



ASSESSMENT RULES



ENGINEERING FACULTY
STELLENBOSCH UNIVERSITY

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1. INTRODUCTION

The assessment rules of the Engineering Faculty have been formulated according to the guidelines given in "Assessment Policy and Practices at Stellenbosch University", Revision: 2011.

The Engineering Faculty accepts and subscribes to this policy. This document describes assessment in the Engineering Faculty and describes in particular the actions taken to ensure that the assessment in the Faculty meets the needs and requirements of the policy. Further, it provides the basis for the training and sensitisation of lecturers to ensure that the graduates meet the minimum requirements. At the same time, lectures must not have excessive expectations of students. This document therefore aims to ensure that assessment in the Engineering Faculty is valid, reliable and justifiable. This document must be read with the Rules for Internal and External Moderation of the Engineering Faculty.

2. PRINCIPLES OF EFFECTIVE ASSESSMENT

The Faculty strives to actively apply the following principles for effective assessment, as described in the institutional assessment policy, and to guide lecturers as assessors to be able to do so.

2.1. Validity

The assessment measures, what it was intended to measure, and the deductions and actions that are based on the assessment results are appropriate and accurate.

2.2. Reliability

The results of the assessment tasks or opportunities are repeatable in different contexts.

2.3. Academic Integrity

As far as possible, the necessary procedures are in existence to avoid, detect and deal with dishonesty. This implies that all those involved are fully informed of the Senate regulations in this regard.

2.4. Transparency

Information on assessment is made known to the students. This includes information on the reasons for the assessment, when it will take place, the methods that will be used, the criteria according to which it will be measured, the manner in which the final mark will be calculated and any environment-specific appeal mechanisms, in addition to those contained in the General Calendar Part 1.

2.5. Fairness

Assessment systems are equitable in that all students are treated fairly, without prejudice and with the necessary assistance to overcome inability or handicaps.

2.6. Achievability

The costs and practical implications of the assessment process are reasonable within the context and the purpose of the assessment.

2.7. Timely feedback

Lecturers provide timely feedback on formative and summative assessment tasks. The feedback enables the students to identify the sections that have been completed satisfactorily and to clearly know which sections require further study.

3. ASSESSMENT METHODS APPLICABLE TO UNDERGRADUATE MODULES IN THE ENGINEERING FACULTY

It is the aim of the Faculty to implement Flexible Assessment in all modules for which it is suitable, and that it would be the default method of assessment. The Faculty also uses Project Evaluation, Continuous Assessment and Satisfactory Attendance where Flexible Assessment is not appropriate. The traditional Examination system is used in modules where permission has not yet been granted to use Flexible Assessment.

It is important to note that in the Engineering Faculty all module frameworks or study guides have to be approved before the start of the semester by both the programme co-ordinator and the relevant lecturer. The module framework or study guide specifies fully how the assessment will be performed in the module and how each component of the assessment will contribute to the final mark. This includes the a priori identification of assessments in which subminima will apply.

3.1. Flexible Assessment

The Faculty strives to apply a specific formulation of the Flexible Assessment method in most of the modules in the Engineering Faculty's undergraduate programmes. The Faculty's formulation entails the following:

3.1.1. Main assessment opportunities

Three formal assessment opportunities are scheduled, that is the first main assessment opportunity (A1) in the period of the mid-semester test week, the second main assessment opportunity (A2) in the period of the first examinations and the third main assessment opportunity (A3) in the period of the second examinations, except that the assessments of modules that are completed in the first part of the semester may be scheduled earlier than otherwise.

3.1.2. Other assessment opportunities

Further assessment opportunities are scheduled ad hoc, as required by the nature of the module (e.g. laboratory practicals, assignments and tutorial tests). These assessments are used to determine a "semester mark" (SM) and must, where possible, be done during the module's contact periods. The composition of the SM must be made known in the module framework or study guide at the start of the semester. The results of the first assessment included in the SM must be made known within the first five weeks of the semester.

3.1.3. Final mark formula

In the following formulas w_{sm} , w_{A1} and w_{A2} represents the weighting factors for the composition of the final mark (FM), determined as dictated by the nature of each module, but subject to the constraints on the contributions given below. The weighting factors that are going to be used, must be given in the module framework or study guide. SM, A1, A2 and

A3 represent the respective marks (each out of 100) that were achieved for the semester mark and the three main assessments.

