



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

430 Farenden Street
SUNNYSIDE
0002

Tel.: (012) 344-3960/1/2
Fax: (012) 344-5480
Email: info@apa.ac.za
www.apa.ac.za

PO Box 11488
HATFIELD
0028

INSTITUTIONAL POLICY ON

MONITORING AND EVALUATION OF TEACHING AND LEARNING

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Approved
Dates of amendments	2009, 2014
Review date	2019

Policy for the monitoring and evaluation of teaching and learning or equivalent

1. INTRODUCTION

Since learning and teaching is one the key functions of tertiary education and the APA specifically, almost all spheres and actions of the institution directly or indirectly have an interest in the teaching and learning function.

2. MONITORING

- **Internal assessment of student learning achievements**

Exam dates are communicated to the students by means of an examination timetable. Every student receives this timetable well in advance. Two tests are written in every subject in each semester and at least one exam paper on each subject during the semester exams. Internal assessment of student learning achievements is incorporated into class discussion groups, exam papers and assignments. For every assignment received the lecturer gives the student a mark out of a possible 100. At least two assignments or tests are needed to assess the student's progress in a semester. These tests are used in conjunction with the lecturer's assessment of the student's responsiveness in class, to make an internal assessment of the student's learning achievements and to identify possible problems pro-actively.

- **Internal Student Evaluation**

Students also participate in monitoring and evaluation of teaching and learning. Annually teaching and learning is evaluated by completion of specific evaluation forms (see Appendix 1).

- **External moderation**

Every exam paper is moderated by an external moderator. For final year exam papers the moderator must be outside the institution, preferably at a recognized tertiary institution and must have a master's degree, but preferably a doctoral degree in Theology or relevant discipline. Moderators are appointed by the faculty by means of the submission of a *curriculum vitae* giving evidence of appropriate qualifications, skills, and past moderation experience.

- **Monitoring student progress**

The monitoring of students' progress is of high importance at our institution. Students' progress are monitored by means of class discussions and written assignments on topics relevant to the appropriate program. Examination and external moderation play an important part of the assessment of our students' progress. Students are also invited to electronic discussion groups via e-mail and the website. Academic personnel are also available to students by e-mail, discussion groups, or telephonically.

- **Ensuring the validity and reliability of assessment practices**

All full-time academic staff members currently have a doctoral degree in specific fields within the spectrum of theological subjects. In every exam a moderator must be present to validate the reliability of the assessment practice. All moderators must be in possession of a degree on the specific field of examination at least one level higher than the level being moderated. For final year exam papers the moderator must be outside the institution, preferably at a recognized tertiary institution and must have a doctoral degree in Theology or relevant discipline. Moderators are appointed by the quality committee by means of the submission of a *curriculum vitae* giving evidence of appropriate qualifications, skills, and past moderation experience (see appendix 2).

- **Secure and reliable recording of assessment results**

All assessment results, exam papers and moderator documents are kept on file in our security safe. For every exam, we have a form which must be completed and signed by the moderator and lecturer concerning the secrecy, validity and reliability of the exam paper and moderation process. An electronic copy of the dissertation is kept on file for future reference or queries.

- **Settling of student disputes regarding assessment results**

As was mentioned above, all question papers, exam papers, and moderation forms are kept safe under lock and key. In the case of a dispute regarding assessment results, the student has the option to take up the matter with the lecturer. In this we have a policy which includes the remarking of the exam paper as well as a re-moderation by another external moderator. In the case of the student not being satisfied the case is immediately put on the agenda of the meeting of the faculty and discussed there. All documentation is regarded strictly confidential and the student is given the chance to state his complaint towards the meeting. Afterwards the meeting comes to a conclusion and the student and the lecturer is briefed in full. The decision of the faculty is final.

- **Rules regarding plagiarism**

This institution regards plagiarism a very serious felony and when found guilty, a student may be expelled from our institution indefinitely. According to our policy regarding plagiarism every student is informed about the regular occurrence of plagiarism at tertiary institutions and the dire consequences upon being found guilty of this misdemeanour. When handing in an assignment or dissertation for moderation the student is obliged to declare that the work is his/her own by means of the submission of a signed "submission form". In this form the student is obliged to declare that where the work of someone else was cited, the student has recognize the source in full accordingly. The form is signed by the student and the lecturer. Every dissertation must have a full bibliography at the back. This bibliography is spot-checked by the study leader to confirm that the student did indeed recognize his/her source appropriately and that citations are cited correctly. It nevertheless is impossible for a study leader to check every citation to certify whether it is in accordance with the source. In the case of students not being honest regarding the work they have done, our institution will handle with them according to our policy regarding the prevention of plagiarism. The institution cannot be held liable for any legal or civil actions pertaining to the fraud.

