



UNDERGRADUATE ASSESSMENT REGULATION

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

STELLENBOSCH UNIVERSITY

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(Amended December 2019/March 2021/October 2021/November 2021/**March 2022**)

March 2022 amendments:

- *Section 5.1.5: Guardrails for penalties for late submission.*
- *Section 5.2.2: DCE cannot be used to replace any compulsory assessments that are required to pass a module since they cover specific learning outcomes that cannot be achieved in any other way (e.g., a compulsory internship).*
- *Section 5.4.1: A prerequisite requirement can only be adhered to if a **valid** final mark is achieved.*
- *Section 5.6.1.3 and 5.6.2.2: A2/A2S2 marks will not be made available on SUNLearn.*
- *Addendum A Point 3: After A2/A2S2 a code 60 (fail) can be loaded onto SIS.*

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1 INTRODUCTION

The Faculty of Economic and Management Sciences subscribes to Stellenbosch University's assessment policy as formulated in the "Assessment Policy and Practices at Stellenbosch University" (currently under revision). The Faculty is therefore aligning its assessment practices with the principles of this policy. This regulation document has been formulated as an extension of the abovementioned policy and represents the Faculty's endeavour to contextualise these principles in a manner that is relevant and doable in practice. It should be read in conjunction with the calendar entry on flexible assessment.

To align with the abovementioned policy, these regulations also adopt the following principles:

- Assessment forms part of an integrated approach to student learning.
- Assessments should enhance student learning.
- In an integrated approach to student learning there are constructive alignment between the learning outcomes, learning opportunities and assessment practices.

This regulation supports a flexible approach to assessment and encourages the use of various assessments throughout the module to contribute to the final mark for the module. Although test-type assessments are still widely used, the regulation supports the position that there are multiple other forms of assessment that need to be considered for an effective assessment strategy.

Although the principles underpinning this regulation apply to both undergraduate and postgraduate assessment, the intention is that this document will guide the organisation and implementation of assessments at undergraduate level.

The objectives of this regulation are sixfold, namely the following:

- 1) to decrease students' assessment load;
- 2) to decrease the staff's assessment load (in the form of setting and marking);
- 3) to increase student success by affording all students the opportunity to utilise all assessment opportunities for the duration of the entire module;
- 4) to enhance students' learning experience (e.g. through a variety of assessment methods);
- 5) to lessen the logistical challenges related to assessment (e.g. scheduling venues); and
- 6) to develop students' sense of responsibility for learning.

Any evaluation of the success (or otherwise) achieved with the implementation of this regulation should be done against these six objectives.

2 PURPOSES OF ASSESSMENT

Assessment can be applied for a variety of purposes, which should serve the primary goal of facilitating learning and even possibly preparing students for lifelong learning. It is acknowledged that assessment can be applied for diagnostic, summative, formative, sustainable or evaluative purposes (see SU Assessment Policy for further descriptions of each of these purposes).

It is important for academic environments to ensure that both the assessors and the students who are assessed thoroughly grasp the different purposes of assessment. Additionally, any assessment may serve more than one purpose.

3 PRINCIPLES OF EFFECTIVE ASSESSMENT

In SU's institutional assessment policy the principles¹ listed below are described as vital for effective assessment. The Faculty subscribes to these principles and expects of its formal internal and external moderation processes, as well as informal processes (e.g., peer review) to apply these principles in all assessments. As suggested by the institutional assessment policy, none of these principles should operate in isolation, but they should, as far as possible, be balanced against each other.

3.1 Validity

Achievement on an assessment task flows largely from what the assessment task was intended to measure, with minimal influence from unrelated factors. Thus, the deductions that are made are directly and mainly related to what the assessment task was supposed to measure.

