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Enquiries: NF Sobetwa-Magodla

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To: Deputy Directors-General; Chief Directors; Directors (Head Office and district offices); Deputy Directors; Chief Education Specialists; Managers: Curriculum Support; Circuit Managers; Managers: Strategic Information, Governance and People Management; Managers: Learner Support; Deputy Chief Education Specialists; Assessment Coordinators; Subject Advisers and Heads of all educational institutions

Short summary: This circular provides guidelines on how the School Assessment Irregularities Committee should function.

Subject: Guidelines for the composition and functions of a School Assessment Irregularities Committee

1. This circular replaces Circular 0012/2008: Guideline for the establishment and functions of a School Assessment Irregularities Committee (SAIC).
2. The *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate* as published in *Government Gazette* 31337, amended on 16 May 2014, indicate that each school must establish a SAIC.
3. Internal assessment irregularities involving teachers and learners must be dealt with by the SAIC at school-level, in accordance with the guidelines (**Addenda A and B**) provided by the Western Cape Education Department (WCED).
4. The SAIC must address all assessment irregularities, in both the General Education and Training (GET) and Further Education and Training (FET) bands.
5. Schools are expected to have their SAICs established and fully functional. The process, roles and responsibilities of the SAIC must be specified in the school assessment policy. Attached to this circular as **Addendum A** are guidelines on the composition of the SAIC and the jurisdiction of such a committee. Possible irregularities and guidelines regarding sanctions are attached as **Addendum B**.

6. Circuit managers, in collaboration with district assessment coordinators, are expected to ensure that all schools have established SAICs and that their SAICs are fully functional. Every three years, principals must inform the circuit manager in writing about the composition of the SAIC in order for him/her to approve the structure thereof.
7. The Department of Basic Education requests information annually regarding the composition and functioning of SAICs. The WCED will request this information from schools and districts during the second term of 2017.
8. Your cooperation in this regard will be appreciated.

SIGNED: TS MATSELISO
ACTING HEAD: EDUCATION
DATE: 2017-04-12



Guidelines for the composition and functions of a School Assessment Irregularities Committee

1. Introduction

In terms of the *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate* as published in *Government Gazette 31337*, amended on 16 May 2014, each school must establish a School Assessment Irregularities Committee (SAIC) whose composition and functions are determined by the provisions of these guidelines from the Western Cape Education Department (WCED). The purpose of these guidelines is to assist schools to develop their own policies for the establishment of a SAIC.

2. Composition of the SAIC

- 2.1 The SAIC will consist of the following persons:
 - (a) The principal should be the chairperson of the SAIC when Grades 1–11 assessment irregularities are investigated.
 - (b) The circuit manager should be co-opted as the chairperson of the SAIC when Grade 12 assessment irregularities are investigated.
 - (c) One person from the school management team (SMT).
 - (d) One person from the teaching staff who is not a member of the SMT.
 - (e) One member from the school governing body.
- 2.2 The SAIC may co-opt members on a needs basis. The following persons may be co-opted:
 - (a) One subject specialist from the school.
 - (b) One subject specialist from the district.
- 2.3 The school will note the details of the alleged assessment irregularity on the attached **Addendum C**. Minutes should be kept of all disciplinary meetings and signed by all attendees.
- 2.4 The school will collate every case on an irregularity database, **Addendum D**. The irregularity register must be issued to the circuit manager at the end of each term. The circuit manager will collate all the cases in that particular circuit and present the register to the district assessment coordinator at the end of each term.

- 2.5 In the event that the SAIC cannot agree on a suitable sanction where learners are involved, the case may be escalated to the District Assessment Irregularities Committee (DAIC) for further deliberation.

3. Appointment of members of the SAIC

- 3.1 All members of the SAIC will be appointed by the circuit manager.
- 3.2 A list of names and their designation must be submitted to the circuit manager for approval.
- 3.3 The duration of the term of office of the SAIC will be three years.

