Guidelines for Assessment in the Faculty of Natural and Agricultural Science (NAS)

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Guidelines for Assessment in the Faculty of Natural and Agricultural Science (NAS)

Assessment guidelines as portrayed in this document, must be viewed in conjunction with the following policies; the Assessment Policy on the University of the Free State Coursework Learning Programmes, Policy of the University of the Free State on Oral Assessment; Policy on Preventing and Dealing with Academic Writing Misconduct, the Policy on Masters and Doctoral Studies and the General Rules for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor and Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees, and the Convocation policy.

The NAS Assessment guidelines are developed within the perimeters of the Assessment Policy on the University of the Free State Coursework Learning Programmes.

1. Section 1:

1.1 Definitions and Abbreviations

All definitions listed in the *Guidelines for Assessment policy* are applicable to the Faculty of Natural and Agricultural Sciences (NAS), some definitions included in these guidelines are more elaborate and comprehensive for faculty specific purposes:

1.1.1. Additional assessment opportunity, is a scheduled assessment in addition to the allowed formal or informal assessment opportunities already used.

1.1.2. E-assessment: a broad term to denote the use of technology for a variety of assessment activities, such as the design and delivery of assessments, recording responses, marking, reporting, and storing data.

1.1.3. Formal alternative assessment opportunity, refers to a sick test, and is scheduled to accommodate students who, due to any valid reason (e.g. illness, compassionate reasons, etc.), was unable to participate in any of the formal assessment sessions, providing them the opportunity to obtain a valid assessment mark and to replace the mark of the missed assessment opportunity.

1.1.4. A formal assessment contributes to a student's final mark and is conducted in a formal setting that requires invigilation.

1.1.5. Formative assessment: measures a student's progress during the learning process to provide ongoing and incremental feedback. It includes a range of formal and informal assessments, typically to monitor the progress being made towards achieving specific learning outcomes and obtaining a semester mark or predicate, i.e. admission to a summative assessment.

1.1.6. Informal assessment is more casual in nature and does not necessarily require invigilation. These assessments form part of learning activities and at least two of the obtained results must contribute to a student's final mark.

1.1.7. Moderation is the quality assurance process ensuring that all assessments conducted meet the specified outcomes and standards and that assessments of students' performance are conducted in a manner that is consistent, fair, accurate and reliable.

1.1.8. Summative assessment is regarded as an evaluation of learning that can be distinguished from formative assessment. Summative assessment is conducted after learning has been completed, i.e. at the end of a quarter, semester or year and provides information and feedback that sums up the teaching and learning process, validate performance and award final marks.

1.2   Continuous assessment:

Continuous assessment is used as an alternative to summative assessment and consists of a series of assessments occurring throughout, and not only after, the learning process. Students are thus examined continuously over the duration of a quarter, semester or year. It is cumulative and the marks are calculated to produce a final result.

1.2.1   Faculty specific approach:

The Faculty specific approach to continuous assessment must include the following procedures:

1.2.1.1 For undergraduate modules minimum number of assessments to complete: A minimum of six (6) assessments (for modules with16 and more credits) or a minimum of four (4) assessments (for 8 and 12 credit modules) or a minimum of three (3) assessments (for 4 credit modules) must be completed and submitted, depending on whether it is a semester or year module. Each individual assessment must be substantial enough to contribute to the semester/ year mark, therefor it cannot for example, include assessments that can be completed in less than 30 minutes. A general estimate includes preparation time of at least one hour and completion time of 30 minutes (which adds up to 90 minutes per assessment). Each assessment must comprise of not less than 30 marks. If the assessor would like to conduct individual class tests, a series of three or four class tests (counting less than 30 marks and requiring less than 90 minutes for preparation and completion) can be combined to form one substantial assessment. These assessments contribute in different weighting to the final mark, but none of the components can contribute less than 10% or more than 25%.

1.2.1.2 For postgraduate modules minimum number of assessments to complete: A minimum of 2 assignments (for 8 and 12 credits modules) and 3 (for 16 to 24 credits) is required. This implies one assessment or assignment every four weeks, with a minimum mark of at least 3%, and a maximum mark of 50%.

1.2.1.3 The duration of the period within which assignments can be submitted, for continuous assessment, should be determined between the start of semester or term, whichever is applicable, to a week before the end of the semester. These marks must be available on the last day of the main examination to allow queries as the final mark for continuous assessment need to be posted within 5 days after the last date of the main examination ended. Exit level modules where continuous assessment is applicable will according to a TLM meeting decision not be required to do external moderation all internal moderation guidelines must still be followed

1.2.1.4 Absenteeism during assessment: At least one additional substantial assessment must be developed for students with a valid reason for not being able to attend one of the assessment/s due to medical or personal circumstances. Students will be required to submit proof in support of their absenteeism. Only students who submit electronic proof in support of their absenteeism, within 3 days after an assessment opportunity, will be eligible to qualify for the additional assessment. The additional opportunity for assessment must be conducted during the last week of the semester. Please note that participation in such an additional assessment is dependent upon the approval from the department's executive committee.