- For students who did A1 and A2, but not A3, the provisional FM is given by:
 $FMp = w_{sm} SM + w_{A1} A1 + w_{A2} A2$, with $w_{sm} + w_{A1} + w_{A2} = 1$
- For students who missed either A1 or A2, and therefore did A3, the provisional FM is calculated using the above formula, except that A3 is used instead of the missed assessment. The weighting factors are not adjusted.
- For students who did A1, A2 and A3, the provisional FM is calculated using the above formula, except that A3 replaces A1 (if $A1 < A2$) or A2 (if $A2 \leq A1$), with the provision that FMp must not be reduced by taking A3 into account. The weighting factors are not adjusted.
- If $FMp \geq 50$, all applicable subminima have been met, and only two of A1, A2 and A3 were done, then $FM = FMp$.
- If $FMp \geq 50$, all applicable subminima have been met, and A1, A2 and A3 were all done, then $FM = 50$.
- If $FMp \geq 50$ and any subminimum was not met, then $FM = 45$.
- If $42.5 \leq FMp < 50$, then $FM = 45$.
- If $40 \leq FMp < 42.5$, then $FM = 40$.
- If $FMp < 40$, then $FM = \text{minimum}(FMp, 35)$
- To confirm: $A2 \geq 50$ or $A3 \geq 50$ are not necessarily sufficient to pass the module and $A1 \geq 40$ is not required to have access to A2.

3.1.4. Publishing SM, A1, A2 and A3, and notice of access to A3

The marks achieved in A1 are normally made known, using Moodle or a similar means, within three weeks of the assessment.

The semester mark must be made known to the students, using Moodle or a similar means, at least five days (excluding Sundays) before A2, or on the last day on which class marks are made known.

If A2 was written before the end of the semester (for example for modules completed in the first part of the semester), then A2's results are normally made known, using Moodle or a similar means, within three weeks of the assessment. Otherwise A2's results are not made known. If A2's results are made known, then they must be considered to be provisional, since the results may be subject to external moderation (if applicable) and confirmation at a departmental marks meeting.

A3's results are normally not made known.

Students that have access to A3 after doing A1 and A2, must be notified at least three days (excluding Sundays) before A3 that they have been granted access to A3. This notice must be placed on Moodle, or a similar means, and also must be accessible to students who were not

granted access to A3, to avoid uncertainty with students whether they have been granted access.

3.1.5. Publishing final marks

After A2: If a student did A1 and A2, but does not have access to A3, then his/her FM calculated after A2 must be loaded on the marks system as soon as is reasonably possible, but not later than the last day on which final marks for the first examinations have to be loaded. For students that have access to A3 (for any reason), "Module continued" (code 30) must be loaded. The marks can be signed off as final after these marks have been loaded so that students have access to their results.

After A3: The Faculty Secretary must be requested to unlock the marks for the module and the FMs for all the students must be loaded as soon as is reasonably possible after A3. Thereafter the marks must be signed off as final on the marks system.

All final marks must be considered to be provisional until the day that final marks must be finalised (as indicated in the University's calendar), since it may be subject to confirmation by external moderation (in some cases) and a departmental marks meeting. If final marks are changed by external moderation or a departmental marks meeting, then the changes to the marks on the marks system must be arranged in consultation with the Faculty Secretary.

3.1.6. Access to and keeping of marked scripts

Students will normally receive back marked scripts for A1 when those marks are made known, unless A1 is subject to external moderation or the scripts must be kept for ECSA accreditation.

Access by students to the marked scripts of A2 and A3 are handled as for first and second examination scripts, respectively (Sections 2 and 8.2.8 of the Examinations chapter of the Calendar Part 1).

Lecturers must keep the scripts for at least one semester after completion of the assessments, unless they were handed back to the students.

3.1.7. Subminima

If a student has not achieved at least 40 in A2 or A3, then his/her FM may not exceed 45. Further subminima, subject to the principles given in Section 2, may be applied in a module. These subminima include the achievement of ECSA exit level outcomes that are assessed in the module. All the module-specific subminima (i.e. the subminima that are not specified in this document) must be given in the module framework or study guide of the particular module.

3.1.8. Default duration of assessments

The default durations of the main assessments, if SM's contribution to the FM is 20% or less, are: A1: 2 hour, A2: 2 to 3 hour and A3: 2 to 3 hour. If SM's contribution is greater, then the duration of A1, A2 and A3 can vary between 1,5 and 3 hour per assessment, depending on the nature of the module and subject to the principles given in Section 2.

