

# Faculty of Engineering Assessment Rules

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# 1 INTRODUCTION

## 1.1 Background

The Faculty of Engineering subscribes to Stellenbosch University's Assessment Policy and the Assessments and Promotions chapter in the General Part (part 1) of the Calendar. The university-wide assessment rules given in Part 1 of the Calendar apply from 2023 onwards for assessments in all undergraduate and postgraduate modules, and these rules replace the previous examination and flexible assessment systems.

The above-mentioned Assessments and Promotions chapter, which is referred to as the "**SU Assessment Rules**" in the remainder of this document, requires that

- All faculties and centres that host programmes and/or modules must, within the parameters given in this chapter of the Calendar, formulate assessment rules that regulate the assessments of modules and/or programmes hosted by the faculty or centre.
- A faculty's or centre's assessment rules may make provision for a range of assessment schemes so that, for modules hosted by the particular faculty or centre, the home department or centre may use any compliant assessment scheme without requiring further faculty-level, or higher level, approvals. Also, the rules may make provision for an internal approval process for module-specific assessment schemes.

This document gives the assessment rules that apply in the Faculty of Engineering, and in particular to undergraduate and postgraduate modules with a home department in this faculty and to undergraduate and postgraduate programmes hosted by this faculty. The Faculty's assessment practices are subject to the SU Assessment Rules and to the rules given in this document, which are aligned with the principles and provisions of the Policy. Note that this document does not repeat all the rules given in the Calendar, but some rules are repeated here for ease of reference. Exceptions to the Faculty's assessment schemes are subject to approval by the Faculty's Programme Committee and are listed in Appendices A and B.

The assessment of masters' theses and doctoral dissertations is not addressed in here, but it is in the chapter titled "Postgraduate Qualifications" in the General (Part 1) of the Calendar, in the chapter titled "Postgraduate Programmes" in Engineering's part of the Calendar (Part 11), and in the Engineering Faculty's procedures documents for postgraduate programmes, which gives the faculty-specific details.

## 1.2 Purposes of assessment

This section is taken from the Provisions section of the Assessment Policy and is given here for ease of reference.

Assessments serve various purposes that would further the primary goal of facilitating learning and preparing students for lifelong learning, such as:

- **diagnostic purposes**, which evaluate students' strengths, weaknesses, prior knowledge and skills before their instruction; e.g. as a pre-assessment for a module/contact session/tutorial, to decide what action(s) may be required of the students and/or the lecturer, or for the purpose of selection, admission and/or placement;
- **summative purposes** (i.e. assessment of learning), which inform decisions and findings on students' progress, e.g. for promotion or certification, to make value judgements about their performance; summative purposes also include selection, admission and placements;
- **formative purposes** (i.e. assessment for learning), which serve the learning process primarily by offering students an opportunity to develop the requisite knowledge, skills and attitudes with the aid of learning-centred feedback; self- and peer assessment also can promote learning, as this requires students to engage with the assessment criteria;
- **sustainability purposes** (i.e. assessment as learning), which form students to become lifelong learners who can judge their own performance; self- and peer assessment are key in this regard; and
- **evaluation purposes**, when assessment results are considered along with other information to evaluate the quality of a learning and teaching event/module/programme.

Any assessment may serve more than one purpose.

## 1.3 Framework for effective assessment

This section is taken from the Provisions section of the Assessment Policy and is given here for ease of reference.

Assessments that promote student learning need to be designed according to the principles of effective assessment. The purpose of the framework below is to provide assessors with guidelines for measuring their assessment practices – individual assessment opportunities as well as processes at module and programme level. Nevertheless, the responsibility remains with faculties and centres and their staff involved in assessment to interpret this framework for their own contexts and implement it accordingly.

Assessors must ensure in every instance that assessments comply with these principles – at all *levels* of assessment (e.g. individual assessment opportunities and at module or programme level) as well as all assessment *methods and instruments* (e.g. online tests and multiple-choice tests).

Important: These principles form an integrated framework and are not to be considered or applied in isolation. Instead, they must be balanced against each other as far as possible. This may mean that individual principles do not apply to the same extent to each assessment; still, each principle applies holistically at modular and/or programme level.

### 1.3.1 Validity

Assessments are valid if they measure what they are supposed to measure, and when the deductions and actions that are based on the assessment results are appropriate and accurate.

Indicators of validity:

- a. The assessment component of a programme is planned and developed in a manner that allows students to demonstrate the extent to which they achieved the stated outcomes, both specific and generic.
- b. The assessment is aligned with the learning outcomes and assessment opportunities.
- c. Measures are in place to ensure that what is assessed will reflect the content of the stated outcomes sufficiently.
- d. The assessment methods (for example tests, assignments, tasks, practicals, orals, etc.) have been selected according to the nature of the learning outcomes that are being assessed.
- e. The number of opportunities for the different types of assessment are in proportion to the different learning outcomes.

### 1.3.2 Authenticity

Authentic assessments practices are closely aligned with activities that take place in real-world settings, thereby requiring students to apply relevant skills and knowledge. This could enhance student learning for a changing world and create opportunities to develop and assess graduate attributes where necessary and/or applicable. Authenticity is about creating learning environments that involve true-to-life contexts and scenarios, ensuring that assessments measure whether students actually can use their knowledge effectively, as opposed to reproducing surface knowledge that is quickly forgotten after the assessment opportunity. This may, however, not be equally relevant to all learning contexts.

Features of authentic assessment include:

- a) a task that is aligned to what would be expected of the student in the real world/workplace;
- b) a task that produces a polished product valuable in its own right;
- c) a task that requires higher-order thinking, that incorporates reflection and self-assessment;
- d) learning opportunities that are seamlessly integrated with the assessment opportunities;
- e) a task that requires collaboration between students, and even students with professionals;
- f) students making choices and judgements regarding secondary tasks; and
- g) a complex task focusing on an open-ended inquiry, requiring diverse and novel responses.

### 1.3.3 Reliability

Reliable assessment consistently distinguishes between performance that is acceptable, exemplary or in need of improvement. The results of individual assessment tasks or opportunities, as well as the results of assessment processes (modules and programmes) must be repeatable in different contexts or over time.

Indicators of reliability:

- a) Methods are selected that are known for being reliable in assessing the stated outcomes.
- b) Attention is paid to the factors that could influence the reliability of the method.
- c) The number and variety of assessment methods are consciously selected to improve their reliability.
- d) When one or more examiners are involved in marking the same item, care is taken to ensure uniformity.

### 1.3.4 Educational impact

Assessment influences what, when and how students learn.

Lecturers that assess to promote learning do the following:

- a) Employ content-appropriate assessments that are relevant to the set outcomes.
- b) Use assessment formats appropriate to the outcomes.



- c) Schedule assessments to foster a deeper approach.
- d) Consider as far as possible how each individual assessment contributes to the holistic assessment within the module and programme, including how each is aligned with the outcomes and contributes to the final mark.

### 1.3.5 Academic integrity

In order to determine whether students have learned and achieved the outcomes of a module or programme, lecturers need to know that the work they are assessing is the students' own; i.e. that they can count on academic integrity. SU has established procedures to promote the academic integrity of all assessment practices, also in the online environment. This implies that all those involved are fully informed of the University regulations in this regard, as set out in the SU's Policy on Plagiarism (in support of Academic Integrity) (SU, 2016), which applies to invigilated face-to-face as well as online (whether non-invigilated or invigilated) assessments.

### 1.3.6 Transparency

Transparent assessment means that students are informed about the reasons for the assessment, when it will take place, etc..

Indicators of transparency:

- a) Students are informed of any environment-specific appeal procedures that are additional to those set out in the Calendar (part 1).
- b) Students receive clear information about the assessment requirements against which their performance will be measured during the various assessment opportunities and assessment methods.
- c) Marks for assessment tasks, as well as the final mark, are determined according to clearly defined assessment criteria, not with reference to the performance of other students.
- d) The module framework clearly explains the formula for allocating weightings to different assessment opportunities, according to which the final mark is calculated.

### 1.3.7 Fairness

In a fair assessment system, all students are treated without prejudice or discrimination. Assignments for assessment must be formulated so as to be understood and interpreted correctly by students from different backgrounds, and must integrate the provisions of SU's Language Policy.

Indicators of fairness:

- a) All students have learning opportunities before assessments take place.