3.2 Authenticity

Assessment practices that are closely aligned with activities that take place in real world settings, which require of students to apply relevant skills and knowledge. This could enhance student learning for a changing world and allow opportunities to develop and assess graduate attributes. Furthermore, it is about creating learning environments and using authentic contexts and scenarios that ensure assessment truly measures whether students can use their knowledge effectively and realistically, as opposed to the reproduction of surface knowledge that is quickly forgotten after the assessment opportunity. This may, however, not be equally relevant to all contexts of learning.

3.3 Reliability

Assessments consistently distinguish between good and bad performance. The results of individual assessment opportunities as well as the results of assessment processes (modules and programmes) are repeatable in different contexts and over time with similar results.

3.4 Educational impact

Assessment influences what, when and how students learn. With student learning in mind, lecturers should ensure that content included in assessments and assessment methods are relevant and appropriate to outcomes, assessments are scheduled in a way that promotes a deeper approach to learning and links between individual assessments and module and programme outcomes are clear.

Educational impact is increased when no one assessment form or purpose of assessment is privileged over another. Assessment strategies should thus allow for sufficient formative opportunities (accompanied by the appropriate and timely feedback), reliable and fair summative opportunities and enough opportunities to develop the skill of life-long learning.

¹ A more complete description of these principles is available in the "Assessment policy and practices of Stellenbosch University" (2012).

3.5 Academic integrity

Academic integrity means that the work that students do is their own. 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 students' own. As far as is possible, the necessary procedures are in place to promote the academic integrity of all assessment practices. This implies that all those involved are fully informed of the institutional regulations in this regard, as explained in the University's Policy on Plagiarism (in support of Academic Integrity) (SU, 2016). These apply to face-to-face (invigilated and non-invigilated) and online/non-face-to-face (invigilated and non-invigilated) assessments.

3.6 Transparency

All relevant information about assessment is made known to students through module frameworks or study guides and other platforms where applicable. This includes information about reasons for an assessment, when it will happen, methods that will be used, requirements to be met (this could include marking rubrics for written assignments), the way that the final mark will be calculated and environment-specific appeal mechanisms, as well as those stated in the *SU Calendar (part 1): General Policies and Rules*.

3.7 Fairness

Assessment systems are equitable in that all students are treated fairly, without prejudice or discrimination. Fairness also includes the provision of a variety of opportunities to adequately prepare students for assessments and making purposeful attempts to safeguard against any unintended forms of unfair discrimination.

3.8 Achievability

Costs and practical implications of the assessment process are reasonable in view of the context and aim of the assessment.

3.9 Timely feedback

Giving feedback on assessments has at least two discernible objectives. The first is to allow students to keep track of their progress and to provide guidance on how they may improve their performance. To achieve this objective, it is imperative that the feedback they receive is timely, relevant, and insightful.

The second objective of feedback is to provide information to the lecturer about the degree to which students have achieved the module outcomes and how his/her teaching and assessment strategies contributed to achieving these outcomes, given the learning needs of the students. To achieve this objective the feedback once again should be timely, relevant, and insightful.

4 IMPORTANT TERMINOLOGY

Formative learning opportunities – Although most assessment opportunities have the potential to promote student learning, for the purpose of this document a distinction is made between formative learning opportunities and summative assessments. Any opportunity of which the primary aim is to progressively promote student learning (in other words, generating a mark is not the primary aim) can be described as a formative learning opportunity. This can include assessments to facilitate students' preparation for contact events (e.g., assessment

opportunities where the student receives immediate feedback on his understanding of the prescribed material).

Summative assessment – Assessments of which the primary aim is to generate a mark for students to determine to what degree they have mastered a prescribed ambit (e.g., a semester test).

Main assessment opportunities (A) – Summative assessments taking place during the scheduled periods of assessment. These assessments require preparation and are usually scheduled outside of normal class periods.

Further assessment opportunities (FA) – All assessment opportunities outside of the scheduled periods of assessment are described as “Further assessment”. Such opportunities may be either formative (FAF) or summative (FAS) (see 4.2 below for further operationalisation).