3.1.9. Access to assessments opportunities

All students registered for the module have access to A1. A student only has access to A2 if he/she has met all the subminima applicable to the semester's assessments. A student only has access to A3 if he/she had access to A2 and either submitted an acceptable excuse (e.g. medical certificate or a letter of excuse from the Registrar) for A1 or A2, or if he/she has achieved $40 \leq \text{FMp} < 50$ after completion of A2. To confirm: a student may not choose to "defer" A2, i.e. he/she may not choose to miss A1 and rather write A2. The need for formative assessment is met by A3, to which students with a provisional final mark in the uncertainty band, are admitted. A3 also serves as sick-assessment for either A1 or A2.

3.1.10. Restrictions on contributions of assessments

A1 may not contribute more than 40% to FM and must also contribute less than A2 and A3, i.e. $w_{A1} \leq \text{minimum}(0.4, w_{A2})$. A2 and A3 each may not contribute more than 50% to FM, i.e. $w_{A2} \leq 0.5$. SM may contribute more than 20% to FM only if a substantial part of SM is determined by assessments conducted under well controlled circumstances to ensure that each student's own work is being assessed (e.g. similar to test conditions). No single assessment used in SM may contribute more than 50% to FM. Typical values for the w's in the weighting formulas are: $[w_{sm} = 0.15; w_{A1} = 0.35; w_{A2} = 0.5]$ and $[w_{sm} = 0.1; w_{A1} = 0.4; w_{A2} = 0.5]$.

3.1.11. Work covered per assessment

A1 naturally covers the work done before the test week. A2 normally covers the work of the whole semester, but with the emphasis on the work done after the test week. A3 covers either the whole semester more or less evenly, or places greater emphasis on the work done after test week, depending on the nature of the module.

3.1.12. Prerequisites

A normal prerequisite is satisfied in Flexible Assessment if $\text{FM} \geq 40$. Pass-prerequisites are satisfied in Flexible Assessment if $\text{FM} \geq 50$.

3.1.13. Moderation

Any assessment that contributes 20% or more to the FM, as well as A1, A2 and A3, must be internally moderated. All assessments used to meet subminima, must be internally moderated. If the module is also subject to external moderation (according to the Faculty's Rules for Internal and External Moderation), then a set of assessments that collectively or individually contribute 50% to FM, must be externally moderated.

3.1.14. Repeaters

Please refer to Section 8 of these rules.

3.1.15. Timetables

When A1, A2 and A3 are done in the test week or examination periods, their scheduling must be determined in the preceding year together with the normal test and examination time tables.

3.2. Project Evaluation

The Engineering Faculty's programmes have certain types of modules where the student's performance is largely determined by his/her ability to synthesise a coherent final product at the end of a substantial project. For this reason, the Project Evaluation assessment type is applied in modules such as the final year projects and advanced design. The University assessment policy cannot be applied directly in these modules, since they use a single assessment that contributes substantially more than 50% of the final mark. Typically in such modules the final mark is determined by a combination of a project report, oral presentations and poster presentations.

The assessment rules of the Engineering Faculty therefore include Project Evaluation. The contribution of the individual components to the final mark in Project Evaluation is determined by the module's home department and is made known to the students in the module framework or study guide at the start of the semester. Only the final mark is loaded on the university marks system.

The main assessments of a module using Project Evaluation are subject to internal moderation, as well as external moderation if applicable to the module (according to the Faculty's Rules for Internal and External Moderation).

3.3. Satisfactory Attendance

In the Engineering Faculty Satisfactory Attendance assessment method is used in some modules that bear no credits, but that are required for awarding the degree. Examples of these modules are Vacation Training and Practical Workshop Training.

3.4. Continuous Assessment

The current continuous assessment option is retained for modules where it is more appropriate than other assessment methods.

3.5. Examination

In the interim, the current examination system is retained for those modules where permission has not yet been granted to apply Flexible Assessment, but it is expected that all examination modules will gradually convert to the Flexible Assessment method.