- **Development of staff competence**

All academic staff must be in possession of a conferred doctorate degree or at least must have a master's degree in the field he/she is teaching and be enrolled for a doctoral degree to be completed as soon as possible. Furthermore all academic staff members are encouraged to attend national and international academic conferences on their respective fields of specialty to enable them to stay up to date with the newest international trends and findings. Our institution holds a national theological conference annually. At this conference all academic theology staff takes turns to host a theme of specialty. Clerics and scholars from all over South Africa attend the conference. All papers are discussed and recommendations are noted. This enables the academic staff to stay in touch with the practice of the national church as well.

On the webpage we host a number of discussion groups for clerics of the church. These groups serve as valuable vehicles in building staff competence. Some of our staff currently assists in the new translation of the Bible from the original languages to Afrikaans. This project is registered under the Bible Society of South Africa.

All our full-time academic staff members are heading a workgroup on their fields of specialty. These workgroups gather quarterly to discuss research and methodology concerning the fields of specialty.

APPENDIX 1 – Evaluation form



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

EVALUERINGSVORM VAN KURSUSSE AANGEBIED BY DIE APA

VRAELYS VIR INGESKREWE STUDENTE (GEBRUIK ASSEBLIEF DRUKSKRIF EN 'N SWART PEN)

JAAR:

SEMESTER:

Ten einde die standaard van ons vakke by die APA hoog te hou, asook moontlike tekortkominge in ons kursusse te kan identifiseer, word studente versoek om na afloop van elke semester die kwaliteit, inhoud en algemene kritiek oor elke vak met die APA te deel. Dit stel ons in staat om kwaliteitskontrole te doen en die tekortkominge aan te spreek. Studente word versoek om die vorm in te vul vir elke vak waarvoor hulle die afgelope semester ingeskryf was. U kan die vorm anoniem invul as u wil. Ons sal egter bly wees as u asseblief u naam of studentenommer kan verskaf aangesien die vorm as vertroulik hanteer sal word. Antwoord asseblief die vrae eerlik.

Naam & Van: (opsioneel)

Studentenommer:..... (opsioneel)

Vak waarvoor u ingeskryf was die semester:

(Merk met 'n X in die toepaslike blokkie)

Op 'n skaal van 1 (swak) tot 10 (puik): dink u die inhoud (leerplan) van die betrokke vak is op standaard?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik) was die dosent voorbereid vir klasse?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik): hoe oordeel u oor die toepaslikheid (praktykgerigtheid) van die vak?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik): hoe oordeel u oor die beskikbaarheid van die dosent die afgelope jaar ten opsigte van die vak?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik): hoe oordeel u oor die algemene student-dosentekontak ten opsigte van die vak?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik): hoe oordeel u oor die webblad-inligting en gebruik van die vak die afgelope jaar?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Op 'n skaal van 1 (swak) tot 10 (puik): hoe oordeel u oor die administratiewe ondersteuning ten opsigte van u vak?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Indien u by enige van die bogenoemde vrae 'n skaalvlak van 1 – 4 aangedui het, verduidelik ASSEBLIEF hieronder waarom u dit gedoen het. Ons wil graag op ons diens verbeter en wil daarom presies weet waar en wat om te verander.

Enige klagtes / kommentaar / aanbevelings wat u met betrekking tot die vak met die APA wil deel.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Baie dankie vir u tyd. Seën word u toegewens op die pad vorentoe.

APPENDIX 2



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

INLIGTINGSVORM: EKSTERNE MODERATOR

(EE 1)

'n Elektroniese CV sowel as afskrifte van die moderator se kwalifikasies, werksbetrokkenheid en/of werksondervinding moet asseblief die inligtingsvorm vergesel.