1.2.1.5 Minimum qualification for additional assessment: If a module is conducted on continuous assessment principles and the final mark of the student is below 50% but 45% or higher, the student qualify for consideration to participate in an additional assessment. The mark obtained in the additional assessment opportunity will be used in the calculation of the final semester/ year mark. The total final assessment mark will be calculated by allowing the additional assessment component to count 25% of the total weighting and the assessment mark before this additional assessment to contribute 75%. The additional assessment mark could also replace the original component mark like a single semester test mark, dependant on the circumstances.

1.3 Grievance:

If students feel that they have been treated unfairly during an assessment, they should use the following avenues to lodge a grievance:

1.3.1 Grievance channels

i. Procedural grievance or grievance	ii. NAS Test timetable grievance	iii. NAS semester mark grievances
NAS TL office: The Faculty of Natural and Agricultural Sciences Teaching and Learning office (as part of the Dean's office of the Faculty). This office can only be approach after lecturer, programme director and/or the ADH was approached.	NAS Test timetable coordinators coordinated by the three timetable coordinators, Agricultural Science, Building Science and Natural Sciences.	NAS semester mark grievances in instances where students feel that they have been treated unfairly an additional opportunity can be arranged, with approval of the Programme Director, Academic Head of Department, the Teaching and Learning Manager and the Dean to support them in qualifying for the examination, the possibility of a special examination will be considered with sufficient proof.

1.3.2 All grievance must be addressed by using the following procedures

1.3.2.1 Sending an email to the specific lecturer to secure an appointment. Please note that correspondence related to grievances will only be dealt with using the student's official @ufs4life.ac.za email address domain). The following information needs to be displayed in the email subject line; student number, name, surname and a maximum of 10 words to convey the nature of the grievance e.g. *1885230494, Pass Xboxy, wrong allocation of content to be covered in test*. Provide an explanation for the grievance and attach the necessary evidence to support the grievance. All grievances must be lodged within 3 days after the circumstance/s that caused the grievance. E.g. Students were informed that the semester test would cover units 3-6, in the question paper, work covering unit 8 was included. This grievance must be launched within 3 days after the test was written. A turnaround time to provide feedback on a student's email grievance is 5 days.

1.3.2.2 Proceed to schedule an appointment with the lecturer if the matter was not resolved via electronic communication. If no resolution for the grievance can be reached during the meeting, send the e-mail with the unresolved issues to the Programme Director (PD) and Academic Head of Department (AHD). Turnaround time for responding to a student's email grievance is 5 days. Please note that the Lecturer, Programme Director and Academic Head of Department use their professional judgement

to evaluate and assess evidence provided by students. Academic staff members reserve the right to question the validity of documentation and reasons provided by students for non-compliance with the Departmental Assessment Guidelines.

1.3.2.3 If the student feels the grievance is not dealt with correctly and/or procedurally, an e-mail must be forwarded to the NAS Teaching and Learning Manager, whom will consult with the Dean to resolve the matter.

1.3.2.4 Students who wish to dispute the professional judgement of the Lecturer, Programme Director and Academic Head of Department can state their case to the Faculty Examination Board. This board meets quarterly to deliberate about such matters. The Faculty Examination Board will schedule two separate meetings to deal with academic exclusion.

1.3.2.5 If students feel that the outcome of the grievance contributed to them being academically excluded by the Faculty Examination Board, they may use the approved appeal process to provide evidence in support of why they feel that the professional judgement during the three step grievance channel and final decision making was unreasonable and questionable.

2. **Section 2:** Background and Purpose of the Policy

    NAS adheres to the Guiding principles of the policy, as stipulated in *section 2*.

3. **Section 3:** Scope of Policy

    NAS adheres to the Guiding principles of the policy, as stipulated in *section 3*.

4. **Section 4:** Guiding Principles

    NAS adheres to the Guiding principles of the policy, as stipulated in *section 4*.

Additional aspects applicable to NAS: NASAG4

   a) All assessment opportunities should be clearly communicated to students on multiple communication platforms, e.g. the learning management system, notification boards, class announcements, etc.
   b) **No** changes can be made to the NAS test timetable once it is published, without the approval of the applicable timetable coordinator, the Head of Department and/or the programme director and the Teaching and Learning Manager.

5. Section 5: General Minimum Assessment Requirements

NAS adheres to the General Minimum Assessment Requirements, as stipulated in *section 5*.