In the examination system, a compulsory test is written (with duration normally 2 to 3 hour) during the test week. Further, an additional test opportunity is offered to students in the term after the test week, but a student may choose whether he/she wants to make use of the additional opportunity. A lecturer may limit access to the additional test opportunity to students that have not achieved admission to the examination (class mark of 40 or higher) based on the test week test and other assessments during the semester. The lecturer may also limit the influence of the additional test so that it cannot increase the class mark above 40.

4. ECSA EXIT LEVEL OUTCOMES AND ECSA KNOWLEDGE AREAS

A subminimum mark of 50 is required for all assessment elements (relevant questions in an assessment, project or assignment) in which the achievement of ECSA exit level outcomes are finally tested (for the particular module). Subminima can also be required in specific assessments what test critical knowledge areas, as required by ECSA.

According to the Faculty's Rules for Internal and External Moderation, all assessments of ECSA exit level outcomes must be externally moderated. In the case of Flexible Assessment, this means that, unless the relevant assessments during the semester are also externally moderated, ECSA exit level outcomes would normally only be tested in the second and third main assessment opportunities.

5. SUBMINIMA AND OPPORTUNITIES TO IMPROVE

Subminima can be required for certain aspects of a module's assessments (usually summative assessments) to pass a module, in accordance with the principles of Section 2. Typical motivations for subminima are:

- The satisfactory preparation for and attendance of a laboratory practical;
- Meeting an ECSA exit level outcome;
- Meeting a certain threshold peer evaluation in teamwork;
- Achieving a combined mark of at least 40 in the assessments of a significant part of a module, to ensure that students have the necessary knowledge for modules that follow on that one.

If a student did not meet any subminimum in a module, a final mark of 45 or less must be awarded to the student, except in the following cases: If a 40 mark was set for the sake of knowledge required for further modules (the fourth bullet above), the final marks for students' who did not meet the subminimum may be limited to 35 or less. The application of the subminima in the latter case is subject to the approval of the Departmental Chairperson of the module's home department.

If meeting a subminimum is determined by only one assessment (here called the "original assessment"), then the students who did not meet the subminimum, but otherwise would have passed the module, must be given an additional assessment opportunity to achieve the subminimum , except for the cases mentioned below. The additional assessment opportunity need not take the same format as the original assessment and can take the form of an oral examination, test or assignment, according to the prerogative of the lecturer responsible for the module. If a student misses the additional assessment opportunity offered to satisfy a subminimum (for whatever reason, be it illness or some other valid reason), then the student forfeits his/her right to any further additional assessment opportunities.

A student has no right to additional assessment opportunities in the following cases: final year projects, design projects that represent more than 5 credits' work, laboratory practicals, group projects, peer evaluation in teamwork and assessments (typically assignments) that can be done over a period of three or more weeks.

The results obtained in the aforementioned additional assessment opportunities are usually not taken into account in the calculation of the final mark, except for meeting the subminimum.

If the original assessment was subject to external moderation, then the additional assessment must also be externally moderated. The additional assessment must always be internally moderated. If the relevant subminimum was set for an ECSA exit level outcome,

then the external moderator must moderate the assessment of each student who passes the module after improving, and confirm the results in writing.

The subminima that will be applied in a module and what constitutes satisfactory performance, as well as the opportunities for improvement that will be given, must be explained in the relevant module framework and be made available to the students at the beginning of the semester.

6. ORAL EXAMINATIONS

Oral examinations may be used when it is in accordance with the principles given in Section 2. At least two lecturers must be present (normally the examiner and internal moderator) in all oral examinations. If the particular assessment is subject to external moderation, then the external moderator must be given the same opportunity to moderate the assessments that he/she would have had if the assessment was done in written form.

7. ASSESSMENTS OF GROUP OR TEAM WORK

Developing students' ability to work in teams is an important part of the Faculty's undergraduate programmes. There are also related ECSA exit level outcomes that each student must demonstrate. Since an individual student's mark is influenced by a team's work, the measures in this section are normally applied. Exceptions to these measures must be decided in consultation with the Department Chairperson.

This section does not apply to assessments in which students work in teams, but still deliver individual assessment products (for example where students work together in laboratory practicals, but each student compiles his/her own practical report).

7.1. Team allocation

When the composition of the team forms part of the assessment (for example when assessing multidisciplinary teamwork) then the team allocation must be done by the module's lecturer. In other cases the lecturer may, at own discretion, allocate teams him/herself or allow the students to form their own teams.

Independently of how the team allocation was done, the lecturer retains the right to change the team allocation, among others to cater for students who discontinue the module or register for the module after the team allocation was done.