VAN: TITEL:

VOLLE NAME:

IDENTITEITSNOMMER:

HUISADRES:

TEL. NR.: SELFOON:

E-POS ADRES: FAKS NR.:

WERKGEWER:

KWALIFIKASIES:

VERBANDHOUDENDE KUNDIGHEID:

JARE ERVARING AS EKSTERNE MODERATOR BY APA:

JARE ERVARING AS EKSTERNE MODERATOR ELDERS:

HOEVEELSTE JAAR EKSTERNE MODERATOR AANEENLOPEND BY DIE APA:

KURSUS/SKRIPSIE WAT EKSTERN GEËKSAMINEER GAAN WORD:

BANKBESONDERHEDE

NAAM VAN DIE BANK:

TAKKODE:

REKENINGNOMMER:

REKENINGTIPE (Bv. Tjek of Spaarrekening):

Hiermee verklaar ek dat die inligting verskaf korrek is. Ek onderneem om enige veranderinge van inligting aan die sekretaresse van die Rektor en Registrateur deur te gee.

Ek is vertrouwd met die beleid van *Die Afrikaanse Protestantse Akademie* met betrekking tot die taak van 'n eksterne moderator en verklaar my bereid om binne die raamwerk van genoemde beleid as eksterne moderator op te tree.

.....
HANDTEKENING:
EKSTERNE MODERATOR

.....
DATUM

.....
HANDTEKENING: DEKAAN

.....
DATUM

APPENDIX 3 - MARKSHEET



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

SAMPLE

BA RESULTS

SUBJECT AND CODE: **LECTURER:**

2015

ASSESSMENT INFORMATION			Sem. Test 1	Sem. Test 2	Semester Mark	Examination Mark	FINAL Mark	2nd OPP Mark	COMMENT
NAME	DATE:	DATE:	DATE:	DATE:	DATE:	DATE:	DATE:		

LECTURER: **DATE:**

MODERATOR: **DATE:**

CHECKER: **DATE:**

DEAN: **DATE:**

EXPLANATORY NOTES:

1. To be admitted to a semester exam, a student must have a mark of at least 40%.
2. To complete a semester successful, a student must obtain an average of 50% on condition that a student does not receive less than 40% in the final exam.
3. To qualify for a re-examination, the average of the semester mark and the exam must not be less than 40 %.
4. To qualify for a sick-exam, a student must present a valid doctors certificate for the date and/or duration of the exam.
5. To be able to attain a distinction, the average of the semester mark and the mark of the final exam, must be 75% and above.
6. To achieve a degree with distinction, the marks of the two main subjects must be 75% and above 75% for at least the final year.

APPENDIX 4



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

**REPORT ABOUT THE MODERATION OF THE ANSWER SHEETS AND
AWARDING OF MARKS**

(VAP)

1. **SUBJECT** (Eg. History 3):
2. **MODERATOR:**
3. **EXAMINATION DATE:**
4. **THE DATE WHEN THE EXAMINATION PAPER, MEMORANDUM AND ANSWER SHEETS WERE RECEIVED:**
5. **THE DATE WHEN EVERYTHING WAS HANDED BACK AFTER VERIFYING:**
.....
6. **FINDING OF THE MODERATOR:**
 - 6.1 The examiner was
 - too generous in awarding marks Yes/No/A little
 - too strict in awarding marks Yes/No/A little
 - objectively correct in awarding marks Yes/No
 7. Are differences regarding the awarding of marks resolved to the satisfaction of examiner and moderator? Yes/No
If "no", explain:
.....
.....
8. In my view the marks are awarded correctly: Yes/No

SIGNATURE:

DATE:

(Attach this Results form to this document)



APPENDIX 5

DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

FAKULTEIT LETTERE EN WYSBEGEERTE

VERSLAG VAN MODERATOR OOR BESTEK, VRAESTEL EN MEMORANDUM (BVM 1)

BELEID TEN OPSIGTE VAN DIE TAAK VAN DIE EKSTERNE/INTERNE MODERATOR

'n Eksterne/Interne moderator word vir elke vraestel (skriftelik of mondeling) aangewys. Die vraestel word skriftelik opgestel en met sy memorandum aan die eksterne/interne moderator voorgelê met die oog op evaluering.

A. Die eksterne/interne moderator het die verantwoordelikheid om:

1. die voorgeskrewe vorm (*Vorm BVM 1*) te voltooi;
2. die standaard van die vraestel en memorandum te evalueer. Dek dit die kernbestek? Word krediet gegee vir inligting wat die student deur selfstudie bekom het?
3. die omvang en standaard van die eksamenmateriaal te beoordeel;
4. 'n oordeel te fel oor die persentasie vrae wat insig toets;
5. die lengte en tydsduur van die eksamen te evalueer;
6. bystand aan die moderator en studente te verleen ten einde goeie opvoeding en betroubare evaluering te verseker.