- b) The calculation of marks for a module is a considered, justifiable process.
- c) Measures are in place to ensure that student performance be judged reliably and validly.
- d) A variety of assessment methods are used, where applicable, including formative assessments which allow students to learn from their mistakes before summative assessments are taken.
- e) The criteria for assessments are communicated to the students before they have to do a task.
- f) Purposeful efforts are made to safeguard assessment as far as possible against any intended or unintended forms of unfair discrimination.

### 1.3.8 Achievability

The costs and practical implications of the assessment process must be reasonable within the context and the purpose of the assessment. This may include that the timing of each assessment, as well as the time and effort required of students, must be appropriate for the purpose of the assessment and its contribution to the final mark (where applicable).

### 1.3.9 Learning-centred feedback

Lecturers must provide feedback that enables the students to distinguish between sections that were completed satisfactorily and those requiring further study. Student learning is promoted and supported not by a one-sided focus on marks, but by supporting students to monitor their own learning and reflect on learning experiences. Learning-centred feedback on formative, summative and sustainable assessment tasks is critical in this regard, but may be inappropriate or unfeasible in the case of some final assessment tasks.

Indicators of feedback that promotes student learning:

- a) Formative and sustainable assessment with learning-centred feedback is an integral part of the assessment of programmes and modules, whenever applicable.
- b) Assessment opportunities are scheduled throughout the semester to promote the quality of learning, which is encouraged and supported by learning-centred feedback.
- c) Students have the opportunity to respond to feedback and thereby improve their performance in subsequent tasks.
- d) Student performance is utilised as a source of information for reflecting on teaching and assessment practice.

- e) Students are educated in using feedback on assessment to further development.
- f) Lecturers continuously reflect on assessment practices by applying the principles of sound assessment and constructive alignment.

## **2 MARKS AND ASSESSMENTS TERMINOLOGY**

Please refer to the SU Assessments Rules for the definitions of the subject and module types (e.g. semester module and year module) and the assessment periods. Please note that, as from 2023, the name "duly completed module" has replaced the name "attendance module" and "occasional module" has replaced "extra module".

In accordance with the SU Assessment Rules, the following mark types are recorded in SUNStudent (where S1 and S2 indicate the first and second semester, respectively, and only apply to year modules):

FM (final mark, Afrikaans: 'finale punt')

reflect the final performance in a module final mark (FM) (Afrikaans: 'finale punt'), except in "duly completed modules" (as defined in the SU Assessment rules).

A1 marks

are determined in major summative assessments during the Testweek and, for modules indicated as such in Appendix B, outside the Testweek.

AF marks ("assessments further")

are determined by further summative assessments during the lecturing period of the relevant semester; AF represents assessments that are not reasonably accommodated in A1, for example practical work (laboratory or otherwise), project assignments, or small summative assessments during regular tutorial periods; the marks of the components that contribute to AF are normally disseminated to students through SUNLearn. Assessments contributing to AF are not scheduled by the Timetables Office. Also, please refer to Section 10.6 for faculty-specific rules related to assessments that contribute to AF.

A2 and A3 marks

are exclusively determined during the respective A2 and A3 assessment periods; note that for year modules, A3 marks are exclusively determined by assessments during the second semester's A3 period.

A4 marks

are determined during January/February assessments (which are distinct from Dean's Concession Assessments). Note that no modules in this Faculty offer A4 assessments.

DCA marks

are determined during a Dean's Concession Assessment.

In addition to the mark types defined in the SU Assessments Rules, the following mark types are used in this faculty:

MTD (mark to date)

used to inform students of their status before A2 (for semester modules) or A2S2 (for year modules).

### **3 ALLOWABLE ASSESSMENT ARRANGEMENTS**

Staff leading the offering of a module may choose an assessment arrangement that

- 3.1.1 Best suits the outcomes and pedagogical approach selected for the module.
- 3.1.2 Meets all the requirements of the Assessment Rules of this faculty, with the approved exceptions in Appendix B.
- 3.1.3 Meets all the requirements of the SU Assessment Rules, including:
  - 3.1.3.1 The assessment arrangements must provide for processes by which a student's work in a module is systematically assessed and weighed through consecutive opportunities during the semester or year using a variety of assessment methods, e.g. assignments, tests, portfolios, orals, laboratory investigations, seminars, tutorials, project reports, etc.
  - 3.1.3.2 The assessment arrangements must support effective assessment, as described in the University's Assessment Policy, which includes the nine criteria for effective assessment. The criteria are: validity, authenticity, reliability, educational impact, academic integrity, transparency, fairness, achievability and timely feedback.
  - 3.1.3.3 The assessment arrangements must provide for timeous feedback to students after formative and summative assessments during the lecturing period of the semester. These assessments and feedback should afford students the opportunity to advance their own learning and receive feedback on the extent to which they have mastered the module outcomes. Assessments that are primarily intended to be formative may (but need not) play a summative role too and can contribute to AF (for example short tests during tutorial periods).
  - 3.1.3.4 No single assessment opportunity may be the sole determination of a pass or fail, except if the Faculty's Assessment Rules

expressly permit it. If students for any reason do not use an offered assessment opportunity (for example because of timetable conflicts, illness, personal commitments, religious considerations or leave granted by the Registrar), it will still be considered to be an opportunity offered to that student.

- 3.1.3.5 Completing additional, optional, or supplementary assessments may not reduce a student's final mark.

## **4 FINAL MARK CALCULATION**

### **4.1 General Provisions**

- 4.1.1 Modules may use without prior approval any of the final mark formulations given below, subject to the indicated limitations on the weightings.
- 4.1.2 The calculation of final marks using the formulations below can be automated by SUNStudent. For that purpose, the assessment schemes to be used for each module has to be submitted to the SUNStudent Support Centre (SSC) by 15 November of the preceding year. If the assessment scheme is subject to approval by the Faculty and/or the Academic Planning Committee (APC), such approvals must be obtained before submitting the scheme to SSC.
- 4.1.3 If the module's particular circumstances require a different formulation, that formulation may only be applied after it has been approved by the Faculty's Programme Committee. The calculation of the final mark will normally not be automatically performed by SUNStudent. The modules for which such exceptions have been approved are indicated in Appendix B.
- 4.1.4 All marks in the formulae are out of 100, as required by the SU Assessment Rules.
- 4.1.5 A student's final mark is obtained by rounding provisional final mark (FMp) given by the formulae in further subsections below, following the rules in the General Calendar.
- 4.1.6 If a student did not demonstrate a particular outcome that was specified in the module framework as a subminimum or pass requirement, the final mark may not exceed 45. Typical examples are where students did not complete satisfactorily all the required laboratory practicals in a module, or where students did not meet the requirements of professional bodies that were assessed in the module.
- 4.1.7 If a student wrote too few assessments to be awarded a FM, as indicated in the subsections below, no FM is awarded to that

student and a "fail" result will be recorded (this approach replaces the previous practice of recording a result of "incomplete").

- 4.1.8 Solely for the purposes of the applications of the formulae given in the subsections below: if a student did not write an assessment, a mark of 0 is used for that assessment in the final mark formulae. Note: no mark must be recorded on SUNStudent for that student for that assessment.

## 4.2 Limits to weightings in final mark formulae

In the following sections, formulae are given for calculating final marks as weighted averages of various other marks. This section prescribes the limits on the relative weights that each module must comply with, unless deviations have been approved for a module and those deviations have been recorded in Appendix B.

- 4.2.1 For semester modules where a major final written and invigilated assessment is appropriate:
- 4.2.1.1  $W_{AF} \leq 0.2$  if AF is composed of small assessments with a primarily formative role (i.e. typically conducted in less controlled circumstances such as tutorials that do not ensure that students' own work is assessed)
  - 4.2.1.2  $W_{AF} \leq 0.35$  is allowed if AF includes larger component(s) such as laboratory practicals or assignments
  - 4.2.1.3  $W_{A1} \leq 0.3$  for first year, first semester modules (to accommodate students transitioning from school to university)
  - 4.2.1.4  $W_{A1} \leq 0.35$  for first year, second semester modules
  - 4.2.1.5  $W_{A1} \geq 0.25$
  - 4.2.1.6 For second and later years of study:  
 $0.25 \leq W_{A1} \leq \text{minimum}(0.4, W_{A2} - 5\%)$
  - 4.2.1.7  $0.4 \leq W_{A2} \leq 0.6$
  - 4.2.1.8  $W_{A3} = W_{A2}$
- 4.2.2 For modules offered in a single term, where a major final written and invigilated assessment is appropriate:
- 4.2.2.1  $W_{AF} \leq 0.2$  if AF is composed of small assessments with a primarily formative role (i.e. typically conducted in less controlled circumstances such as tutorials that do not ensure that students' own work is assessed)
  - 4.2.2.2 For modules offered in the first/third term:  $0.5 \leq W_{A1} \leq 0.8$

4.2.2.3 For modules offered in the second/fourth term:  $0.5 \leq W_{A2} \leq 0.8$

4.2.3 For modules where a major assignment (e.g. a project) contributes the majority of the module outcomes:

4.2.3.1 A single assessment included in  $W_{AF}$  may make a contribution to FM of 0.4 or more only if the project has intermediate submissions with feedback to students.