Further assessment opportunities allow students to determine their own progress throughout the module and can also be applied to further develop graduate attributes.

Assessment system–Refers to the assessment context and requirements at different levels (e.g. module, programme, institution, national). Internally and as applies to modules and programmes. SU subscribes to a flexible assessment system guided by the necessary policies and strategies.

Assessment plan (often used interchangeably with “Assessment strategy”)

The planning framework selected to structure the assessment of an entire module. The focus is on elements such as number of assessments, purposes of assessments, weighting of the contributions that various assessments make to the final mark, access to different assessment opportunities, etc.

Assessment methods – Various methods that may be used to assess students, for example tests, written assignments, group work, projects, presentations, online SUNLearn tests, etcetera.

5 FLEXIBLE ASSESSMENT FOR UNDERGRADUATE MODULES

The Faculty adheres to a flexible assessment framework (as described by the SU Assessment Policy) as the **only assessment approach** in all undergraduate modules. This is conceptualised here as a comprehensive approach to assessment that attempts to make provision for the defining aspects of both the established approach of using examinations to assess students and the previous approach of continuous assessment. As a flexible assessment approach makes provision for a variety of assessment methods, students must be made aware of the fact that assessment practices differ between faculties and modules (even between modules within the same faculty). Students should carefully study each module’s module framework for its specific assessment approach.

In the faculty’s flexible assessment approach provision is made for both main assessment opportunities and further assessment opportunities. This approach, as described in more detail below, is graphically depicted in Figure 1.1 (semester modules) and Figure 1.2 (year modules).

5.1 Main assessment opportunities (A)

For semester modules three formal assessment opportunities are scheduled by the timetable/faculty/examination office namely, during the mid-semester assessment period (A1),

during the period of the first examinations (A2) and during the period of the second examinations (A3). These assessments require preparation.

In high credit modules, a class test can be used to generate a FAS mark. In these cases, FAS is a main assessment. Therefore, in high credit semester modules where FAS is a class test, the module has the following main assessments: A1, A2, FAS and A3 (or the corresponding assessments in year modules).

For year modules five potential assessment opportunities are scheduled by the timetable/faculty/examination office namely, A1S1 during the mid-semester assessment period of the first semester, A2S1 during the period of the first examinations of the first semester, A1S2 during the mid-semester assessment period of the second semester, A2S2 during the period of the first examinations of the second semester and A3S2 during the period of the second examinations of the second semester. These assessments require preparation.

Main assessment opportunities administered by the **faculty** are:

- For semester modules: A1
- For year modules: A1S1; A2S1; A1S2

Main assessment opportunities administered by the **department/school** are:

- For high credit semester modules: FAS test

Main assessment opportunities administered by the **examination office** (including all functions as agreed, e.g., venues, invigilators and copying of papers):

- For semester modules: A2; A3
- For year modules: A2S2; A3S2

5.1.1 Reporting for main assessment opportunities

The decision to complete an assessment is irreversible once the student has reported for the assessment. For example, if a student falls ill during the assessment, the mark obtained will stand as if the student completed the assessment.

5.1.2 Assessment opportunities with multiple papers

For main assessment opportunities which consist of two separate papers to be written, either on the same day or on consecutive days, and where one of the two papers was not written for whatever reason, the following rules apply:

- The mark achieved for the paper that was written during the main assessment opportunity will be maintained.
- For the paper not written during the main assessment opportunity, a percentage mark will be assigned equal to the combined mark achieved for paper 1 and paper 2 written during A3/A3S2. It is important to note that the student involved must complete both A3/A3S2 papers in order to qualify for this modus operandi.
- In a year module, in case a student missed another assessment opportunity during the year – and it might be supplemented by the mark achieved in A3S2 – the mark will be the combined mark achieved for paper 1 and paper 2 written during A3S2.