B. Die eksterne/interne moderator het volmag om:

1. aanbevelings te maak met betrekking tot enige aspek rakende die inhoud van die bestek en eksamen, die tydsduur daarvan, die standaard en formulering van vrae en die persentasie gewy aan insigvrae. Indien die moderator en eksterne/interne moderator nie ooreenstemming met betrekking tot 'n saak kan vind nie, word dit na die uitvoerende komitee van die Fakulteitsraad verwys, wie se beslissing finaal is;
2. negatiewe bevindings in skrif op die voorgeskrewe vorm (*Vorm BVM 1*) in te dien, op voorwaarde dat alle pogings om verskille uit die weg te ruim misluk het.

C. Die eksterne moderator word soos volg vergoed:

1. R200-00 per vraestel wat gemodereer word;
2. R20-00 per antwoordstel wat nagegaan word. 'n Minimum van 3 tot 'n maksimum van 5 antwoordstelle waarvan 1 van die swakste, 1 gemiddelde en 1 bo-gemiddelde of uitstekende prestasie verteenwoordig.
3. Interne moderator wat verbonde is aan die Akademie word nie vergoed nie

1. VAK (Bv. Afrikaans 2): NKR vlak?

2. DOSENT:

3. NAAM VAN MODERATOR:

4. INTERN/EKSTERN

5. INDIEN EKSTERN, VAN WATTER INSTELLING

6. VOORGELÊ:

- | | | |
|-----|---|--------|
| 6.1 | Vraestel | Ja/Nee |
| 6.2 | Klasaantekeninge | Ja/Nee |
| 6.3 | Handboek | Ja/Nee |
| 6.4 | Is presies aangetoon watter stof in dié semester behandel is? | Ja/Nee |

6.5 Ander materiaal Ja/Nee
Spesifiseer:

6.6 Memorandum Ja/Nee
In watter vorm?

7. BEOORDELING VAN VRAESTEL

7.1 Tydsduur van vraestel (wat 3 uur moet duur):

Vraestel te kort Ja/Nee
Vraestel te lank Ja/Nee
Vraestel in orde Ja/Nee

7.2 Dek die vraestel die volle bestek van die werk wat gedurende die semester behandel is?
.....

7.3 Is daar verpligte kort vrae wat oor al die semesterstof handel? Ja/Nee

7.4 Is daar langvrae waaruit gekies kan word? Ja/Nee

7.5 Op watter wyse skakel die vraestel selektiewe leer uit?
.....

7.6 Dui persentasie ten opsigte van insigvrae in die vraestel aan.%
(As *riglyn* moet die dosent vir eerstejaars sover moontlik in minstens 10% van sy vrae die insig van die student toets. Vir tweedejaars is die persentasie 15% en vir derdejaars 20%.)

7.7.1 Toon die dosent aan watter vrae op insig gemik is, sodat u dit kan nagaan? Ja/Nee

7.7.2 Is u tevrede met die sukses waarmee die student se insig in hierdie vraestel getoets word?
Ja/Nee

7.7.3 Indien nie, wat beveel u aan?
.....

7.7 Hoe oordeel u oor die standaard van die vraestel?

Te maklik	Te moeilik	Gebalanseerd
-----------	------------	--------------

Motivering:

7.8 Handhaaf al die keusevrae dieselfde vlak?

7.9 Is die punttoekening by elke vraag en onderafdeling korrek?

7.10 Die vraestel moet nie dieselfde as vorige vraestelle wees nie. Rapporteer daaroor

7.11 Aanbeveling(s) oor die vraestel aan die dosent

8. UITKOMSTE

8.1 In welke mate voldoen die vraestel aan die spesifieke NKR vlak se uitkomst? (Sien Bylae A)

.....

8.2 In welke mate word die uitkomst volgens Bloom se Taksonomie bereik? (Sien Bylae B)

.....

9. MEMORANDUM

9.1 Word duidelik aangetoon vir watter feite bepaalde punte toegeken word? Ja/Nee

9.2 Is daar ruimte vir toekenning van krediet vir sinvolle bydraes wat nie in die memorandum voorkom nie? Ja/Nee

9.3 Beskik die eksterne/interne moderator oor die nodige toerusting om as sodanig op te tree? Ja/Nee

9.4 Keur u die memorandum goed? Ja/Nee

10. BEOORDELING VAN DIE BESTEK

10.1 Met inagneming van 6.2, oordeel u dat die bestek voldoende was vir die vlak van die vak? Ja/Nee

Bevestig asb. u antwoord

.....