Lecturers are encouraged, when selecting  $w_{A1}$ , to keep in mind that in general A1 is written under considerable time pressure and that it is normally restricted to two hours. Together with this, particularly when  $w_{A1}$  exceeds 0.5, lecturers are encouraged to assess as much of the semester's work as is practical during A2.

Typical values for the weights in the Engineering Faculty are: [ $W_{AF} = 0.15$ ;  $W_{A1} = 0.35$ ;  $W_{A2} = 0.5$ ], [ $W_{AF} = 0.1$ ;  $W_{A1} = 0.4$ ;  $W_{A2} = 0.5$ ] and [ $W_{AF} = 0.1$ ;  $W_{A1} = 0.3$ ;  $W_{A2} = 0.6$ ].

### 4.3 FMP for semester modules

This section applies to semester modules that offer A1, A2 and A3 assessments, unless exceptions to these rules have been approved. Appendix B lists modules with such exceptions.

In the following formulae, AF, A1, A2 and A3 represent the marks (each out of 100) achieved by the student in the corresponding assessments or combination of assessments.

Solely for these formulae: if a student was not awarded a mark for an assessment, a mark of 0 is used for that assessment in the formulae. Note that no mark must be recorded on SUNStudent for that student for that assessment.

4.3.1 A student's provisional final mark is calculated as follows:

$$MTD = (W_{AF}/W_{sum}) AF + (W_{A1}/W_{sum}) A1$$

where  $W_{sum} = W_{AF} + W_{A1}$

and no MTD is awarded if a student did not write A1.

$$FM1 = W_{AF} AF + W_{A1} A1 + W_{A2} A2,$$

where  $W_{AF} + W_{A1} + W_{A2} = 1$ .

Option 1: all assessments written, are used: this option is not applied in modules offered by the Engineering Faculty.

Option 2: AF is always used, with the best allowed combination of A1, A2 and A3

$$FM2 = (W_{AF}/W_{sum}) AF + (W_{A1}/W_{sum}) A1 + (W_{A3}/W_{sum}) A3$$

$$FM3 = (W_{AF}/W_{sum}) AF + (W_{A2}/W_{sum}) A2 + (W_{A3}/W_{sum}) A3$$

where  $W_{sum}$  is the sum of the W-factors for the assessments used in that formula.

$FMp = \text{maximum}(FM1, FM2, FM3)$ ,  
**but no FMp is awarded if a student did not write at least two of A1, A2 and A3.**

4.3.2 The following provisions take precedence over the above formulae:

4.3.2.1 If a student did not achieve at least 40 in A2 or A3, FMp may not exceed 45.

4.3.2.2 If a student wrote A1, A2 and A3, FMp may not exceed 50, except for modules and the particular students indicated in Appendix A's Section 6.

4.3.2.3 If a student was awarded a DCA, the DCA mark replaces the lowest of A2 and A3 in the above formulae.

#### **4.4 FMp for modules completed in the first or third term (quarter)**

This section applies to semester modules that are completed in the first or third term, unless exceptions to these rules have been approved. Please refer to Appendix A for a list of modules that use this format.

Solely for these formulae: if a student was not awarded a mark for an assessment, a mark of 0 is used for that assessment in the formulae. Note that no mark must be recorded on SUNStudent for that student for that assessment.

4.4.1 In these modules, no A3 is offered and A2 fulfils the role of a supplementary assessment for A1.

4.4.2 A student's provisional final mark is calculated as follows:

$FM1 = W_{AF} AF + W_{A1} A1$ ,  
where  $W_{AF} + W_{A1} = 1$ ,  
but if A1 was not written, no FM1 is assigned.

Option 1: all assessments written, are used: this option is not included here, because it is not applied in modules offered by the Engineering Faculty.

Option 2: AF is always used, with the best of A1 and A2:

$FM2 = (W_{AF}/W_{sum}) AF + (W_{A2}/W_{sum}) A2$   
where  $W_{sum}$  is the sum of the W-factors for the assessments used in the formula.

$FMp = \text{maximum}(FM1, FM2)$ ,  
**but no FMp is awarded if a student did not write at least one of A1 and A2.**

4.4.3 The following provisions take precedence over the above formulae:

4.4.3.1 If a student did not achieve at least 40 in A1 or A2, FMp may not exceed 45.

4.4.3.2 If a student wrote A1 and A2, FMp may not exceed 50.



4.4.3.3 If a student was awarded a DCA, the DCA mark replaces the lowest of A1 and A2 in the above formulae.

#### 4.5 **FMp for modules completed in the second or fourth term (quarter)**

This section applies to semester modules that are started and completed in the second or fourth term, unless exceptions to these rules have been approved. Please refer to Appendix A for a list of modules that use this format.

Solely for these formulae: if a student was not awarded a mark for an assessment, a mark of 0 is used for that assessment in the formulae. Note that no mark must be recorded on SUNStudent for that student for that assessment.

4.5.1 In these modules, no A1 is offered and A3 fulfils the role of a supplementary assessment for A2.

4.5.2 A student's provisional final mark is calculated as follows:

$FM1 = W_{AF} AF + W_{A2} A2$ ,  
where  $W_{AF} + W_{A2} = 1$ ,  
but if A2 was not written, no FM1 is assigned.

Option 1: all assessments written, are used: this option is not included here, because it is not applied in modules offered by the Engineering Faculty.

Option 2: AF is always used, with best of A2 and A3

$FM2 = (W_{AF}/W_{sum}) AF + (W_{A3}/W_{sum}) A3$   
where  $W_{sum}$  is the sum of the W-factors for the assessments used in the formula.

$FMp = \text{maximum}(FM1, FM2)$ ,  
**but no FMp is awarded if a student did not write at least one of A2 and A3.**

4.5.3 The following provisions take precedence over the above formulae:

4.5.3.1 If a student did not achieve at least 40 in A2 or A3, FMp may not exceed 45.

4.5.3.2 If a student wrote A2 and A3, FMp may not exceed 50.

4.5.3.3 If a student was awarded a DCA, the DCA mark replaces the lowest of A2 and A3 in the above formulae.

#### 4.6 **FMp for year modules**

In the Engineering Faculty, no year modules use assessments like A1S1, A2S1, A1S2, A2S2 and A3.

Some final year project modules are year modules. Their assessment elements all contribute to AF and therefore  $FMp = AF$ .

#### **4.7 Modules that offer A4 assessments**

4.7.1 Not applicable. No modules in this Faculty offer A4 assessments.

#### **4.8 Postgraduate modules offered in one block**

4.8.1 For postgraduate modules that are offered in one contact block (typically one week for a 15- or 16-credit module), two options are allowed:

4.8.1.1 Only AF is used (i.e.  $W_{AF} = 1$ ;  $W_{A1} = 0$ ;  $W_{A2} = 0$ ), or

4.8.1.2 Only AF and A2 are used (i.e.  $W_{AF} + W_{A2} = 1$ ;  $W_{A1} = 0$ )

4.8.2 Some assignments may be given before the contact block, based on pre-reading and self-study. These assignments, for a 15-credit module, would typically require 0 to 30 hours of work and contribute 0% to 15% of the FM (while it forms part of AF). Some of the prereading may also be assessed by a written assessment at the start of the block. If this assessment is invigilated or subject to satisfactory plagiarism prevention measures, it may contribute up to 30% of the FM (while it forms part of AF).

4.8.3 Formative assessments during the contact block, using group and/or individual work, contribute 20% to 30% of AF.

4.8.4 For the remainder of the final mark:

4.8.4.1 If no A2 is used: one or more assignments after the contact block. These assignments, for a 15- or 16-credit module, would typically require 60 to 100 hours of work and will contribute the remainder of AF.