5.1.3 Missed main assessment opportunities

- As per 5.4.1, if a student cannot attend an assessment for whatever reason (e.g., illness, religious observances, trauma, representative sport etc.), the student may use A3 (semester module) or A3S2 (year module) as an additional assessment opportunity.

- Beyond A3 (semester module) and A3S2 (year module) no further/additional assessment opportunities will be scheduled.

5.1.3.1 Scheduling of assessment on religious holidays

- Stellenbosch University respects the religious beliefs of all staff and students. As a result, the University is closed for business on national public holidays and no assessments will be scheduled for these days. Furthermore, no assessments will be scheduled on the specific religious holidays as per the academic almanac. Future arrangements will be implemented based on the specifics of each academic year.
- Stellenbosch University further reserves the right to reconsider/revise the dates due to any unforeseen circumstances that may affect operations or the completion of the academic year.
- The faculty will follow the same scheduling rules as the SU Exam Office.
- With A1 and FAS opportunities (where the latter are class tests), departments/schools can make special arrangements such as allowing students to complete assessments back-to-back (on Fridays where it was not possible to not schedule A1 or FAS opportunities [where the latter are a class test]). However, students must inform lecturers of the need for special arrangements at least two weeks prior to the assessment. See section 5.9. for more information regarding assessment opportunity clashes.

5.1.4 Marking/grading of main assessment opportunities

Peer facilitators/student assistants/tutors may not grade A2/A2S2 or A3/A3S2 assessments (excluding assessment types with an insignificant risk of marking errors e.g., multiple choice, true/false and one-word answers). In cases where large student numbers necessitate the use of marking assistants for A1/A1S1, A2S1 or A1S2, the principles of assessment (see 2 – Principles of effective assessment) must be always adhered to. The lecturer/examiner remains responsible for the training, moderation, and supervision of marking assistants.

5.1.5 Guardrails for late submission penalties

The following guidelines apply in respect of the maximum penalties that are allowed for written projects or FAS assignments that are submitted late:

- Up to 1 hour after submission time: 25% of the awarded mark
- More than 1 hour, up to 6 hours after the submission time: 50% of the awarded mark
- More than 6 hours but up to 24 hours after the submission time: 75% of the awarded mark
- More than 24 hours after the submission time: 100% of the awarded mark.

Environments are allowed to impose more lenient penalties. If penalties for late submission are applied, these must be specified clearly in the module framework.

5.2 Further assessment opportunities (FA)

Besides the main assessment opportunities, modules **must** also make provision for further assessment opportunities (FA) that will afford students the opportunity to advance their own learning and receive feedback on the degree to which they have been mastering the module outcomes. The further assessment mark can be summative in the sense that it can contribute to a mark for the semester/year that will be included in the formula for the calculation of a final mark (FM). It can, however, also be formative in the sense that it makes provision for formative

learning opportunities where marks are not necessarily awarded, but which are vital in providing feedback to students and lecturers on the progress made with learning and teaching in a module at a given time.

Formative assessment creates opportunities for students to determine their own mastery of the subject **prior to A1/A1S1** (e.g., quizzes, tutorials, and typical test questions). This will support learning and give students a realistic indication of their knowledge in their preparation for A1.

Further assessment (FA) opportunities consist of the following:

5.2.1 Further assessment summative (FAS):

For semester modules one mark is generated based on a single assessment, e.g., one essay **or** one project **or** one assignment **or** one tutorial mark **or** one class test (Note: the latter applies **only** to modules with high credit values, see below). For year modules this one mark can include two assessments e.g., one per semester.