10.2 Dra u kennis van enige aspek van die werk wat as aanbeveling kan dien vir die ontwikkeling van die leermateriaal?

.....

.....

11. MODERATOR VAN VRAESTEL EN MEMORANDUM

Naam: Handtekening:

Datum:

12. DEKAAN:

Naam: Handtekening:

Datum:

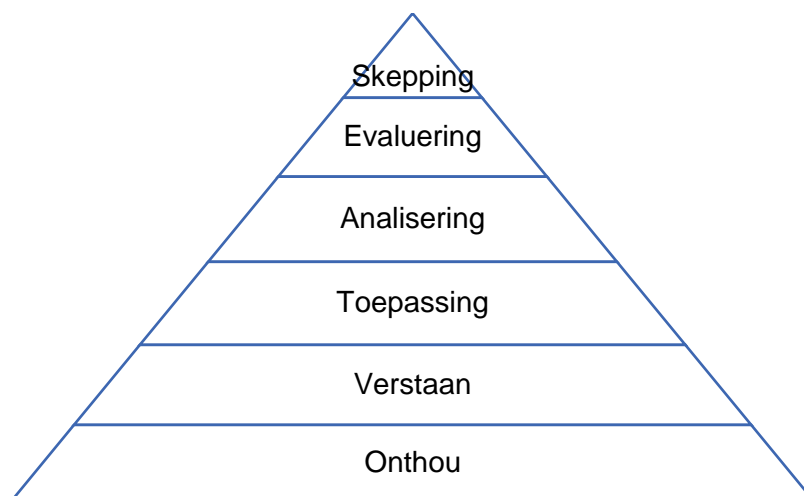
Year Level	Assessment Purpose Assess to determine whether the following level outcomes are reached:	Assessment Methods
1, Level 5	<ul style="list-style-type: none"> a. Demonstrate informed understanding b. Knowledge: Demonstrate awareness of how knowledge systems work c. Demonstrate ability to select and apply standard methods, procedures and techniques d. Identify, evaluate and solve defined problems. e. Demonstrate ability to take account and act accordance ethical codes f. Ability to gather information g. Producing and communicating information h. Ability to operate in familiar and new contexts i. Ability to evaluate own and other performances j. Accountability of capability to work in group, taking responsibility for his/her learning 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Verbal question & answers session to test base knowledge or discussion board. – verbal or written test during learning to determine benchmark or homework exercise – Multiple choice to be marked with norms</p> <p><i>Formative</i> – Students feedback on given knowledge or class test on gained knowledge</p> <p><i>Summative</i> – Examination with knowledge based, comprehension and application of knowledge questions. (Integrated – With regard to concepts and knowledge)</p>
2, Level 6	<ul style="list-style-type: none"> a. Detailed knowledge of one or more fields b. Demonstrate understanding of different forms of knowledge, schools and thoughts c. Demonstrate ability to evaluate, select, apply d. Problem solving in unfamiliar contexts, applying solutions based on evidence e. Understanding of ethical implications of decisions f. Evaluate different sources of information g. Ability to present and communicate complex information h. Ability to make decisions in familiar and unfamiliar contexts and demonstrate understanding of relationships between systems i. Ability to evaluate performance against given criteria j. Ability to work in a group and take accountability for own and the decisions of others in well defined contexts 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Unprepared test at beginning on general knowledge or a self-assessment task – Presentation on new knowledge and thoughts – reflection on context</p> <p><i>Formative</i> – student to give feedback on performances or progress reports, test</p> <p><i>Summative</i> – Project with various completion points, oral exam in certain modules (Integrated – integration between outcomes of a module)</p>
3, Level 7	<ul style="list-style-type: none"> a. Demonstrate integrated knowledge of more than one field, discipline, practice b. Understanding of contested knowledge and explanations typical within area or field of study c. Understanding a range of methods in the field d. Identify, analyze, evaluate and address complex problems 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Assignment to demonstrate integrated knowledge already acquired. – In-class activities to demonstrate understanding of knowledge – Identify and address own short comings.</p>