4.8.4.2 If an A2 is used: one or more assignments after the contact block that contribute to AF and a written assessment that constitutes A2 (invigilated or subject to satisfactory plagiarism prevention measures). These assessments, for a 15- or 16-credit module, would typically require 60 to 100 hours of work

4.8.5 The total assessment time should be commensurate with the credits and contact time. For example, for a typical 15 credit module (with 10 notional hours per SAQA/HEQSF credit): if the module uses a contact block of one week, which requires 60 hours

of work (contact and formative assessments), the assessments outside the block should require 90 hours in total of the student.

#### **4.9 Postgraduate modules offered in two blocks**

- 4.9.1 This section applies to postgraduate modules that use two contact blocks, each typically two or three days, separated by a few weeks. Two approaches are approved:
- 4.9.2 In the first approach, these modules use the approach given above for modules that use one block, but with some of the work there assigned to the post-block assignments, here allocated to assignments between the blocks.
- 4.9.3 In the second approach, the default restrictions to the contributions (Section 4.2) apply and the following approach is used:
- 4.9.3.1 Optional: small assignments before the first contact block, based on pre-reading and self-study. These assignments, for a 15-credit module, would typically contribute less than 10% of AF.
- 4.9.3.2 Formative assessments during the contact blocks, using group and/or individual work, that contribute the remainder of the AF.
- 4.9.3.3 One summative assessment (a test or a project-type assignment) that is completed at the start of the second block. This assessment will be considered to be A1.
- 4.9.3.4 One summative assessment (a test or a project-type assignment) after the second block. This assessment will be considered to be A2.

#### **4.10 Final Marks for a master's degree**

- 4.10.1 This faculty applies the following default stipulation of the SU Assessment Rules: For a master's degree where the prescribed study includes a thesis, students shall pass with distinction if, in addition to complying with all the prescribed requirements to be awarded an overall pass mark, they obtained a final mark of not less than 75 for their thesis. This requirement is significant if the thesis does not contribute all the credits of the programme and modules also contribute to the average final mark. This provision does not apply to research assignments (for the distinction between a thesis and a research assignment, please refer to par. 5.4.1 in the Postgraduate Qualifications chapter of Part 1 of the General Calendar).
- 4.10.2 This faculty applies the following default stipulation of the SU Assessment Rules: The final marks for postgraduate modules, other than the above final mark for the programme as a whole, are

entered by the module's home department or centre on SUNStudent. Subject to the above provisions, these modules contribute proportionally, in terms of the credit weighting, to the overall final mark for the programme.

## **5 USE OF AND ACCESS TO ASSESSMENTS**

- 5.1.1 Students should note that the SU Assessment Rules include that the decision to make use of an assessment is irreversible once a student has entered the venue for that assessment (or accessed an online assessment). A mark will be determined for that assessment and may be used in the calculation of the student's final mark, according to the applicable assessment rules of the module's home faculty or centre. Even if a student becomes ill while writing an assessment, the assessment will still be marked and used in calculating FMP. It therefore is advisable that, if students are ill just before the A2 assessment in a module, they should strongly consider rather writing the A3 assessment in the module if it is offered.
- 5.1.2 Students are strongly encouraged to write A1 and A2 assessments, if offered by the module, because:
- 5.1.2.1 A1 assessments have important formative value, such as the feedback students obtain about their mastering of the work presented in the preceding term, before having to apply that knowledge in the following term.
- 5.1.2.2 Students forfeit a supplementary assessment when not writing A1 or A2 assessments, which would result in these students failing the module if they are, for example, sick during A3.
- 5.1.2.3 Little can be lost by writing an A1 assessment (versus much gained by writing A1) because a low A1 mark will not preclude access to A3 if a student has not passed after A2.
- 5.1.3 Final-year students who, irrespective of the reason, make use of an assessment in a module during the A3 period in November, cannot receive a qualification that requires the particular module during the graduation ceremonies in December of that year. The earliest that the student can receive the qualification is in March or April of the following year.
- 5.1.4 Students that do not to make use of an assessment opportunity, should note that no assessment opportunities will be provided to replace any assessment opportunity normally offered for that module (e.g. A1, A2, A3, A4 or DCA) irrespective of a student's circumstances. According to the SU Assessment Rules, even if a student was precluded from using an assessment due to circumstances beyond the student's control (e.g. medical reasons,

religious considerations, accidents, international sports events, etc.), the student will not be offered additional assessment opportunities to replace the opportunity he/she did not use.

- 5.1.5 All students registered for a module have access to the A1 assessments for that module, if that module offers such an assessment opportunity.
- 5.1.6 All students registered for a module have access to the A2 and A3 assessments for that module, if that module offers such an assessment opportunity, with the further provisions that
  - 5.1.6.1 Students may be refused access to the assessments in the A2 and A3 periods if they did not demonstrate a particular outcome that was specified in the module framework as a subminimum or pass requirement, and that outcome cannot be sufficiently demonstrated in the particular assessment. An example of such a case is where an outcome was assessed in a practical component during the AF period.
  - 5.1.6.2 Students who passed after the module's A2 assessment will not be granted access to the A3 assessment, except for modules and the particular students indicated in Appendix A's Section 6. Students who had passed a module after the A2 assessments, but have been granted access to A3 under the exceptions indicated in Appendix A's Section 6 and wish to use the module's A3 assessment to improve their marks, must submit a notification of their intent on SUNStudent, as described in the SU Assessment Rules (note the deadlines set there). Final year students should also note the implications for graduation mentioned above, if they write an A3 in the second semester.
  - 5.1.6.3 Students may be refused access to the A3 assessment if that assessment cannot result in the student passing the module (e.g. if the contribution of AF to the FM is large and the student's AF mark is low, such as in a project type module).
- 5.1.7 Students who are granted access to the A2 assessment in a module that also offers an A3 assessment are free to choose to forgo the A2 assessment and only write the A3 assessment, unless the module offers an A1 assessment and the students did not make use of that assessment. Final year students should also note the implications

for graduation mentioned above, if they write an A3 in the second semester.

- 5.1.8 Please refer to Section 10.2 for cases where the A2, A3 and/or A4 assessment in a module consists of more than one assessment paper written in more than one assessment timetable slot.

## **6 DISCUSSING MARKED ANSWER SCRIPTS WITH STAFF**

### **6.1 Provisions in the SU Assessment Rules**

- 6.1.1 If students wish to learn from their mistakes, they may view and discuss their marked A2 and A3 answer scripts with the lecturer concerned, subject to the following provisions:
- 6.1.1.1 The opportunity to discuss marked answer scripts with the lecturer(s) concerned is not an opportunity for the re-evaluation of the assessment.
- 6.1.1.2 Students may only view their marked answer scripts in the presence of the lecturer concerned, or someone else approved by the chair, head, or director of the home department or centre.
- 6.1.1.3 The viewing and discussion of such marked answer scripts may take place after the last day that has been set for the submission of final marks and with due allowance for any further arrangements which the department or centre concerned may have made with the approval of the relevant faculty board or centre management structure. However, such viewing and discussion of marked answer scripts may take place earlier if the applicable assessment rules include such provisions (Appendix B of this document gives the modules and circumstances in which this faculty allows earlier viewing).
- 6.1.1.4 Any request for such discussion must be made within one month after the last day that has been set for the submission of final marks and according to any further arrangements which the department or centre concerned may have made with the approval of the relevant faculty board or centre management structure. Please refer to Section 6.2 for such provisions.

- 6.1.2 Before the A3 period, students who wrote the preceding A2 assessment and have access to the A3 assessment shall be allowed to discuss the A2 assessment question paper with the lecturer.

## **6.2 Related faculty-specific provisions**

- 6.2.1 Students must inform the lecturer by the Wednesday of the first week of the semester of his/her intention to view his/her marked A2 or A3 script from the previous semester.
- 6.2.2 One afternoon in the period from the first to the second Wednesday of the semester (both Wednesdays inclusive), may be designated and announced on SUNLearn (or a similar means) for students to see their marked A2 and A3 scripts of the previous semester.
- 6.2.3 A question paper should be available for students to consult when they view their marked A2 or A3 script. No sample answers are provided for the assessments.
- 6.2.4 Each student may only see his/her own marked script.
- 6.2.5 Students are not allowed to photograph their marked scripts or the question paper when viewing their marked answers.
- 6.2.6 Students may ask specific questions about their marked scripts to get a sense of where they went wrong, but lecturers are not to discuss the allocations of marks.
- 6.2.7 Discussions referred to in 6.1.2 will consider only the A2 assessment question paper (not individual answer scripts). The lecturer decides on the format of the discussion, which may be a discussion class and may be facilitated online.