The lecturer, in consultation with the module's internal moderator and/or Departmental Chairperson may in the course of the assignment in which the team is working, withdraw a student from a team because the student is not reasonably contributing to the team's work and functioning. Such a withdrawal would normally be considered after the student was warned at least once and given the opportunity to improve. The withdrawal may result in the student not being able to complete the assignment in question and failing the module.

7.2. Variable team sizes

If the teams in a module are not all the same size (for example, due to the late registration or discontinuation of team members, or because the number of students in the module is not divisible by the team size), then the lecturer must reconsider the workload per student those groups and, where necessary, make concessions to the teams involved in terms of the

assignment or assessment criteria. Examples of concessions are to reduce the scope of the teams' work or the level of detail required in certain parts of the assignment.

7.3. Duties and responsibilities of students with respect to teamwork

(The module framework of modules in which teamwork is used, or the particular assignment, should refer students to this section).

Every student who works in a team, is co-responsible for the following:

- Each team member must, to the best of his / her ability, contribute to the completion of the team's assignment, maintain good interpersonal relationships within the team and encouraging effective teamwork. Team members should also note that, as stated above, a team member can be withdrawn by the lecturer from a team if he/she does not reasonably contribute to the team's work and functioning.
- Each team member must, at any time that the student feels that the group is not functioning satisfactorily, bring it to the relevant lecturer's attention (a student who fails to proactively take action in this regard, exposes himself/herself to be complicit to poor team behaviour).
- Teams must meet weekly for the duration of the project at a time and place that is acceptable to all team members, unless all group members agree otherwise. If the team cannot reach consensus in this regard, the lecturer must be approached as mediator.
- Minutes must be kept for each team meeting. The minutes must include at least the following:
 - Date, time and place of the meeting;
 - Persons present and those who submitted apologies;
 - A decision on the approval of the previous meeting's minutes, noting changes made prior to approval;
 - Reporting of work completed since last meeting, with explicit mention of each team member's contribution;
 - Description of work still to be completed, with explicit indication of what each team member's responsibilities are for each task and the target completion date;
 - The date, time and place of the next meeting.
- A copy of the minutes must be made available to each member of the team as soon as practicable after the meeting (for example by placing on a shared disk space). At the next meeting, all team members must indicate by way of their signature that the minutes correctly reflect the meeting's decisions.
- The minutes must be submitted at the end of the project, with the final submission of the assessment products, as prescribed in the assignment.
- Since all team members are jointly responsible for meeting the team's submission due dates (that is, one team member's negligence or crises will not be accepted as excuse), each team member must take all reasonable steps to ensure that the due dates are met.

- Each student must honestly and meticulously complete the peer evaluation(s) for the project, by the stated deadline(s). If a lecturer requests it, then the students must motivate their peer evaluations within the shortest reasonable time.

7.4. Peer evaluation

Modules where more than 25% of the final mark is determined by assessments done in teams, or where exit level outcomes are assessed through teamwork, the team members must all be given the opportunity evaluate the contribution of all team members (themselves included), by means of peer evaluation. The relevant lecturers may decide to use or ignore each student's evaluation of him/herself. The individual team member's mark for the relevant assessment is then determined by combining the group's mark for the assignment in a meaningful way with the peer evaluation.

The peer evaluation must be conducted confidentially and the marks one team member gives to other team members must be kept confidential, that is the team members may not see each other's individual contributions.

The combined mark for each student's peer evaluation, that is the percentage or factor that will be used to determine the student's individual mark, should be announced in good time so that students can have the opportunity to lodge an appeal and the supervisor can consider the appeal.

In the following cases each team must be given at least two appropriate opportunities during the project for peer evaluation, so that each student has an opportunity to improve if his/her contribution to the team initially was not satisfactory:

- If the peer evaluation is used to assess an exit level outcome;
- If there is a subminimum of 45 or higher on the team's assessment;
- If there is a subminimum on the peer assessment.

If a student initially received a poor peer evaluation, but on subsequent occasions performed better, then (at the discretion of lecturer) meeting the subminima mainly based on the last peer evaluation, but the calculation of the student's mark on all peer evaluations.

Students must be informed in the module framework or the assignment how the peer evaluation will be taken into account in the calculation of each student's individual mark.