Additional aspects applicable to NAS: NASAG5

a) All undergraduate modules within NAS will have to provide students with a minimum of two formal assessment opportunities (e.g. semester tests, practical tests, examinations) and at least two informal assessments (assignments, practical assignments, class tests, practical reports, etc.) per semester, if the module require a summative assessment like an examination. All postgraduate modules within NAS will have to provide students with a minimum of two assessments opportunities, either formal assessment (e.g. semester tests, practical tests, examinations) or informal assessment (assignments, class tests, practical reports, etc.) per semester, if the module require a summative assessment like an examination.

b) More informal assessment opportunities (e.g. blackboard quizzes, homework assignments, class tests/activities) can be added to the minimum assessment opportunities.

c) If modules are conducted on continuous assessment principles, at least 6 substantial formal assessments must be completed. Continuous assessment modules do not allow for a formal summative assessment like an examination.

d) No additional assessment opportunity is available in NAS. If students were not able participate in a required scheduled formal / informal assessment opportunity, the available total final semester mark for assessment will be calculated and a "0" (zero) mark will be awarded for the assessments not completed, this mark will also be used to calculate the semester/year mark. If the final semester/year mark results in students forfeiting the opportunity for admission to the examination, no additional assessment opportunities will be available for the student. If a student, therefore, miss one of the formal assessment opportunities due to any reason (e.g. illness, compassionate reasons, etc.), the student will have to participate in an alternative assessment opportunity. Please note that this is only applicable to formal semester tests.

e) Formal alternative assessment opportunities will, furthermore, cover all the module content of the semester or year (as applicable).

f)	Assessment grievances should be reported within five working days after the release of assessment results. If this process is not followed within the allowed five working days, no changes to student marks will be made. This is linked to re-mark procedures in the respective departments within NAS.

## 6.	Section 6: E-assessment

NAS adheres to the General Minimum Assessment Requirements, as stipulated in *section 6*.

## 7.	Section 7: Use of Markers

NAS adheres to the Use of Markers, as stipulated in *section 7*.

Additional aspects applicable to NAS: NASAG7

a)	Markers can be utilised in any NAS module. The number of answer scripts to be marked by academic staff is determined according to a sliding scale, for an average test or examinations of 70 -100 marks. Guidelines prescribe:

Number of answer scripts	Number to be marked by academic staff
1-79	all
80-99	50
100	60
150	63
200	65
300	68
400	70
500	72
750	75
1000	82
1250	85
1500	95

b)	Markers are allocated a number of answer scripts to mark, utilising the sliding scale prescribed for academic staff, markers can mark scripts up to a maximum number of four times the sliding scale for academic staff.

c)	Academic staff must meet with markers before and during the marking process to discuss the memorandum and any possible allowed trends/ deviations in the assessment process and how it should be handled.

d)	Markers must mark at least 15 scripts in the presence of the academic staff member and the academic need to moderate at least 5 scripts marked by the marker to ensure alignment between markers.

e) The lecturer of a specific module must execute quality assurance checks on 10% of marked answer script batches completed by each marker.

f) Markers must be appointed by the UFS, following the successful completion of the NAS marker training. ADH and the module coordinator must analyse the qualification and experience of the marker before they are appointed. Markers, who have not successfully completed the NAS marker training will not be appointed, nor will they be allowed to mark any answer scripts. .

g) Remuneration of individual markers remains the financial responsibility of each particular department.

8. Section 8: Assessment Moderation guidelines

NAS adheres to all moderation guidelines included under *section 8*.

Additional moderation guidelines applicable to NAS:

A system of internal and external moderation is applied within NAS. Internal moderation is applicable to all tests and to examinations of modules on NQF levels 5 and 6. External moderation is applicable to modules on NQF levels 7, 8 and 9 (non-research based modules).

NASAG8

a) Internal moderation: All internal moderation must be conducted by a full-time or part-time academic, including lecture –unit appointments, (no contract appointments), who is *not* involved in the planning or teaching of the specific module. Evidence of the moderation process must be concluded by means of the moderator's signature (not the ADH) and applicable date at the end of the paper.

  - Once the assessment is concluded, at least 10% of all assessments must form part of the moderation process (at least 10 papers, but not more than 50 papers per module).
  - Evidence of this part of the moderation process should be kept in the module audit file for each academic year, including;

    1) all written and/ or oral feedback to be indicated on the answer scripts,

    2) the quality of marking as evaluated by the moderator and

    3) all comments from the moderator must be attached to/ on the marks sheet.

b) External moderation: The same guidelines for the internal moderation process are applicable to the external moderation process. External moderation must be conducted by a person who is not involved with the department and UFS and/ or must not be involved in the planning or teaching of the specific module. A report must be submitted by the external moderator after conclusion of the moderation process. In the NAS faculty exit level modules: 3rd, 4th year modules, as well as honours modules, will be moderated internally and will only be externally moderated in every three year cycle. A three year cycle for external moderation will be used for benchmarking purposes. External

moderation will include the papers and memorandums of the two previous, but only the answer script of the current year. The financial responsibility for moderation resides with the particular department.

9. Section 9: Staff Capacity

NAS adheres to all staff capacity guidelines included under *section 9*, excluding markers as they undergo the appropriate marker training as mentioned in *section 7*.