## **7 INFORMATION ON SUNLEARN AND IN MODULE FRAMEWORKS**

As required by the SU Assessment Rules:

- 7.1.1 The Faculty's assessment rules must be readily accessible to students and staff affected by the rules, for example by placing them on SUNLearn.
- 7.1.2 The manner in which the applicable assessment rules are implemented in each module shall be made known to the students at the start of the relevant semester or year by means of the module framework or study guide. This information includes:
- 7.1.2.1 what subminima will be applied in the module, if applicable,

- 7.1.2.2 how the final marks will be determined if final marks are awarded in the module or, if a duly completed module, what is required of students to pass,
- 7.1.2.3 what assessment periods will be used, and
- 7.1.2.4 which assessments are compulsory.

In this faculty, the following further information regarding determining final marks must be given in the module framework:

- 7.1.3 The assessment opportunities that will contribute to the AF/AFS1/AFS2 marks and how the marks of the individual assessment opportunities will be combined.
- 7.1.4 Whether more than one assessment opportunity will be offered for, respectively, A1/A1S1/A1S2 and, if multiple opportunities are offered, how their marks will be combined.
- 7.1.5 The weights that will be assigned to respective components in the final mark.
- 7.1.6 Whether Option 1 (all assessments written, are used) or Option 2 (AF is always used, with the best allowed combination of A1, A2 and A3) will be applied in the final mark formulae for the particular module.
- 7.1.7 If a semester module, whether it will be completed in one term (quarter) and, if so, which term.
- 7.1.8 The deviations, if any, from the Faculty's regular Assessment Rules as listed in Appendix B of these Rules.

## **8 NORMAL PREREQUISITE, PASS PREREQUISITE AND CO-PREREQUISITE MODULES**

Unless expressly indicated otherwise, the provisions of this section were taken from the SU Assessment Rules.

### **8.1 Prerequisite pass module**

- 8.1.1 A prerequisite pass module is a module which students have to pass before they are permitted to proceed to the module(s) for which this module is prescribed.

### **8.2 Prerequisite module**

- 8.2.1 A prerequisite module is a module in which students have to attain a final mark of not less than 40 before they are permitted to proceed to the module(s) for which it is prescribed. However, for



students that registered for a prerequisite module while it was examined by the "examination" assessment system, a class mark of 40 is required to meet a prerequisite.

- 8.2.2 Students must pass all the modules they used to satisfy prerequisites in their programme before they will qualify for the awarding of the degree, certificate or diploma concerned.
- 8.2.3 For modules hosted by this faculty, if students have once complied with a prerequisite rule, that compliance shall continue to remain valid for 3 years even if they repeat the prerequisite module and do not meet the minimum level when repeating the module. To clarify, if a student is awarded a final mark of at least 40 in year n, that will comply with the corresponding prerequisite rules in years n, n+1, n+2 and n+3.

### **8.3 Corequisite module**

- 8.3.1 A corequisite module is a module which students have to register for in an earlier semester than, or in the same semester as, the module for which it is prescribed.
- 8.3.2 Students must pass all the modules they used to satisfy corequisites in their programme before they will qualify for the awarding of the degree, certificate or diploma concerned.

## **9 DEAN'S CONCESSION ASSESSMENTS**

This section gives the faculty-specific provisions with regard to dean's concession assessments (DCAs), which should be read with the rules given in this regard by the SU Assessment Rules.

- 9.1.1 If a final year student, after his/her last normally scheduled A2 and A3, 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 Administrator) for a DCA in the particular module.
- 9.1.2 No DCA will be allowed for any module where an A4 assessment was offered.
- 9.1.3 All the DCAs in the Faculty are normally written on the Friday of the second week before the start of the first semester.
- 9.1.4 Students are only admitted to a DCA 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, not completed compulsory practicals or did not meet a group work subminimum,

they will not be able to pass the module using a DCA. Final year projects are not eligible for DCAs.

- 9.1.5 To pass the particular module, a student must still achieve all the ECSA GAs that are assessed in the module.
- 9.1.6 To pass a module through a DCA where the DCA has a nature similar to A3 (in exceptional circumstance other types of assessments are allowed and then this section does not apply), the student must have, during the particular academic year achieved a mark of 40 in A2, A3 or the DCA, as well as meet one of the following two conditions:
  - 9.1.6.1 The student's final mark before the DCA was 40 or more, and 50 or more was achieved in the DCA;
  - 9.1.6.2 The student's final mark before the DCA 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 DCA mark was used together with the best of the previous main assessments.
- 9.1.7 DCAs are normally not considered for project or assignment assessments.
- 9.1.8 The new final mark after the DCA may not exceed 50. If a student does not pass the module after the DCA, his/her final mark remains unchanged.
- 9.1.9 All DCAs are subject to internal moderation, in accordance with the University policy. The assessment of any ECSA GAs in a DCA must be externally moderated. If the DCA replaces an assessment that was externally moderated, then the DCA's question paper must also be externally moderated before the DCA and the scripts afterwards.
- 9.1.10 The duration and character of the DCA should be similar to an A3. Alternatively, if the lecturers involved prefer it, the DCA 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 remotely,

including by telephone, online or by means of a recording) and confirm his/her support for the result in writing or by email.

## **10 OTHER FACULTY-SPECIFIC AND RELATED SU RULES**

### **10.1 The maximum time durations for assessments**

10.1.1 The normal maximum time durations, excluding provision for extra writing time concessions, for A1, A2, A3, A4 and DCAs are:

10.1.1.1 A1 assessments in 12, 15 or 16 credits modules: 2 hr

10.1.1.2 A1 assessments in 8 credits modules: 1½ hr

10.1.1.3 A2, A3, A4 and DCAs assessments in 15 or 16 credits modules: 3 hr

10.1.1.4 A2, A3, A4 and DCAs assessments in 8 credits modules: 2 hr

10.1.2 In the Engineering Faculty, above upper limits are the default durations for modules where the AF mark contributes 20% or less to the FM. If AF's contribution is greater, 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 1.3.

10.1.3 Exceptions to the above rules are listed in Appendix B.

### **10.2 A2, A3 and A4 assessments that comprise more than one assessment session**

10.2.1 This faculty applies the following default rule given in the SU Assessment Rules: in cases where the A2 assessment in a module consists of more than one assessment paper written in more than one assessment timetable slot in the A2 period, all papers should be written during the same round of assessments to be awarded an A2 mark. Otherwise, the marks for the papers that were written, will lapse.

10.2.2 A similar requirement applies to A3 and A4 assessments that consist of more than one assessment paper.

### **10.3 Recording and dissemination of marks**

10.3.1 The SU Assessment Rules stipulate that SUNStudent will provide access for students to their own final marks, as well as marks for A1, AF, A2, A3, A4, DCA, and MTD and the corresponding marks for year modules. Departments should not communicate these marks to

students in another way, inter alia to avoid the potential for contradictory information.

- 10.3.2 The SU Assessment Rules require that departments hosting modules are responsible for recording on SUNStudent, for all the students registered for the module, the following, where applicable to the module: FMs, as well as marks for A1, AF, A2, A3, A4, DCA, and MTD and the corresponding marks for year modules. However, in cases where SUNStudent can calculate FMs and MTD marks, departments only have to record on SUNStudent the corresponding marks where it is necessary to deviate from SUNStudent's calculations.
- 10.3.3 The marks of assessments that contribute to AF and A1 (only if multiple assessments contribute to A1), and the corresponding marks for year modules, should be made known to students through SUNLearn. The SU Assessment Rules require that each student's marks should be made known only to that student if reasonably practicable. Otherwise, lists of marks where students can see other students' marks should only identify students by their student numbers and not display students' names or surnames.
- 10.3.4 Please refer to the SU Assessment Rules' section on "Recording of Results" for the relevant due dates.
- 10.3.5 Please note specific provisions in the case of honours, postgraduate diploma and master's programmes in the SU Assessment Rules.

#### **10.4 Safekeeping of marked scripts**

- 10.4.1 Lecturers should keep the marked A2, A3, A4 and DCA answer scripts for a period of at least one semester after the assessments have taken place. Note that, in the Engineering Faculty, ECSA accreditation requirements may require that marked scripts be kept for a longer period. Other assessments' marked scripts are normally handed back to the students.