- If **tutorial tests** are used to generate a tutorial mark the composition of the tutorial mark is subject to strict prescriptions in order to prevent over assessment and includes the following rules:
 - The tutorial test should be written in class at the **end** of the tutorial or lecture.
 - The tutorial test content should deal **only** with the work covered in the tutorial or lecture.
 - The combined tutorial mark can contribute a maximum of **20 percent** to the final mark.
 - The use of FAS (and its contribution to final mark) **must** be included in the module framework.
 - The module framework **must** indicate the implications of non-participation by the student.
- If a **class test** is used to generate a FAS mark, it can **only** be used for modules with high credit values. This test will be scheduled by the faculty. These modules are defined as:
 - First-year: Semester modules ≥ 16 credits; Year modules ≥ 24 credits
 - Second-year: Semester modules ≥ 18 credits; Year modules ≥ 32 credits
 - Third-year: Semester modules ≥ 24 credits; Year modules credits ≥ 32 credits

NB: If a class test is used to generate a FAS mark it represents the FAS contribution and further tutorial tests, for example, cannot be used as FAS. In such cases tutorial tests can only contribute to FAF (in other words they do not contribute to the generation of a summative mark).

AND/OR

5.2.2 Further Assessment Formative (FAF):

No (summative) mark is generated. Modules may be prescriptive with regard to participation percentage and/or level of competency the student needs to attain (although this should be used with caution), e.g. a student gets the opportunity to complete 10 SUNLearn quizzes (in his/her own time). The expectation is that the student should (for example) complete at least 7 of these quizzes (participation percentage) and that the student should (for example) achieve at least 50 percent in 6 tests (competency level percentage). The participation and/or competency requirements may for example be applied to specific students, e.g., all students who do not have 60 percent for A1/A1S1 are required to attain a certain participation percentage (e.g. compulsory participation percentage of 70 percent in tutorials).

In cases where a participation percentage and/or competency level is used, an outperformance clause is **compulsory**. Students who, for example, obtained a final mark of above 65 and did not comply with the participation percentage and/or competency level stipulation, may still pass as they outperformed these stipulations. This clause may be renounced for a module by the chair/director of the department/school, in which case students who do not comply with the prerequisites for participation and/or competence cannot pass the module. **The department/school can determine the outperformance requirement of students based on their final mark. The outperformance requirement set by the department/school cannot be less than 60 or more than 70. These percentages must be included in the module framework.**

Please note: The Dean's Concession Exam (DCE) cannot be used to replace any compulsory assessments that are required to pass a module since they cover specific learning outcomes that cannot be achieved in any other way (e.g., a compulsory internship).

The DCE is a stand-alone exam that falls outside the ambit of the EMS Undergraduate Flexible Assessment Regulation.

The use of FAF must be included in the module framework. The module framework must also indicate the implications of non-adherence to participation and/or competency level, if applicable.

5.3 Rules relating to the contribution of main assessment opportunities (A) and further assessments (FA) to a final mark (FM) after A2/A2S2

The formula used to calculate the final mark cannot be changed during the semester. The formula published in the module framework stands.

5.3.1 Rules: Weights for semester modules

The final mark for the module is calculated as follows:

$$\text{FM after A2} = \left(\frac{w_1}{w_{\text{sum}}} \times A1 \right) + \left(\frac{w_{\text{FA}}}{w_{\text{sum}}} \times \text{FAS} \right) + \left(\frac{w_2}{w_{\text{sum}}} \times A2 \right)$$

where

w_1 = weight that A1 contributes to w_{sum}

w_{FA} = weight that FAS contributes to w_{sum}

w_2 = weight that A2 contributes to w_{sum}

w_{sum} = the sum of the weights of all the assessments (always 100 after A2).

- A1 may not contribute more than 40 percent to the final mark.
- FAS cannot contribute more than 30 percent to the final mark.
- A2 cannot contribute more than 60 percent to the final mark and not less than 40 percent.
- If the further assessment opportunities consist of only formative learning opportunities (FAF) (i.e., opportunities that do not generate a mark that contributes to the final mark) then $w_{\text{FA}} = 0$.