7.5. Appeal against and moderation of peer evaluation

(The module framework of modules in which teamwork is used, or the assignment, students should refer students to this section).

Every student has the right to appeal against his/her peer evaluation within seven days of the date when the results of the peer evaluation are made known. If a student appeals against his/her peer evaluation, then least two lecturers will moderate the team's peer evaluations in detail, as set out below.

The lecturers may moderate any of the peer evaluations (with or without an appeal), which may include that they limit marks to a certain range, that they disregard the evaluation that team members gave themselves, and/or that they obtain further information from students

to decide whether a particular student's combined mark is justified. Obtaining further information may include asking the team to motivate their peer evaluations further, to conduct interviews with team members (preferably individually) and/or to consider in detail the minutes of meetings.

Appeals from peer evaluations should be considered by two lecturers. If an appeal was lodged (whether subsequent adjustments were made or not), or if peer evaluations are otherwise adjusted during moderation, then the lecturers involved should record the procedure that was followed and the considerations that led to the adjustments being made (or not made), and that record must be kept.

7.6. External moderation

If the assessments in which peer evaluation were used, are subject to external moderation, then the following, in addition to the information in the module framework, must be submitted to the external moderator for his/her consideration:

- The peer evaluations entered by the students.
- The calculated peer evaluation result used to adjust individual students' marks.
- The records of the handling of any appeals and/or adjustments of the peer evaluations during the internal moderation process.

7.7. Deadlines for submissions

Students must be informed in the module framework or the assignment of the due dates and times for the team's assessment products.

Lecturers should take precautions that due dates do not fall within test week or recess periods, and preferably also not within three days after a recess period.

8. DEAN'S CONCESSION EXAMINATION

In addition to the instructions given in Part 1 of the Calendar, the Engineering Faculty applies the following rules for dean's concession examinations (DCEs) in undergraduate programmes:

- 8.1. If a final year student, after his/her last normally scheduled examination, requires only one module to be awarded his/her degree and during the final year had been awarded a final mark for the particular module, he/she can apply (through the Faculty Secretary) for a DCE in the particular module.
- 8.2. All the DCEs in the Faculty are normally written on the Friday of the second week before the start of the first semester.
- 8.3. Students are only admitted to a DCE if, to pass a module, they require aspects in the module that can be covered in a written or oral assessment. If a student has, for example, missed compulsory practicals or did not meet a group work subminimum, they will not be able to pass the module using a DCE. Final year projects are not eligible for DCEs.

- 8.4. To pass the particular module, a student must still achieve all the ECSA exit level outcomes that are assessed in the module.
- 8.5. For Examination modules, a student must have had a class mark of 40 or more and must have been awarded a final mark during the particular academic year to be considered for a DCE. In these situations, the DCE is equivalent to a normal examination and at least 50 in the DCE is required to pass the module.
- 8.6. To pass a module that used Flexible Assessment after a DCE, the student must have achieved a mark of 40 in main assessment 2, main assessment 3 or the DCE, as well as meet one of the following two conditions:
- The student's final mark before the DCE was 40 or more, and 50 or more was achieved in the DCE;
 - The student's final mark before the DCE was less than 40 and a new final mark of 50 or more was achieved, where the new final mark was calculated using the appropriate weighting formula (to combine the semester mark and two assessments) in which the DCE mark was used together with the best of the previous main assessments.
- 8.7. A DCE can only be considered in a module using Continuous Assessment if the student can pass the module by repeating one of the assessments of the module in the DCE. The student's final mark is calculated by replacing the relevant assessment with the DCE in the module's final mark formula.
- 8.8. DCEs are normally not considered in modules that use Project Evaluation.
- 8.9. The new final mark after the DCE may not exceed 50. If a student does not pass the module after the DCE, his/her final mark remains unchanged.
- 8.10. All DCEs are subject to internal moderation, in accordance with the University policy. The assessment of any ECSA exit level outcomes in a DCE must be externally moderated. If the DCE replaces an assessment that was externally moderated, then the DCE's question paper must also be externally moderated before the DCE and the scripts afterwards.
- 8.11. The duration and character of the DCE should be similar to an examination question paper (for Examination modules), or the third main assessment (for Flexible Assessment modules), or the assessment it is replacing (for Continuous Assessment modules). Alternatively, if the lecturers involved prefer it, the DCE may take the form of an oral assessment. At least two lecturers (normally the examiner and internal moderator) have to be present at the oral assessment. If the assessment is subject to external moderation, then the external must also observe the oral (it may be by telephone) and confirm his/her support for the result in writing or by email.