#### **10.5 Copyright on question papers**

- 10.5.1 All question papers for summative assessments should normally include the following statement (with the year changed to the current) in the footer of the front page:

Copyright © 2023 Stellenbosch University. All rights reserved

#### **10.6 Assessment opportunities contributing to AF**

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 AF and must, where possible,

be done during the module's contact periods. The composition of AF must be made known in the module framework at the start of the semester, as well as any requirements for access to the assessments that contribute to AF. The results of the first assessment included in the AF must be made known within the first five weeks of the semester.

Assignments and assessments associated with tutorials are compulsory unless stated otherwise in the module framework or these rules. To avoid the requirements to submit medical certificates or proof of leave approved by the Registrar, when typically 10 or more such assessments are given in a semester module, the following applies:

- A mark of 0 will be awarded when a student does not do any of these assessments and no excuses (whether for medical, sport or any other reason) will be considered; and
- Each student's two lowest marks for these assessments will be omitted from the calculation of the semester mark.

Submission of medical certificates or proof of leave approved by the Registrar:

- Are normally not required for formative assessments where no marks are awarded; but
- May be required for assessments during the semester where outcomes are assessed that are not assessed in A1, A2 or A3 (e.g. for laboratory practicals);
- Subject to reasonable measures being provided for students who cannot afford to obtain medical certificates.

## **10.7 Exceptional assessment arrangements**

Appendix B lists the modules where exceptional assessment arrangements have been approved.

## **10.8 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.

## **10.9 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. For external moderation, please refer to the Faculty's Rules for Internal and External Moderation.

## **10.10 ECSA Graduate Attributes and ECSA Knowledge Areas**

The Engineering Council of SA (ECSA) previously used the term "Exit Level Outcomes" or ELOs, for what is now referred to as Graduate Attributes (GAs).

### **10.10.1 GA assessment workshops**

Before the start of each semester, a workshop will be held in the Faculty about the assessment of GAs. Lecturing staff involved in the assessment of GAs are required to attend this workshop, so that consistent quality can be developed for GA assessments.

### **10.10.2 General subminima and final mark maxima associated with GAs**

A subminimum mark of 50 is required for all assessment elements (relevant questions in an assessment, project or assignment) in which the satisfaction of ECSA GAs are finally tested (for the particular module). Subminima may be required in specific assessments that test critical knowledge areas, as required by ECSA. A final mark of 45 or less will be allocated to a student if ECSA GAs are assessed in the module and the student has not satisfied one or more ECSA GAs.

### **10.10.3 Moderation of GA assessments**

According to the Faculty's Rules for Internal and External Moderation, all assessments of ECSA GAs 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 GAs would normally only be tested in the second and third main assessment opportunities.

### **10.10.4 GA assessment rubrics**

Conventional rubrics or simplified rubrics (as described below) should normally be used to assess satisfaction of GAs, with the following provisions:

- a) Both types of rubric should typically provide for at least four levels of satisfying an outcome:
  - failing to satisfy the outcome,
  - marginally failing to satisfy the outcome,
  - marginally satisfying the outcome, and
  - satisfying the outcome.
- b) A marks scale may be included in the rubric (but it is not required) with a mark of less than 50% associated with any level not satisfying the GA.
- c) A conventional rubric should describe the performance associated with each of the levels of achievement.

d) A simplified rubric should use the following structure:

GAxx: The student must show that he/she can, at the level expected of a recent graduate:			
<ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>			
Student fails to satisfy the above criteria, taken as a whole		Student satisfies the above criteria, taken as a whole	
Not satisfied (F)*	Marginally not satisfied (FM)*	Marginally satisfied (PM)*	Satisfied (P)*
* Mark appropriate block on rubric attached to script or note abbreviation on script			

e) If more than one GA is assessed in a particular assessment:

- The rubric must have separate descriptions for each GA.
- If marks are associated with the rubric, the weighting of the GAs may differ to indicate the relative emphases in the particular module. These marks may be combined to determine an overall mark.
- As indicated above, if a student fails to satisfy any of the GAs assessed in a module, the student's final mark for the **module** must be 45 or less, after due consideration of the following paragraph.

f) When a marking schedule used for an assessment is closely aligned with the assessment criteria for an GA, the mark determined by the marking schedule can be used as an approximate indication of whether a student has satisfied the GA. When a student's mark is below 55% and above 45%, the examiners and moderators should apply their minds and decide whether the GA is marginally satisfied or not satisfied. The student's mark determined by the marking schedule should be adjusted, if necessary, so that a mark of 50 or more is awarded only if the GA is satisfied.

#### 10.10.5 GAs assessed in multiple assessment opportunities in one module

If a module assesses a GA in more than one assessment opportunity<sup>1</sup>, the module framework must specify how the different instances will be combined to determine whether a student has satisfied the GA. A general principle applied here is that a student must be given more than one assessment opportunity in the module to satisfy the GA. Typical alternative approaches are:

- Each student must satisfy the GA in particular assessment opportunities for that GA up to, and possibly including, A2. If a student has not satisfied the GA after completing A2, but would have otherwise passed the module, the student must have an opportunity to satisfy the GA in A3.

<sup>1</sup> Note that each of the assessment opportunities must be externally moderated

- Each student must demonstrate satisfying the GA in multiple assessments opportunities, considering the combination of assessments as a whole. If the student received feedback about his/her performance after each assessment opportunity and could improve in the later assessment opportunities, the student need not be given an opportunity to satisfy the GA in A3.

If A3 assesses any GAs, then all the GA assessments in A3 override all previous assessments for those GAs in that module, unless the module framework expressly gives a different arrangement. For example, if a student has in A1 satisfied a given GA, but not in A3 where the same GA is assessed, the student is deemed to have not satisfied the GA.

#### 10.10.6 GA assessment record keeping

- a) The Faculty's standard module framework template includes a section where the assessment of GAs is detailed. In this section, under the question "What is Satisfactory Performance", only a reference to the conventional or simplified rubric should be given. The referenced rubric must form part of the module framework. The information in the rubric must not be changed or repeated in the section detailing GA assessments, to avoid giving conflicting information. In the self-study report prepared for accreditation visits, the customary table where the GA assessments are summarised, should duplicate the corresponding section of the module frameworks, retaining the reference to the rubrics. The rubrics should be appended to that table.
- b) Records must be kept that show that each student was individually assessed by the examiner(s). These records typically will be the assessment rubrics completed for each student or a GA assessment mark written on the front cover of the particular assessment.
- c) Records must be kept that show that the moderators assessed a stratified sample as prescribed in the Faculty's Moderation Rules, with particular attention to students near the threshold of acceptance. These records typically can be the moderator's comments noted on a marks sheet or written in green pen on the front cover of the students' assessments.
- d) The GA assessment result should be recorded in the module's marks sheet/table for each student for each GA separately. The record should allow the moderators to determine which students are near the threshold of satisfaction for each GA. If the simplified rubric is used for the GA assessment, the abbreviations given above (F, FM, PM, P) can be entered into the marks sheet.
- e) In situations when an earlier satisfied/not satisfied decision is reversed, the motivation for the reversal must be recorded on the marks sheet or with the particular student's rubric. Examples of these situations are in final year projects where a preliminary GA assessment may be changed



after an oral exam, or where an internal/external moderator's decision differs from that recorded by the examiner.

- f) For accreditation purposes, the assessment product (e.g. script or report) that substantiates the GA assessment decision, must remain available. If a final year project, based on the report alone, would have failed an GA assessment, but passed based on an oral presentation, the student should be required to write an addendum summarising the significant elements of the oral presentation or revise the report.

### **10.11 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 GA;
- 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 does not have the 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 GA, 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.

### **10.12 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.

### **10.13 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 GAs 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).

#### **10.13.1 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 other reasons 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.

#### 10.13.2 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 for 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.

#### 10.13.3 Duties and responsibilities of students

Please refer to the relevant section in the Faculty's "General Stipulations for Undergraduate Modules".

#### 10.13.4 Peer evaluation

Modules where more than 25% of the final mark is determined by assessments done in teams, or where ECSA GAs are assessed through teamwork, the team members must all be given the opportunity to 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. For example if the peer evaluations of each group are normalised so that the average for each group is 100%, then the group's mark for the assessments is multiplied by the peer assessments to determine the marks of the individual students.

The peer evaluation must be conducted confidentially and the marks one team member gives to other team members must be kept confidential. In other words, 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 lecturer(s) can consider the appeal.

Unless an alternative arrangement has been approved by the Faculty Board, 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 a graduate attribute;
- If there is a subminimum of 45 or higher on the particular assessments;
- 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 may be 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.

Group members, also after they have appealed against a peer review, may not initiate discussions with group members about the buddy ratings that they have given each other.