	<ul style="list-style-type: none"> e. Act ethically and professionally and able to justify actions and decisions f. Ability to develop appropriate processes of information gathering g. Develop and communicate own ideas and opinions in well formed arguments h. Manage processes in unfamiliar contexts i. Demonstrate ability to identify, evaluate and address his/her learning needs. j. Demonstrate ability to take full responsibility for his/her work, decisions, use of recourses and limited accountability for decisions of others in varied or defined contexts 	<p><i>Formative</i> – Cases studies with rubric related feedback to lecturer in class, test</p> <p><i>Summative</i> – Final oral examination in all modules</p> <p><i>Integrated</i> - integration of different modules on an individual bases e.g. portfolio</p>
4, Level 8	<ul style="list-style-type: none"> a. Demonstrate knowledge at the forefront of a field and understanding of theories, research methodologies, methods and techniques relevant to the field b. Knowledge literacy and ability to interrogate multiple sources of knowledge in area of specialization c. Demonstrate understanding of processes, procedures and techniques to unfamiliar problems d. Problem solving, using specialized skills to identify, analyze and address complex problems e. Demonstrate ability to identify and address ethical issues on suitable value system f. Critically review of accessed, processed and management of information g. Producing and communicating information academically to a range of audiences h. Ability to operate effectively and manage a system i. Demonstrate to apply in self critical manner learner strategies addressing own and other's ongoing learning needs j. Full accountability and responsibility for own and other's work, decisions and use of resources. 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Discussion group on specific topics – graded homework – Journal on progress</p> <p><i>Formative</i> – Interviews about adjusted topics</p> <p><i>Summative</i> – Performance and portfolio on all integrated work, oral exam</p> <p><i>Integrated</i> –between all relevant modules in groups</p>

Bloom se Taksonomie / Anderson se hersiene Taksonomie

Aksiewoorde en tipiese assesseringstake / -vrae geassosieer met die hersiene Taksonomie

Kognitiewe prosesse	Aksiewerkwoorde	Tipiese assesseringstake / vrae
Vlak 1: Onthou: (Herroeping van informasie)	Herroep, herken, definieer, skryf, identifiseer, lys, noem, uitlig, verskaf, maak 'n keuse, stel, merk	Wat is die...?; Wie is...?; Wanneer het...?; Hoeveel...?
Vlak 2: Verstaan: (Om betekenis te verstaan, te interpreteer en om probleme te formuleer en te herformuleer)	Interpretering, modellering, klassifisering, opsom, afleidings, verduidelik, debatteer, parafraseer, beskryf, bepaal, gee voorbeelde, bespreek, voorspel	Stel in jou eie woorde; Gee 'n voorbeeld van...; Kies die beste opsie; Verduidelik wat is...?; Demonstreer...
Vlak 3: Toepassing: (Om 'n konsep in 'n nuwe situasie te gebruik)	Voer uit, implementeer, gebruik, bereken, los op, demonstreer, pas toe, konstrueer, reageer, motiveer, manipuleer	Hoe sal jy...?; Voorspel die uitkoms van...; Identifiseer die beste...
Vlak 4: Analisering: (Om materiaal op so 'n wyse te verdeel en op te breek, dat die struktuur verstaan word)	Organiseer, analiseer, ondersoek, kategoriseer, vergelyk, kontrasteer, onderskei, verdeel, differensieër, illustreer, identifiseer	Onderskei tussen...; Tot watter gevolgtrekking...?; Wat is die funksie van...?; Verklaar die stemming van ...; Maak aannames rakende...; Identifiseer... uit die gevallestudie
Vlak 5: Evaluering: (Om die waarde van idees of materiaal te beoordeel)	Kontroleer, kritiseer, beoordeel, stel voor, regverdig, maak 'n gevolgtrekking, verdedig, verduidelik, evalueer, assesseeer, interpreteer, ondersteun, kontrasteer	Kritiseer die volgende...; Verdedig...; Vergelyk die volgende...; Beoordeel die beste...
Vlak 6: Skepping: (Om 'n nuwe struktuur/betekenis te skep deur die samevoeging van verskeie diverse elemente)	Genereer, beplan, produseer, skep, ontwerp, maak 'n hipotese, uitvinding, ontwikkel, kategoriseer, voeg saam, hersien, herskryf, som op	Ontwerp jou eie...; Ontwikkel 'n...; Formuleer die...; Los op die volgende...; Beplan 'n...; Skep 'n...



