that the student has demonstrated the required system use for assessment access.
- (3) An Invigilator badge is required to access online invigilated assessments. Where a badge has not been issued, the assessment will not be visible under the relevant assessment section on myNGI, and the student will not be able to access the assessment online.
- (4) Contact-mode students who do not complete the Invigilator AMP or do not receive an Invigilator badge must write the assessment on campus under human invigilation. Distance-mode students may be required to repeat the AMP until competent or may be required or permitted to complete the assessment through another approved arrangement.
- (5) Lack of knowledge, lack of preparation, failure to complete the AMP, or failure to follow the required process will not be accepted as an excuse for non-compliance.

35.3 Student Technology and Environment Requirements

- (1) Students using The Invigilator must have access to the required devices and a suitable assessment environment.
- (2) The required technology normally includes:
- a. a functional computer or laptop;
 - b. a functional webcam;
 - c. a functional microphone;
 - d. a smartphone;
 - e. sufficient battery power or charging access for both devices;
 - f. sufficient data or Wi-Fi access to complete downloads and uploads; and
 - g. the ability to open, read, scan and upload PDF documents where required.
- (3) Students must complete the assessment in a quiet and suitable environment. The environment must be free from avoidable disturbance, background noise, music, recorded sound, unauthorised persons and any other condition that may interfere with invigilation or raise an assessment integrity concern.

- (4) A student who cannot secure a suitable environment must write on campus or under another approved invigilation arrangement.

35.4 Assessment Access and Identification

- (1) Students must follow the access instructions provided for the assessment.
- (2) Access to digital assessments on myNGI requires authentication through NGI's approved systems, which is normally Microsoft OpenID Connect (Microsoft 365). Students are responsible for using their own institutional credentials and may not share or permit use of their accounts by another person.
- (3) Where an exam code is required, the code must be accessed through the assessment section of the relevant module on myNGI. The code may not be distributed by staff or students through any other channel.
- (4) The exam code is normally active for 30 minutes from the official start time of the assessment, as published on the assessment schedule. Once the access period has ended, the assessment may no longer be accessible through the code, and the student may be regarded as late or absent in accordance with the assessment rules.
- (5) Students must be able to provide valid proof of identity when required. NGI normally requires a student card or official identity document. The student number must appear on any script, answer sheet or submitted document where required.

35.5 Conduct During Electronically Invigilated Assessments

- (1) All standard NGI assessment rules apply to electronically invigilated assessments.
- (2) Students must not cheat, attempt to cheat, assist another student to cheat, or engage in any conduct that undermines assessment integrity.
- (3) During an electronically invigilated assessment, students may not:
 - a. access any material, person, website, application, device or information that is not expressly permitted;
 - b. open tabs, windows or applications other than those required for the assessment;
 - c. keep unauthorised icons or applications open on the taskbar;
 - d. communicate with another person;
 - e. allow another person into the assessment environment;
 - f. disrupt, disable, close or manipulate The Invigilator or any related technology;
 - g. leave the invigilated environment without permission;
 - h. submit work that has not been produced under the required conditions; or
 - i. use AI or other technology unless expressly permitted in the assessment brief.
- (4) If The Invigilator Web Agent is required, it must be used together with the mobile application as instructed.

- (5) Any attempt to manipulate, bypass or interfere with the invigilation process may result in disqualification from the assessment and may lead to disciplinary action.

35.6 Submission of Answer Scripts

- (1) Students must submit answer scripts in the manner prescribed for the assessment.
- (2) Where handwritten responses are required, the responses must be scanned using the approved process in The Invigilator App and uploaded as instructed. Answers must also be submitted on myNGI where this is required.
- (3) Unless a different instruction is issued, only the PDF generated through the approved Invigilator scanning process will be accepted for handwritten responses.
- (4) Students must:
 - a. write clearly and legibly in blue or black ink where handwritten work is required;
 - b. number answers according to the question paper;
 - c. cross out rough work or any answer not intended for marking;
 - d. upload the correct document;
 - e. follow the prescribed naming convention, normally Module Code_Student Number;
 - f. submit through both The Invigilator App and myNGI where both are required;
 - g. meet all submission deadlines; and
 - h. save a copy of the submitted work.
- (5) Late submissions, incorrect submissions, unreadable submissions, submissions through the wrong platform, or submissions that do not comply with the prescribed process may result in the work not being marked.

35.7 Technical Problems During Assessment

- (1) Students must report technical or access problems immediately during the assessment or as soon as possible after the assessment.
- (2) Technical problems must be logged through the approved support channel, including the Helpdesk or the designated WhatsApp support number where applicable. Where a student does not log a technical problem during or immediately after the assessment, NGI may treat the student as not having experienced a technical problem.
- (3) Failure to prepare properly, charge devices, secure connectivity, test the system, complete the AMP, use the required device, or arrange a suitable environment is not normally grounds for appeal.

35.8 Invigilation Records and Integrity Flags

- (1) The Invigilator and related technologies may generate records, alerts or reports that assist NGI to review assessment integrity.
- (2) These may include:

- a. selfie or identity verification records;
- b. automated photo captures;
- c. video recordings;
- d. screen capture data;
- e. live monitoring alerts;
- f. microphone or audio recordings;
- g. AI content detection reports;
- h. “out of app” activity records;
- i. student audit data showing active invigilation periods; and
- j. document similarity or comparative submission analysis.

- (3) A flag or alert is not automatically a finding of misconduct. It is an indication that the assessment may require review, further evidence, additional scrutiny, oral questioning, comparative marking, reassessment or referral under the relevant academic integrity process.
- (4) Students are responsible for understanding that these records may be used to evaluate compliance with assessment rules and the authenticity of assessment evidence.

35.9 Consequences of Non-Compliance

- (1) Failure to comply with electronically invigilated assessment rules may have academic and/or disciplinary consequences.
- (2) Depending on the nature and seriousness of the matter, consequences may include:
 - a. the work not being marked;
 - b. a mark of zero for the assessment;
 - c. a requirement to redo the assessment or complete another assessment;
 - d. loss of permission to complete future assessments off site;
 - e. referral under NGI 003 or another relevant policy;
 - f. failure of the module;
 - g. suspension; or
 - h. expulsion.
- (3) A student who is flagged by the application, fails to submit correctly, breaches an assessment rule, or is suspected of dishonesty may be subject to investigation before a final decision is made.
- (4) Failure to follow the rules, make adequate arrangements or comply with technical requirements is not normally grounds for appeal.

36 Policy Review

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