#### 10.13.5 Appeal against and moderation of peer evaluation

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, 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 the group's 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.

#### 10.13.6 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.

#### 10.13.7 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.

### **10.14 Closely related PGDip (Eng) and MEng (Struct) modules**

The Engineering Faculty and other faculties on occasion offer NQF-level 8 (7xx) modules for honours programmes and postgraduate diplomas, and NQF-level 9 (8xx) modules for masters' programmes in modes that where significant teaching and assessment elements are shared by the 7xx and 8xx modules.

The Faculty allows students to include such 8xx modules as part of their 180 credits towards an MEng (Struct), after completing closely related 7xx modules as part of a PGDip (Eng), subject to the restrictions given below. The students' programme's home department may impose further restrictions. The restrictions below do not apply to supplementary study modules in MEng (Research) programmes since the supplementary modules do not contribute to the 180 credits required for the MEng (Research).

The faculty-wide restrictions and arrangements are:

- a) At most 60 credits of the 180 credits in the MEng (Struct) may involve such closely related modules.
- b) At least 40% of the final mark of the particular 8xx module must be based on assessments that differ significantly from the closely related 7xx module. The relevant assessments must be demonstrably on NQF level 9. The assessments may be in the format of major tests and/or major assignments.

- c) Before students register for such 8xx modules, they require the permission of their home department to confirm such registration complies with the above requirements and any further restrictions imposed by the department.
- d) To receive credit for the 8xx modules as part of the 180 credits required for the MEng (Struct), students are required to register for the modules and pay the normal fees associated with them, irrespective of whether they had completed a closely related 7xx module.
- e) Students may apply for exemption from some of the 8xx modules' assessments. At the discretion of the lecturer involved, students may be granted such exemptions where the assessments completed in the 7xx modules were at an equivalent level to that required in the 8xx module. In accordance with above requirements, assessments that contribute at most 60% of the final mark may be exempted.

### **10.15 Extra writing time**

Extra writing time concessions will not be allowed in invigilated formative assessments (for example tutorial tests) unless the cumulative contribution of all formative assessments is greater than or equal to 20% of the final mark. The restriction is made in recognition of the limited practicability of extra writing time concessions during tutorial tests due to constraints on venues, tutorial time, additional arrangements with regards to repeating students, etc.

### **10.16 Concessions to repeaters**

In accordance with the section "Repeating a module" in 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 given in writing (e.g. on the customary form) to the student.

## APPENDIX A      MODULES' ASSESSMENT FORMULATIONS

Modules use the assessment formulations for semester and year modules unless they are listed below. Exceptions listed here are approved by the Programme Committee of the Faculty.

### A.1      Modules with exceptional weights

The following modules use the regular final mark formulae for semester and year modules, but they are allowed to deviate from the regular limits to the weightings.

Module code	Module name and exceptional arrangements	Weights
36315	Advanced Design (Civil) 446	$W_{AF} = 100\%$
11576	Chemical Engineering 424 AF comprises: Minor assignments (25%), final assignment (75%). A 40% subminimum will be associated with A1, and a 50% subminimum will be associated with the final assignment. Students who achieve <40% for A1 will be given an opportunity to rewrite during the A3 period. Students who achieve <50% for the final assignment, and/or FM < 50% will be given the opportunity to improve the final assignment. Measures must be implemented to detect and deter plagiarism in the final assignment. Only the final assignment (which constitutes $\geq 50\%$ of the final mark) will be externally moderated.	$W_{AF} = 70\%$ ; $W_{A1} = 30\%$ ; $W_{A2} = 0\%$
18481	Civil Engineering 224; AF comprises assignments; subminimum on AF should not exceed 40%; AF must be marked by or extensively moderated by a lecturer appointed in the Faculty; Measures must be implemented to detect and deter plagiarism in the assessments making up the AF.	$W_{AF} = 50\%$ ; $W_{A1} = 10\%$ ; $W_{A2} = 40\%$

13362	Complementary Studies 451; Module-specific subminima: 40% sub-minimum in A1. No A3 is offered in this module. A2 is the supplementary assessment for A1	$W_{AF} = 35\%$ ; $W_{A1} = 65\%$ ; $W = 0\%$
46833	Design (E) 314; Project-based module; AF comprises demonstrations (33.3%), tests (33.3%), and reports (33.3%). A subminimum of 50% applies to each of the three components. $AF_{max} = \min(\text{demos, tests, reports}) + 15\%$ .	$W_{AF} = 100\%$
46833	Design (E) 344; Project-based module; AF comprises demonstrations (33.3%), tests (33.3%), and reports (33.3%). A subminimum of 50% applies to each of the three components. $AF_{max} = \min(\text{demos, tests, reports}) + 15\%$ .	$W_{AF} = 100\%$
47929	Design Project 488; Final year project module	$W_{AF} = 100\%$
39802	Electronic Engineering 152; Project-based module; AF comprises assignments. Module consists of five (5) blocks, where each block contributes 20%. A subminimum of 30% applies to each block.	$W_{AF} = 100\%$
59455	Entrepreneurship (Eng) 444; Project-based module; AF comprises tasks (15%), tutorials tests (30%), class tests (10%), business plan (30%), VC pitch (15%), teamwork (satisfactory performance). A subminimum of 50% applies to the business plan.	$W_{AF} = 100\%$
50431	Environmental Engineering 442; Completed in third term; No A3 is offered in this module. A2 is the supplementary assessment for A1. The AF consists of two substantial assignments.	$W_{AF} = 40\%$ $W_{A1} = 60\%$ $W_{A2} = 0\%$



50431	Environmental Engineering 452; Completed in third term; No A3 is offered in this module. A2 is the supplementary assessment for A1	$W_{AF} = 50\%$ ; $W_{A1} = 50\%$ ; $W_{A2} = 0\%$
13683	Final-year Project (C) 478; Final year project module	$W_{AF} = 100\%$
41726	Finite Element Methods 414; AF comprises: 6 theory homework assignments, 5 modelling practicals, and a project	$W_{AF} = 30\%$ ; $W_{A1} = 35\%$ ; $W_{A2} = 35\%$
31496	Industrial Engineering 152; Project-based module	$W_{AF} = 100\%$
25445	Industrial Project 498; Final year project module	$W_{AF} = 100\%$
14213	Intercultural Communication 113; AF comprises: Reading and comprehension skills (10%); homework assignments and attendance related to engineering study skills (5%); Word and Excel skills (5%); individual written tasks (10%); group project focusing on individualism and collectivism, with peer assessment (5%); an individual report (50%)	$W_{AF} = 85\%$ ; $W_{A1} = 0\%$ ; $W_{A2} = 15\%$
39705	Introductory Machine Design 244; AF includes a large project component, contributing 45% of the final mark, as well as 5% for class work.	$W_{AF} = 50\%$ ; $W_{A1} = 20\%$ ; $W_{A2} = 30\%$
39705	Introductory Machine Design 254; AF includes a large project component, contributing 35% of the final mark, as well as 10% class work.	$W_{AF} = 45\%$ ; $W_{A1} = 25\%$ ; $W_{A2} = 30\%$
14212	Introductory Systems Engineering 444; A2 is the supplementary assessment for A1 Module-specific subminima: 50% sub-minimum in P1 for the team and 90% sub-minimum in each peer assessment (GA 3);	$W_{AF} = 65\%$ ; $W_{A1} = 35\%$ ; $W_{A2} = 0\%$

	50% sub-minimum in P2 (GA 5); 40% sub-minimum in A1.	
41696	Laboratory and Pilot Studies I D 316; Project based module; AF comprises a variety of tasks including time planning, demonstrating an understanding of plagiarism, as well as written and oral reports on laboratory investigations	$W_{AF} = 100\%$
41696	Laboratory and Pilot Studies II D 356; Project based module; AF comprises a test on analytical chemistry, as well as written reports on laboratory investigations	$W_{AF} = 100\%$
16020	Machine Design A 314 AF comprises a major design project (90%) and tutorial tests (10%)	$W_{AF} = 55\%$ ; $W_{A1} = 20\%$ ; $W_{A2} = 25\%$
16039	Machine Design B 344; AF comprises a major design project (80%) and tutorial tests (20%)	$W_{AF} = 50\%$ ; $W_{A1} = 25\%$ ; $W_{A2} = 25\%$
39292	Mechanical Engineering 152; Project-based module	$W_{AF} = 100\%$
39179	Mechanical Project 478; Final year project module	$W_{AF} = 100\%$
10886	Mechatronic Engineering 152; Project-based module	$W_{AF} = 100\%$
56790	Mechatronic Project 478/488; Final year project module	$W_{AF} = 100\%$
50458	Mechatronics 424 Project module that assesses two ECSA GAs	$W_{AF} = 75\%$ ; $W_{A1} = 12.5\%$ ; $W_{A2} = 12.5\%$
53678	Numerical Fluid Dynamics 414; AF comprises a number of assignments.	$W_{AF} = 50\%$ ; $W_{A1} = 25\%$ ; $W_{A2} = 25\%$
65609	Philosophy and Ethics 314/414 (with the agreement of the Department of Philosophy); Module offered in 2 <sup>nd</sup> term	$W_{AF} = 30\%$ ; $W_{A1} = 70\%$ ; $W_{A2} = 0\%$