APPENDIX 6



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

POLICY REGARDING PLAGIARISM

Introduction

Plagiarism is very common at tertiary institutions globally. In order to protect the intellectual rights of authors as well as the integrity of our institution, every student must be aware of the occurrence of plagiarism, what it is, as well as how to go about avoiding plagiarism.

This document serves as a policy for students on avoiding plagiarism in the submission of any written assignment and/or dissertation in any department at *Die Afrikaanse Protestantse Akademie* (Registered with the Department of Education as a private higher education institution under the Higher Education Act, 1997). The form attached (appendix 7) must be completed and signed by the student and attached to any assignment and/or dissertation. Whenever students do written work they must differentiate between their own ideas and those, which they did not think of themselves, but which they have read or heard elsewhere. In particular they must distinguish from what they have read in an official publication and/or webpage and that which is only communicated via a closed group, for example an e-mail. In order to distinguish between what to quote and what work to recognise in the bibliography, they must sign this document in order to submit an assignment or dissertation at this institution.

What is Plagiarism?

A common perception among students is that plagiarism only occurs when someone takes the words of someone else without acknowledging the source. However, they commit plagiarism in written work when they use another person's words, ideas or opinions without acknowledging them as being from that other person. They do this when they copy the work word-by-word or submit someone else's work in a slightly altered form (such as changing a word with one meaning to another word with the same meaning); and they do not acknowledge the borrowing in a way that shows from whom or where they took the words, ideas or reasoning.

Therefore all students must provide references whenever they quote (use the exact words), paraphrase (use the ideas of another person, in their own words) or summarise (use the main points of another's opinions theories or data).

It does not matter how much of the other person's work they use (whether it is one sentence or a whole paragraph), or whether they do it unintentionally or on purpose; if they present the work as their own without acknowledging that source, they are committing plagiarism. Because this is a serious felony, plagiarism is regarded as a very serious offence and carries heavy penalties.

Furthermore, a student is not allowed to hand in any assignment or dissertation (even if altered slightly) which was previously submitted to any other tertiary institution, including *Die Afrikaanse Protestantse Akademie* and was awarded a final symbol. It is also illegal to hand in one of a friend's past assignments or to copy this and hand it in as their own. It is another form of plagiarism.

While academic staff will teach students about systems of referencing, and how to avoid plagiarising, they too need to take responsibility for their own academic career. *Die Afrikaanse Protestantse Akademie* will not be held liable for any financial-, career- or academic losses they may suffer as a result of plagiarism.

Senate's policy regarding plagiarism

According to senate policy every student,

(a) must refrain from dishonest conduct in any examination, test or in respect of completion and/or submission of any other form of academic assessment. Dishonest conduct includes but is not limited to plagiarism.

(b) may not submit the work of any other person in any examination, test or in respect of the completion and/or submission of any other form of academic assessment without full and proper acknowledgement of the source. In order to meet this criteria, every student must complete and sign a "submission form (I.H.1)" when submitting any written work for assessment. All under- and post-graduate students are required to include this declaration each time they submit written work for assessment.

Appendix 7



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registrasienommer: 2002/031756/08

By die Departement van Hoër Onderwys en Opleiding as 'n privaat tersiêre onderwysinstelling
geregistreer kragtens die Hoër Onderwyswet van 1997
Registrasiesertifikaat Nr. 1999/HE08/001

DECLARATION REGARDING PLAGIARISM

(MUST BE COMPLETED BY THE STUDENT AND ATTACHED TO ANY WRITTEN WORK
SUBMITTED FOR ASSESSMENT – PLEASE USE BLACK PEN)

Full names:

Student number:

Course:

Year:

Title of dissertation/assignment

.....
.....
.....

Declaration:

1. I have been informed about the senate's policy on plagiarism and dishonesty.
2. I have read and understand *Die Afrikaanse Protestantse Akademie's* policy document on plagiarism.
3. I know what plagiarism is and that it is wrong. Plagiarism is to use another's work and pretend that it is one's own.
4. This assignment/dissertation has never been submitted by me or by any other person for assessment.

Signature:

Datum:

Consequences of plagiarism:

By committing plagiarism you will get zero for the plagiarised work, and may fail the course. In addition, the matter must be referred to the senate for possible disciplinary action in terms of the rules on disciplinary procedures stated in the statute of *Die Afrikaanse Protestantse Akademie*.