10. Section 10: roles and responsibilities in the assessment process

NAS adheres to all guidelines on roles and responsibilities included under *section 10*.

The following Additional guidelines and procedures are applicable to NAS

10.1 Responsibility of Heads of Department:

10.1.1 Assessment guidelines and responsibilities

a) Responsible for the implementation of the Assessment P*olicy on UFS Coursework Learning Programmes* on departmental level and the development and publication of Departmental Assessment Guidelines.

b) Responsible for development of guidelines, where applicable, for multi-campus collaboration procedures related to assessment.

c) Responsible for dealing with non-compliance with this policy; if needed, the non-compliance can be escalated to the Dean of the faculty.

d) Responsible for the quality assurance of the assessment process in their department/ school.

e) In addressing the previous three points it is critical that Heads of Department ensure that all relevant staff in the department participate in the necessary assessment training sessions, including training in the use of institutional systems and e-assessment platforms.

f) Responsible for the oversight of student assessment results, including the implementation of departmental results' review processes that uphold UFS standards.

10.1.2 Development and implementation of department rules and procedures

The Head of department must oversee the development and implementation of departmental rules and procedures in relation to assessment. These rules and procedures must including the following;

- test rules
- procedure for sick tests / assessment
- plagiarism and academic writing
- promotion

- determination of an incomplete status
- for admission to examination
- assessment queries procedure
- communication of marks procedure
- distribution of scripts procedure
- override marks – adjusting 44% to 45% allow qualification for examination
- dealing with fraudulent behaviour, including submission of forged documentation, academic misconduct in test and examination, academic misconduct in terms of assignment submission, academic writing, etc.

10.2 Responsibility of module lecturer and/or coordinator

10.2.1 Overall: summation

The module lecturer or coordinator is responsible for:

a) the implementation of the Assessment *Policy on UFS Coursework Learning Programmes* on a module level.

b) dealing with non-compliance of this policy on a module level; if needed, the non-compliance can be escalated to the Academic Head of the department.

c) quality assurance of the assessment process in their module in collaboration with the moderator of the module.

d) overseeing of student assessment result calculation in the modules.

e) providing a complete assessment breakdown in the study guide. The lectures must also publish the assessment breakdown on Blackboard.

10.2.2   Assessment breakdown must include the following:

f) Assessment schedule indicting the different assessment tasks,

g) Type of assessment

h) Date of assessment

i) Time of assessment

j) Venue of assessment

k) Weighting of the assessment task in relation to the over-all weighting of the module mark, the table below is an example of an assessment schedule.

ASSESSMENT TASK	TYPE (e.g. written/ oral/ practical)	DATE	TIME & VENUE	Weighted contribution to module mark
Test 1				
Assignment 1				
Blackboard activities				
Class activities & participation				
Practical experiment				
Practical Report				

10.2.3   Additional detailed information: assessment/ study guide guidelines:

The module lecturer or coordinator is responsible for the development and communication of:

10.2.3.1   Assessment rules for the modules

i.   Minimum requirements for all assessment tasks, including the units, chapter of the textbooks or other resources material and outcomes to be covered in each assessment task.

ii.   Include the compulsory number of assignments to be submitted, consequences for late/ no submission, corrective measures if students do not comply. (More detail information on assignments should be published on Blackboard if it is not possible to provide it in the study guide.

iii.   Test rules for the department.

iv.   Procedure to follow if, due to valid reasons, an assessment was missed.

v.   Plagiarism and academic writing rules applicable for the module.

vi.   Promotion of module if applicable

vii.   Allocation of an incomplete status for the module

viii.   Calculation of marks, including semester and/or examination marks and final marks

ix.   Rules for admission to examination for this module, if applicable

x.   Units, chapter of the textbooks or other resources material and outcomes to be covered in the examination

xi.   Queries procedure on how to deal with queries in relation to memorandums, mark allocation per question, marking in general, semester marks and final marks

xii.   Communication of marks procedure for the department (how, when and where marks will be recorded and displayed)

xiii.   Distribution of academic task and scripts procedure for the department (how and where marked scripts will be handed back to students)

xiv.   The rules to qualify for an additional examination and how students will be notified that they qualify for an additional examination opportunity

10.2.3.2   Development of quality assessment:

To development quality assessments and to ensure that all assessment activities are well explained and that students understand the requirements of each specific activity. Ensure that all assessments align to the outcomes and NQF level standards of the module. Ensure that assessment is fair, valid and transparent.

10.2.3.3   Submission of assessment/s for moderation:

That assessment submissions are done as required by departmental procedures. Ensure that moderation is concluded before the semester test/exam to guarantee the quality, content of the module, fairness, mark allocation, language and other technical requirements are aligned with prescribed standards and guidelines. Confirm that verbal feedback is sufficient and recorded, that written proof of moderation is in line with NAS guidelines for acceptance of a moderated paper and that moderator's signature and the applicable date is visible. No paper may be duplicated and considered finalized without proper moderation. IIf a module is still presented in both Afrikaans and English languages, it is crucial that moderators ensure that content and information provided are identical in both languages. If modules are presented on more than one campus, campus specific procedure/s must be specified.