46795	Project (E) 448; Final year project module	$W_{AF} = 100\%$
30279	Project (Civil Engineering) 418 / 458; Final year project module	$W_{AF} = 100\%$
14215	Technical Communication 311 AF comprises: Library Task (5%) Parts of the report (5%) First draft of the literature review report (5%) Final draft of the report (45%) Presentation of the report (20%) Correspondence (20%)	$W_{AF} = 100\%$ ;

## A.2 Modules completed in the first/third term (quarter)

Module code	Module name
13362	Complementary Studies 451
50431	Environmental Engineering 442
50431	Environmental Engineering 452
18791	Engineering Economics 212
65609	Philosophy and Ethics 314/414 (with the agreement of the Department of Philosophy)

Sometimes the need arises to present a first/third term module in the second/fourth term of the same semester, typically due to availability of lecturers. This is allowed provided that

- the scheduling of assessments is finalised accordingly with the timetables office before the end of the previous academic year.
- all students registered for the module is informed of the adjusted schedule by the start of the academic year in question.

Third- and fourth year modules in the second semester may **not** make use this concession, because it will impact the graduation date of students who need to make use of the A3 opportunity (utilised by fourth term modules).

## A.3 Modules completed in the second/fourth term (quarter)

Module code	Module name
23256	Production Management 212
14215	Technical Communication 311

Sometimes the need arises to present a second/fourth term module in the first/third term of the same semester, typically due to availability of lecturers. This is allowed provided that

- the scheduling of assessments is finalised accordingly with the timetables office before the end of the previous academic year.
- all students registered for the module is informed of the adjusted schedule by the start of the academic year in question.

## A.4 Modules that use A4 assessments

none

## A.5 Extended modules

none

## A.6 Exceptional final mark formulae

The Engineering Faculty's modules all use the normal final mark formulae, except for the following:

<b>Module code</b>	<b>Module name</b>	<b>Exceptions</b>
38571	Engineering Mathematics 115 and 145; to allow students to meet the prerequisites in Mathematical Statistics 214	Students in the Data Engineering focus area of the BEng Electrical & Electronic Engineering are allowed to access A3 if their FM after A2 is less than 60. If these students write A1, A2 and A3, their FMs are limited to 60.

## **APPENDIX B      MODULES WITH MODULE-SPECIFIC ARRANGEMENTS**

Modules where the Faculty Programme Committee has approved deviations from the assessment rules stated above, are listed here.

### **B.1      Modules where assessments outside the A1 period contribute to the A1 mark**

Normally only assessments during the A1 period (which ends 2½ weeks before the lectures end) contribute to the A1 mark. However, in the modules listed in the following table, some assessments beyond the A1 period contribute to the A1 mark.

<b>Module code</b>	<b>Module name</b>	<b>Contributing Assessments outside A1 period</b>
none		

### **B.2      Modules where more than one assessment paper is written in A2, A3 and/or A4**

none

### **B.3      Modules with assessment time durations more than the normal limits**

none

### **B.4      Modules with assessments contributing to AF that are scheduled outside the module's contact periods**

According to the SU Assessment Rules, assessments contributing to AF are not scheduled by the Timetable Office, but by the module's home faculty. Invigilated assessments contributing to AF are normally conducted in the module's regular contact periods, but approval has been granted that the following modules may schedule AF assessments at the indicated times, as allowed for by the SU Assessment Rules and in consultation with the other faculties that host programmes that include the relevant module.

<b>Module code</b>	<b>Module name</b>	<b>Assessment description</b>	<b>Schedule</b>
46825	Engineering Drawings 123	CAD tests	Department schedules

### **B.5 Modules with exceptional permission to offer A4 assessments**

According to the SU Assessment Rules, A4 assessments may only be used (but need not be used) by

- honours and master's programmes,
- project-type modules in undergraduate programmes,
- programmes offered via interactive telematic education, and
- specific undergraduate modules for which express permission was given in the applicable assessment rules.

The following table lists the modules for which such express permission is granted:

<b>Module code</b>	<b>Module name</b>
	None

### **B.6 Modules where a single assessment opportunity may be the sole determination of a pass or fail**

According to the SU Assessment Rules, no single assessment opportunity may be the sole determination of a pass or fail, except if the Faculty's Assessment Rules permit it. Exceptions are permitted where meeting the requirement is not reasonably practicable, for example where a large part (or all) of the final mark is determined by a major project or research assignment, such as in final year project modules and in postgraduate programmes. In modules exempted from this requirement, students shall receive appropriate formative feedback about their work during the project or assignment.

The following table lists the modules for which such express exceptions are granted:

<b>Module code</b>	<b>Module name</b>
47929	Design Project 488
13683	Final-year Project (C) 478
25445	Industrial Project 498
39179	Mechanical Project 478
56790	Mechatronic Project 478/488
46795	Project (E) 448
36315	Advanced Design (Civil) 446
30279	Project (Civil Engineering) 418 / 458

### **B.7 Modules where a single assessment opportunity may contribute more than 60% to the final mark**

According to the SU Assessment Rules, no single assessment opportunity may contribute more than 60% to the final mark, unless the departures from this rule, for each individual module, has been approved using the procedure for approval of faculty's Assessment Rules. When submitting such departures in the approval procedure, the departure must be justified in terms of the University's assessment policy as applicable within the particular module.

The following table lists the modules for which such express exceptions are granted:

<b>Module code</b>	<b>Module name</b>
47929	Design Project 488
13683	Final-year Project (C) 478
25445	Industrial Project 498
39179	Mechanical Project 478
56790	Mechatronic Project 478/488
46795	Project (E) 448
36315	Advanced Design (Civil) 446



30279	Project (Civil Engineering) 418 / 458
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### **B.8 Making final marks known other than through SUNStudent**

According to the SU Assessment Rules, departments may not make final marks known to students, parents or other parties, other than by recording the marks on SUNStudent. However, in exceptional circumstances (such as to accommodate procedures required by professional bodies) and only when the applicable assessment rules expressly allow it, departments or centres may make final marks known to students and/or professional bodies.

The Engineering Faculty has no such exceptions.

### **B.9 Viewing marked A2 scripts**

According to the SU Rules, the viewing and discussion of such marked A2 and A3 answer scripts may take place after the last day that has been set for the submission of final marks and with due allowance for any further arrangements which the department or centre concerned may have made with the approval of the relevant faculty board or centre management structure. However, such viewing and discussion of marked answer scripts may take place earlier if the applicable assessment rules include such provisions.

The Engineering Faculty does not make provision for students who have been granted access to A3 after having written A2 to view their marked A2 scripts before the A3 assessments.

### **B.10 Appeals for assessment opportunities other than A2, A2S2 and A3**

The SU Assessment Rules make provision for recalculation of final marks and re-assessment of A2, A2S2 and A3 scripts, but allow faculties' assessment rules to make provision for appeals for other assessment opportunities.

This faculty's provisions in this regard are:

- Appeals for AF and A1 assessments must be lodged with the lecturer responsible for coordinating the module. Such appeals must be submitted in writing (email is acceptable) within 5 work days from the time the results of the assessment have been made known to students.
- The responsible lecturer will consider the appeal in the best way he/she sees fit and should notify the student of his/her decision

regarding the appeal in writing (email is acceptable) within 10 work days of the deadline for submitting appeals.

- If a student is not satisfied with the outcome of the appeal lodged with the responsible lecturer, the student may appeal to the chairperson of the module's host department (note: not his/her programme's host department). The chairperson will consider the appeal in the best way he/she sees fit and should notify the student of his/her decision regarding the appeal in writing (email is acceptable) within 10 work days of receiving the appeal.