4. Jurisdiction of the SAIC

The SAIC will have jurisdiction in any alleged internal assessment irregularities. These irregularities may occur during the various stages of the internal assessment process and they would include, among others, irregularities in connection with the following:

- 4.1 Compilation of internal assessment marks.
- 4.2 Monitoring and moderation of internal assessment.
- 4.3 Conditions under which teachers conduct internal assessment.
- 4.4 Conditions under which learners are internally assessed.
- 4.5 Capturing and processing of data derived from internal assessment.
- 4.6 Setting and moderation of internal assessment question papers and tasks.
- 4.7 Any other irregularity related to internal assessment.

5. Functions of the SAIC

The SAIC must—

- 5.1 work closely with the examinations officials based at the district office;
- 5.2 investigate all irregularities committed by teachers/learners/any other party in the internal assessment process;
- 5.3 investigate any other internal assessment irregularity as and when requested by the district director or his/her delegated official; and

5.4 report all internal assessment irregularities, via the circuit manager, to the DAIC.

6. Internal assessment irregularities that may be handled by the SAIC

6.1 Irregularities involving learners during internal assessment may include the following:

6.1.1 A learner who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject (the SAIC must either approve or reject the reason for the refusal given by the learner).

6.1.2 A learner who presents work that is not his or her own work. This may take various forms and may include the following:

- (i) Copying verbatim from another source (in this case, if the teacher is suspicious or has evidence of sections or the complete assignment having been copied verbatim from another source, this must be declared as an irregularity).
- (ii) Submitting an assignment or project that is not his or her own effort (it may have been completed by another learner, person or his or her parent, or even purchased).
- (iii) Reproducing an assignment or project from another learner and there is evidence of such copying.
- (iv) Presenting work that has been previously presented and for which marks were received, which could either be his or her own effort or that of another person.
- (v) Presenting work (as a whole or in part) that is not his or her own, but that of another learner from the same school or another school.
- (vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the learner's work presented.

6.1.3 A learner who, in respect of a component of a mark for an internal assessment that is completed under controlled conditions, does any of the following:

- (i) Creates a disturbance, intimidates others, or behaves in an improper or unseemly manner, despite a warning.
- (ii) Is drunk or under the influence of other hard drugs.
- (iii) Disregards the arrangements or reasonable instructions of the teacher, despite a warning.
- (iv) Continues to disregard assessment regulations, despite a warning.

6.1.4 A learner making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.

6.2 Irregularities involving teachers or other assessment officials during internal assessment/examinations may occur during the following stages at the school:

- (a) The compilation of the mark for internal assessment.
- (b) The monitoring or moderation of the mark achieved in an internal assessment.
- (c) The capturing and processing of assessment data.

(d) Investigations in respect of suspected internal assessment irregularities.

6.3 Irregularities involving teachers and officials may include the following:

- (a) The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment task(s) from the compilation of the final assessment marks.
- (b) The teacher or official alters, in other words either reduces or increases the marks of learners without the approval of the principal.
- (c) The teacher wilfully provides assistance to a learner thereby giving that learner an unfair advantage over other learners.
- (d) The teacher collaborates with a learner to present work (as a whole or in part) that is not his or her own work.

7. Reporting

The SAIC must submit bi-annual reports on all internal assessment irregularities, by 30 June and 30 November each year. This report must be submitted through the circuit manager to the DAIC and it must include all irregularities investigated during the two terms.



1. Table of possible irregularities and sanctions involving learners

NO	IRREGULARITY	POSSIBLE SANCTION
1.1	A learner who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject.	Learner receives incomplete results in the subject.
1.2	A learner who presents work that is not his or her own work. This may take various forms such as: (i) Copying verbatim from another source. (ii) Submitting an assignment or project that is not his or her own effort (it may have been completed by another learner, person or his or her parent, or even purchased). (iii) Reproducing an assignment or project from another learner and there is evidence of such copying. (iv) Presenting work that has been previously presented and for which marks were received, which could either be his or her own effort or that of another person. (v) Presenting work (as a whole or in part) that is not his or her own, but that of another learner from the same school or another school. (vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the learner's work presented.	Zero mark for the assessment task /examination paper.
1.3	A learner who, in respect of a component of a mark for an internal assessment that is completed under controlled conditions, does any of the following: (i) Creates a disturbance, intimidates others, or behaves in an improper or unseemly manner, despite a warning. (ii) Is drunk or under the influence of other hard drugs. (iii) Disregards the arrangements or reasonable instructions of the teacher, despite a warning.	<ul style="list-style-type: none">• The learner forfeits the opportunity to write or continue writing that specific assessment task /examination paper.• The learner retains marks awarded for other components in the subject.