9. RESPONSIBILITIES REGARDING THE IMPLEMENTATION OF THE ASSESSMENT POLICY

9.1. Responsibilities of the student

The student

- ensures that he/she is familiar with the rules and regulations given in the General (Part 1) Calendar;
- ensures that he/she is familiar with the provisions given in the module framework or study guide with respect to assessment in the specific module; and
- undertakes to give an honest and dutiful effort in the assessments.

9.2. Responsibilities of the assessor (the lecturer)

The assessor

- ensures that he/she is familiar with the rules and regulations given in the General (Part 1) Calendar;
- ensures that he/she is familiar with the provisions in these Rules and any ancillary documents relevant for assessment in the specific context;
- makes a conscious effort to use the criteria for effective assessment in their own contexts;
- ensures that all information about how the assessments of the module will proceed, are explained in the module framework or study guide; and
- assumes responsibility, in collaboration with the Departmental Chair and the Programme Co-ordinator, for his/her own development and/or training in assessment skills.

9.3. Responsibilities of the Faculty

The Engineering Faculty ensures, through the Programme Committee, that the requirements and provisions of these Rules are interpreted and applied in accordance with the University's assessment policy and practices, and unique context of ECSA's prescriptions for assessment, as well as that they are realised in the assessment practices in the Faculty.

The Programme Committee of the Engineering Faculty is specifically responsible for

- the interpretation of the policy in terms of the requirements of the Faculty;
- the development and implementation of procedures for the promotion of effective practices related to assessment in the Faculty;
- the establishment of procedures and mechanisms to identify and resolve problems with the implementation of the assessment policy;

- ensuring that all categories of internal assessors receive appropriate training and/or development opportunities so that the requirements of the HEQC's for assessment ability are satisfied.

9.4. Responsibilities of the Departmental Programme Coordinator

The Departmental Programme Co-ordinator monitors the following aspects and takes action to follow up aspects that deserve attention:

- that assessment produces sufficient evidence that the outcomes of the programme are being achieved; and
- that appropriate assessment criteria and assessment methods are used.

The Departmental Programme Co-ordinator is the link between the Departmental Chairperson and Management Committee, who assume overall responsibility for the programme(s) offered by the Department, and the Programme Committee of the Faculty.

9.5. Responsibilities of the Departmental Chair

The Departmental Chair

- develops a monitoring system for the Department's assessment practices to ensure that they meet the requirements of the University's policy;
- identify procedures, mechanism and a learning support system to handle deviations from the University's assessment policy;
- monitors students' perceptions of the quality of their assessment by means of module and lecturer feedback, and develops a support system where the assessment is found to not meet a satisfactory standard; and
- ensures during appointments, as well as continuously, that lecturers involved in assessment of student learning have sufficient appropriate training and/or experience, specifically that at least one assessor in each module has good, relevant experience.

10. PREREQUISITES

Corequisites, prerequisites and pass prerequisites are aimed at ensuring students have sufficient levels of prior knowledge to master a successive module. The University's general system of prerequisites is retained in these Rules:

- Corequisite module: a student must have previously been registered for the module or be registered for it in parallel, irrespective of the performance in the module.
- Prerequisite module: in examination modules a class mark of at least 40 must be achieved, while in other modules a final mark of at least 40 must be achieved to meet a prerequisite.
- Pass prerequisite module: a final mark of at least 50 must be achieved in the module.

In some final year modules in the Faculty, admission to the final year or departmental approval is a prerequisite.

11. CONCESSIONS TO REPEATERS

In accordance with Section 8.3.8.2 of Part 1 of the Calendar, in cases where a student repeats a module, the lecturer responsible for the module may grant exemption from some assessments to the student, if the module's home department allows such exemptions. If an exemption is granted to a student on this basis, then the lecturer may, subject to the module's home department's policy, choose one of the following methods to determine the student's class mark, semester mark and/or final mark:

- The mark that the student achieved in the relevant assessment at a previous occasion is used instead of the exempted assessment.
- The contribution that the particular assessment makes to the final mark, is omitted and the composition of the final mark is adjusted accordingly.

Any exemption granted to a student, must be recorded on the customary pink form and the pink form or a copy of it, must be given to the student.