10.2.3.4   Submission of assessment/s for moderation quality:

Submission of a completed script for moderation purposes to ensure that the quality of marking is on an acceptable standard. Rigorous moderation of the scripts (in accordance with UFS policy) by the moderator/s are essential to warrant quality, fairness and mark allocation. Abnormal discrepancies with any of the above, needs to be communicated immediately with the Academic Head of Department and/or programme director and/or subject / division head, who will be responsible to further investigate and initiate remedial action/s.

10.2.3.5   PeopleSoft: Mark Setup and capturing

Setup of mark allocation on PeopleSoft gradebook (according to the assessment breakdown in the study guide) and for capturing marks as aligned with the departmental procedures. Setup of marks must be concluded before week 3 of the semester. Capturing of the first available marks must be concluded at the end of week 4 of the semester and from week 4 marks must be captured within 8 working days after the assessment was conducted. For modules with more than 200 students or for post-graduate modules which demand higher cognitive input a maximum of 11 days will be allowed to capture the marks. All full research

modules, honours modules, which module code end on 6808, 6809 or mini-dissertation modules which module code end on 7900, dissertation modules which module code end on 8900 or thesis modules which modules code end on 9100 require a minimum of one mark to be captured and that the marks be finalised by the end of the applicable main examination period.

10.2.3.6   Appointment scheduling: discussing marks

Scheduling appointment/s for discussing the semester tests mark results, the final semester mark (predicate), the exam marks and calculated final marks. Final marks need to be submitted to the Examinations Committee, comprising of at least three members; ADH and/or programme director and/ or moderator and the examiner/s in question, before final marks will be published for viewing by students. The examination committee will sign of on accepted marks, this can be done electronically or in hard copy.

10.2.3.7   Password protection of semester and examination papers:

Creating electronic password protection on all Word.doc semester and examination papers, including the memorandums. This protection measure but be implemented on all computers in use to safeguard against hacking or unauthorized access to the computer/s.

10.2.3.8   Scripts: record keeping and disposal

Scripts/ answer papers must be kept for at least six months after the final marks were captured and published, thereafter scripts may be destroyed as per the departmental procedures indicates.

10.2.3.9   Safeguarding of scripts and marks
 The procedure for safeguarding marks and scripts/ assignment papers, until distribution to the students is outlined in Section 11 (c) to (f).

10.3 Responsibility of students: roles and responsibilities in the assessment process

Each student is responsible to:
   a) verify the respective due dates for assignment/ assessment submissions, understand the process and medium of submission.
   b) consult the module study guide for instructions and clarity or contact the lecturer during consulting hours/ via email to obtain more information. Due dates will also be available on Blackboard, students are required to view on a regular basis.

c)   familiarise themselves with the concept of plagiarism and understand the rules of referencing and the norms of academic writing.

d)   not deliberately or negligently allow their own work to be copied by another student, not deliberately or negligently copy a co-student's work.

e)   take note that the onus is on each student to develop his/her own academic capacity. Therefore each student must ensure that they understand 'plagiarism' and the consequences thereof.

f)   students should contact the responsible lecturer if they have any questions or are dissatisfied with the outcomes and results of an assessment.

g)   students should check Blackboard on a regular basis as more detailed assignment information will be made available on Blackboard throughout the semester. It is each student's responsibility to make sure that he/she receive everything in time and aligns himself/herself with any and all expectations.

11. Section 11: Faculty assessment rules and regulations

NAS adheres to all guidelines specific to the Faculty assessment rules and regulations as included under *section 11*.

Additional moderation guidelines applicable to NAS: NASAG11

a)   All answer scripts need to be safeguarded for at least six months before it can be destroyed. All scripts must be kept and destroyed according to the faculty rules and guidelines.

b)   All the exam scripts need to be secured for six months in a secured room within the department on the campus where the internal moderation was conducted.

c)   In the instance where assessment papers were sent for external moderation it must be kept on the Bloemfontein campus. These will be replaced/removed with the safeguarding of the subsequent semester's exam scripts.

d)   The process for script safeguarding is as follows: Academics must secure and safely store question papers at all times. After the marks have been captured on the PeopleSoft Gradebook system, the set of scripts need to be delivered to the person responsible for overseeing the assessment, this person will ensure that the scripts are safely locked away.

e)   Scripts that need to be externally moderated need be handed over to the same person after moderation is completed.

f)   Destroying of old examination scripts are as follows: Front pages should be removed and shredded, the remaining part of the old scripts may then be discarded for recycling.

12. Section 12: Implementation of the policy

NAS adheres to the General Minimum Assessment Requirements, as stipulated in *section 12*.