	(iv) Continues to disregard assessment regulations, despite a warning.	
1.4	A learner who stole an examination paper or any other formal assessment task.	<ul style="list-style-type: none"> • This must be regarded as a criminal case and be referred to the South African Police Service. • The guilty learner must receive a zero mark for the assessment task/examination paper
1.5	A learner found in possession of unauthorised material during an assessment task /examination.	Zero mark for the assessment task/examination paper.
1.6	A learner in possession of a cellphone or electronic device during an assessment task /examination paper.	Zero mark for the assessment task /examination paper.
1.7	A learner caught copying or obtaining help from a fellow learner.	<ul style="list-style-type: none"> • Zero mark for the assessment task / examination paper. • If there is evidence of collusion, the learner offering the assistance must also get a zero mark for the assessment task/examination paper.
1.8	Late arrival for the assessment task /examination.	The learner must be allowed to write the assessment task /examination but may not be given additional time unless valid reasons are given for their late arrival.
1.9	An examination script removed from the examination room and submitted at a later stage.	<ul style="list-style-type: none"> • The examination script must be marked pending the outcome of an investigation. • In the event that the learner is found guilty, a zero mark must be given for that examination paper.

NB: A sworn affidavit must be submitted by learners in all cases where a zero mark is awarded.

2. Table of possible irregularities and sanctions involving teachers/officials

IRREGULARITY	POSSIBLE SANCTION
(i) The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment task(s) from the compilation of the final assessment marks.	All these are regarded as misconduct and must be dealt with in terms of the <i>Employment of Educators Act, 1998 (Act 76 of 1998)</i> .
(ii) The teacher or official alters, in other words either reduces or increases learner marks without the approval of the principal.	
(iii) The teacher wilfully provides assistance to a learner thereby giving that learner an unfair advantage over other learners.	
(iv) The teacher collaborates with a learner to present work (as a whole or in part) that is not her or his own work.	
(v) The teacher awards marks to learners without conducting an assessment.	



Report on irregularities

Name of School:

Name of the learner/teacher:

Grade:

Investigating Officer:

Date of irregularity:

Examination/Type of Assessment:

Subject details:

1. BACKGROUND

2. ACTION BY SCHOOL

3. FINDINGS

4. DISCIPLINARY MEASURES AND RECOMMENDATIONS



WCED IRREGULARITY SPREADSHEET

CASE NO	DATE IRREGULARITY CAPTURED	DATE IRREGULARITY OCCURRED	CANDIDATE NO.	SCHOOL & CENTRE NO.	SUBJECT & SUBJECT CODE	ASSESSMENT TYPE	IRREGULARITY TYPE	RESUME OF PROBLEM	PHASE IDENTIFIED	INVESTIGATION BY DISTRICT OFFICIALS	RECOMMENDATION OF THE DISTRICT ASSESSMENT IRREGULARITIES COMMITTEE (DAIC)	DECISION OF CHIEF IRREGULARITIES OFFICER
1	16-Nov	02-Nov	A 1090055120013	Daliwonga High 1976	History P2	Grade 11 Nov/Dec	Serious	Crib notes were found in the learner's script	Marking	FINDINGS: The learner confessed to the offence. He indicated that he knew and understood the exam code of conduct.	RECOMMENDATION: 1. The learner and his/her parent (s) will be called for a disciplinary hearing. 2. Zero marks for History P2.	APPROVED
2												
3												