13. Section 13: Resource consequences of the policy

NAS adheres to the General Minimum Assessment Requirements, as stipulated in *section 13*.

14. Section 14: Review procedure

NAS adheres to the General Minimum Assessment Requirements, as stipulated in *section 14*.

Annexure A: University of the Free State code of conduct for assessors and moderators

Scope and applicability

This code applies to all assessment activities, all assessors, markers, internal and external moderators' specifically in terms of assessment and moderation practices at the UFS.

Code of conduct

Assessors, markers, and moderators are required to:

- Provide accurate information about students;
- Refrain from signing assessment and/ or moderation documentation that is incomplete or untrue;
- Ensure that the assessment process is clear, transparent and accessible to all students;
- Refrain from inappropriately amending assessment evidence of any sort;
- Continuously review and improve assessment practices and tools;
- Provide opportunities and mechanisms for re-assessment where applicable;
- Ensure that assessment is fair and assessment measures what it is supposed to measure;
- Gather and assess evidence against the prescribed outcomes and assessment criteria;
- Be consistent in making assessment judgements against unit standards;
- Attend refresher courses and other assessment training and keep updated on assessment practices;
- Avoid aggressive and/ or abusive language or behaviour toward students;
- Provide timeous and constructive feedback on assessment activities;
- Use student information, assessment results and other assessment information only for the purpose for which it is intended and in a confidential manner.

Annexure B: Procedure: Irregularities in an examination/test venue

- Confiscate the answer script(s) / optical reader card(s) from the student and make a note of the time of the irregularity on his/her answer book as well as the devise used. Take picture of the device.
- Provide the student with another answer book / optical reader card (if applicable) without delay, and request that the student proceed with the examination, no extra time must be allocated
- Confiscate anything from the student that could prove that an irregularity took place, for possible use as evidence in a hearing.
- On the instruction of the invigilator, the student, must after the time must write a declaration of his side of the story the invigilator must do the same report as an affidavit in the presence of the invigilator if possible another staff member must be presence.
- The ADH must investigate and give the student a written warning

Annexure B: Procedure: Irregularities in an examination/test venue

- Confiscate the answer script(s) / optical reader card(s) from the student and record the time of the irregularity on his/her answer book as well as the type of devise used. Take picture of the device.
- Provide the student with another answer book / optical reader card (if applicable) without delay, and request that the student proceed with the examination, no extra time should be allocated.
- Confiscate anything from the student that can prove that an irregularity has taken place, for possible use as evidence in a hearing.
- At the instruction of the invigilator, the student must afterwards write a declaration of his side of the story. The invigilator must also write a report as an affidavit in the presence of the student. If possible, another staff member must be present.
- The ADH must investigate and give a written warning to the student.

Annexure C: Attendance of contact/ assessment sessions

- Attendance of all contact periods, and practical / tutorial sessions in the NAS is compulsory. Students are expected to have 80% attendance. If students choose not to do this, they will have to bear the consequences of their actions in terms of academic performances. Lecturers may not be required to repeat any classes because students did not attend. Students who do not attend at least 80% for practicals and / or tutorials and / or contact session and / or online assessments will get an incomplete for the module.

- The NAS faculty will allow for unforeseen circumstances, e.g. sickness or other urgent obligations if a student submits an apology and proof before the lesson / tutorial / practical to the lecturer so that there is proof and reason why a student does not forfeit attendance and / or marks. If approved by the Department the student's marks will be calculated without that component with the provision that the student complies with the 80% rule.

- For formal f2f semester test, students are allowed a third opportunity to write if they were ill or for any other valid reason approved by the ADH of the department, provided that the student makes prior arrangements and inform the lecturer before the test or assessment. This opportunity can only be use for one missed opportunity.

- No Adhoc testing opportunities will be arranged for any student, regardless of the circumstances.

- A student who is pregnant and needs absence to give birth, or due to other medical or mental health conditions is absent for more than two consecutive weeks or four weeks over the semester (with at least two weeks in between), should follow the same assessment procedure as above. For this, a maximum of two weeks in a row can be granted, otherwise students fall behind, and they will in any case not comply with the 80% attendance rule for tutorials as well as practicals. Students must catch up on their own on work lost during the two weeks. However, the NAS faculty recommends that student rather defer studies for the semester in which they are away for more than two weeks. No exceptions will be made for any conditions without the approval of the faculty management.

Annexure C: Attendance of classes / contact/ assessment periods

- Attendance of all contact periods, and practical/tutorial sessions in the NAS is compulsory. Students are expected to have 80% class attendance, if students choose not to do this they will have to bare the consequences of there actions in terms of academic performances. Lecturers can not be accepted to repeat any classes due to non-attendance of students. Students who have not at least 80% attendance for practicals and or tutorials or class or online assessments will get an incomplete for the modules.

- The NAS faculty will allow for unforeseen circumstances, e.g. sickness or other urgent obligations if students submit that before the class/tutorial/ practical the apology to the lecturer electronically the possibility to get a reason and not forfeit the marks. If approved by the Department the student's marks will be calculated without that component provision that the student comply with the 80% rule.

- For formal f2f semester test a third opportunity for student to write if they were sick or with any other valid reason approved by the ADH of the department will be allowed, with the provision that

the student makes prior arrangements inform the lecturer before the test or assessment. This opportunity can only be use for one missed opportunity.

- No ad hoc test opportunities will be arranged for any student regardless of the circumstances.
- Student who are pregnant and need absence to give birth, or need to due to other medical or mental health conditions be absent for more than two consecutive weeks or four weeks spread over the semester(with at least two weeks in between) need to follow the same assessment procedure as set out above. A maximum of two weeks consecutive could be granted for this otherwise students will fall to far behind and they will in any case do not comply with the 80% attendance rule for tutorials as well as practicals. Students need to catch up on there own if the lost any work in the two weeks. The NAS faculty however recommend that student need to rather defer studies for the semester in which they are possible going to be away for more than two weeks. No exceptions will be made for any conditions without faculty management approval.

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Annexure D: (internal and external) moderation of assessment: form

Qualification:		Field of specialisation:			
Module code:		NQF level:		Credits:	
Department:		Main Campus	QwaQwa campus	South Campus	

Moderation in respect of:								
Examination						Semester Tests		Other(specify
June(1)		June(2)		Nov(1)		Nov(2)		1		2		
Assessor (assessment compiled by):								
Moderator of assessment instrument:								

Please comment on each of the following by marking the appropriate column with an X.

A. Technical aspects:	Yes	No	Comments
The assessment is in the correct format according to prescribed UFS guidelines			
Memorandum/ rubric/ marking guide is attached			
Will the memorandum ensure consistency in marking			
The marks as allocated per question is clearly defined and adds up to the total marks of the assessment			
The marks on the memorandum correspond with the marks of the assessment			
For internal moderators only - see Examination information on the UFS Website, Staff Intranet General Comments:			

B. Language:	Comments
Language used: Appropriate for the level/ module and the correct academic language is used	
English and Afrikaans assessments are congruent	
All questions are formulated clearly	

C. Validity, reliability and fairness:	In order	Suggestions for improvement
The assessment covers the content of the module		
The questions are focused on the outcomes of the module		
The time allowed for completion is realistic for the average student to complete the assessment		
The English and the Afrikaans versions measure exactly the same outcomes		
Comments:		

D. Statements relating to the questions:	Yes	No
There is a variation of question types		
The cognitive complexity complies with the requirements of the relevant NQF level descriptor		
The standard of the assessment compares favourably with the standard elsewhere in the country		
Sufficient coverage of higher cognitive levels		
Items leave room for discrimination between more competent and less competent students		
There are both theoretical and application questions		
Sufficient number of questions challenge critical and independent thinking skills		
Sufficient number of questions require evaluative thinking skills (metacognitive skills)		
There is a balance between the allocated marks and the response/s required		
Comments:		

SIGNED BY THE MODERATOR: _____   DATE: _____

ANNEXTURE F

ASSESSMENT PROCEDURE FOR STUDENTS ABSENT FOR PROLONG PERIODS DUE TO PREGNANCY, OTHER HEALTH CONDITIONS OR COMPASSIONATE REASONS

The following arrangements apply to students been absent for prolong periods:

- Lecturers, Programme Directors and Academic Heads of Departments must be informed as soon as the condition arise.
- Students/Parents/Guardians are required to complete an absence request form (attached) and attached all supporting documents as required. This must indicate the proposed arrangements regarding their academic activities during their absence.
- This request forms must be approved and signed by the PD, ADH prior to their confinement.
- This information must be shared with other relevant PD as well as the TLM.
- If the duration of their absence implicates a period of more than 10 weekdays during official teaching time students will NOT BE allowed to continue their studies in that semester (as they will miss too much practical work, tutorials etc.). Such student will receive an incomplete for the modules. They may apply to interrupt their studies based on health reasons.
- Students who are absent during their maternity period (on average, students use about two weeks for this, including delivery and recovery time), are permitted to write the sick tests (but have to provide a valid medical certificate). Students will only be allowed to replace one semester test with a sick test. Students will not be allowed to miss more than 20% (2 weeks) of their practicals and/ or tutorial sessions. Students missing more that 20% students will obtain an incomplete status for the module and will not be allowed to participate in the examination. (80% attendance rule)
- Students who, with valid approved reasons, missed less than 20% of the practicals and/ or tutorial sessions, could apply for approval that the semester mark be calculate without that specific components they have missed. This is subject to approval.
- The following conditions apply when a student tables a mental illness as a reason for an absence request. Supporting documentation from a medical practitioner must be attached to the request.
- If the outcome of the request is positive, the student is given the option to interrupt their studies for a semester / 6 months in order to fully recover. If the above option is **not** taken up, the student is informed that no further request will be considered in future regarding medical illness. The student needs to submit written reports from their treating medical practitioner that they have recovered and are ready to continue their studies.
- If the student **takes up** the offer they need to communicate their intent to continue their studies in writing before the end of the semester prior to returning and submit written reports from their treating medical practitioner that they have recovered and are ready to continue studies.

ANNEXTURE G

APPLICATION FORM FOR STUDENTS ABSENSE FOR PROLONG PERIODS DUE TO PREGNANCY, OTHER HEALTH CONDITIONS OR COMPASSIONATE REASONS

STUDENT NUMBER									INITIALS AND SURNAME			

PLAN CODE									NAME OF PROGRAMME DIRECTOR			

Indicate the period of absence, be precise with the dates.	

Explain the condition causing you to need absence for prolong periods: e.g. Pregnancy, mental health issue, etc.	**Explain the request**: Want to be absent for two weeks due to delivery of baby. Want to interrupt studies for 6 months treatment for mental health issues.

List all the modules you are registered during the effected semester								

If absence for only two weeks is requested indicate exactly which assessment, practicals or tutorials in which modules will be missed

Module code	Assessment that will be missed as well as dates it is supposed to be completed	Proposed arrangement to stay updated with content covered during absence

Student signature:	Date:

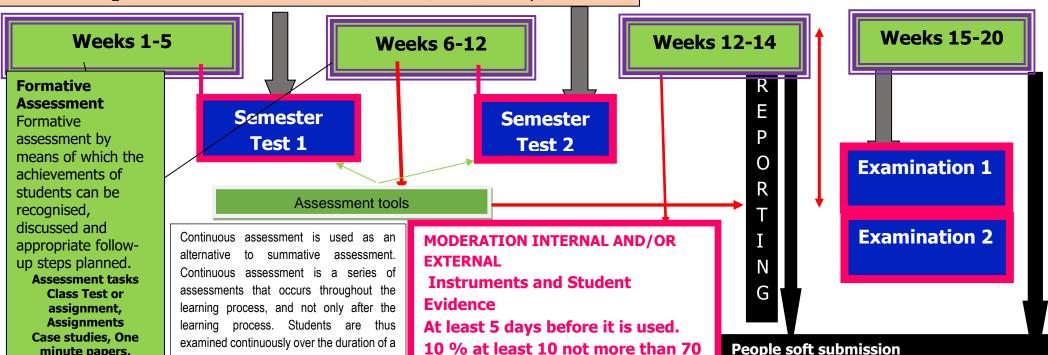| For official use only		
Approved by lecturer/PD		Date:
Approved by ADH		Date:
TLM for addition of comments and approval send to the student		Date:

Annexure E: ASSESSMENT PROCESS

SEMESTER: 14 WEEKS EXAMINATION 6 WEEKS WITH 2nd OPP

OBA – identification, collection and interpretation of a student's performance measured against the outcomes (CA) it is integral in T&L, must promote learning & provide regular effective feedback to inform teaching and learning practices

Sources or agents of assessment Lecturers, Tutors, Peer, Group, Self

Summative Assessment
Summative assessment in order to record and provide feedback on the overarching performance of a student in a systematic manner. **Semester tests, Practical examinations, Examination, must contribute to final mark**

Weeks 1-5

Weeks 6-12

Weeks 12-14

Weeks 15-20

Formative Assessment
Formative assessment by means of which the achievements of students can be recognised, discussed and appropriate follow-up steps planned.
Assessment tasks Class Test or assignment, Assignments Case studies, One minute papers, Reflection journals Practical work reports

Semester Test 1

Semester Test 2

R E P O R T I N G

Examination 1

Examination 2

Assessment tools

Continuous assessment is used as an alternative to summative assessment. Continuous assessment is a series of assessments that occurs throughout the learning process, and not only after the learning process. Students are thus examined continuously over the duration of a quarter, semester or year. It is cumulative and the marks are calculated to produce a final result.

MODERATION INTERNAL AND/OR EXTERNAL
Instruments and Student Evidence
At least 5 days before it is used.
10 % at least 10 not more than 70
Use prescribe forms or prosedures

People soft submission
1. **Progression mark (week 5)**
2. **Semester marks (last lecture day)**
3. **Examination marks (before second opp. Or 2 weeks after written) Use prescribe forms**

Cumulative evidence of students' progress and performance must be recorded and, in the case of professional degrees, this can form part of the student's portfolio. It is the responsibility of the student to keep the portfolio up to date according to the instructions.

RECORD AND FEEDBACK CONTINOUSLY
To track, to improve teaching, to improve learning and performance of students. Timeframe (within 7 days 10 days), interaction between Lecturer & Student Use prescribe forms
The feedback process must:
● **keep students informed regarding their progress in the teaching and learning process;**
● **be an accurate reflection of the student's progress and performance;**