5.3.2 Rules: Weights for Year modules

The final mark for the module is calculated as follows:

$$\text{FM after A2S2} = \left(\frac{w_1}{w_{\text{sum}}} \times A1S1 \right) + \left(\frac{w_{\text{FA}}}{w_{\text{sum}}} \times \text{FAS} \right) + \left(\frac{w_2}{w_{\text{sum}}} \times A2S1 \right) + \left(\frac{w_3}{w_{\text{sum}}} \times A1S2 \right) + \left(\frac{w_4}{w_{\text{sum}}} \times A2S2 \right)$$

where

w_1 = weight that A1S1 contributes to w_{sum}

w_{FA} = weight that FAS contributes to w_{sum}

w_2 = weight that A2S1 contributes to w_{sum}

w_3 = weight that A1S2 contributes to w_{sum}

w_4 = weight that A2S2 contributes to w_{sum}

w_{sum} = the sum of the weights of all the assessments (always 100 after A2S2).

- A1S1 may not contribute more than 20 percent to the final mark.
- FAS may not contribute more than 30 percent to the final mark.
- A2S1 and A1S2 (main assessment opportunities) may each not contribute more than 30 percent or less than 20 percent to the final mark.
- A2S2 (main assessment opportunity) may not contribute more than 40 percent or less than 20 percent to the final mark.
- If further assessment opportunities consist only of formative learning opportunities (FAF) (that is, opportunities not generating any mark that contributes to the final mark), then $w_{FA} = 0$.

5.3.3 Early Assessment for first-year modules

Early Assessment does not form part of the formula for the calculation of a final mark. Where Early Assessment is required by the University a formative or summative mark can be uploaded to serve as Early Assessment (e.g., a quiz or A1 / A1S1 or another form of assessment) once the mark is available (an extension of the Early Assessment deadline may be required).

5.4 Access to assessment opportunities and pass requirements

In flexible assessment, **all** registered students have access to the main assessment opportunities (A) that is, A1 and A2 (in the case of semester modules) and A1S1, A2S1, A1S2, A2S2 (in the case of year modules) and the further assessment opportunities (FA). **No class mark (as in the examination system) is produced.**

Some students may obtain a pass mark before A3/A3S2, even though they missed an assessment opportunity. These students must have the opportunity to obtain a mark for another assessment (A3/A3S2). Thus, if a student obtains a final mark of 50 or more after A2 (in modules with high credit values) / A2S2 (year modules), and has missed an assessment opportunity, he/she can use A3/A3S2 to improve his/her mark. The final mark will be calculated as per the formula in 5.5.

Some students may have missed several assessment opportunities or obtained low marks in several assessments, in which case it is unlikely that they will obtain a pass mark for the module. These students must also be allowed to complete A3/A3S2 as they should have an opportunity to obtain a final mark. This is important for, inter alia, the prerequisite stipulations in some modules (see 5.4.4).

Furthermore, in the Flexible Assessment approach the principle applies that students need to work continuously and that **no single assessment** (e.g. A2/A2S2) **can determine pass or fail** (as is the case in the exam system).

5.4.1 Access to A3 (semester modules) and A3S2 (year modules)

- A3 (semester modules) or A3S2 (year modules) is used when a student either **missed** an assessment opportunity OR requires a further opportunity to pass the module (irrespective of the reason why the student has not obtained a final mark of at least 50 after A2/A2S2). Thus, departments/schools need not monitor sick certificates. No further assessment opportunities after A3/A3S2 will be scheduled.
- If students miss either A1 or A2 (semester modules) or any two of A1S1, A2S1, A1S2 or A2S2 (year modules), they have access to A3 or A3S2 and the final mark will be calculated as described in 5.5.
- If a student does not complete A1 **and** A2 of a normal credit semester module (irrespective of the reason), the student will be unable to pass given the fact that no student may pass **or meet prerequisite requirements** based on having completed only one main assessment opportunity **and the student will fail the module after A2.**
- A student cannot get access to A3 (semester modules) or A3S2 (year modules) based on the fact that the student has not completed further assessment summative (FAS) except where FAS is a class test in modules with a high credit value.
- In semester modules, a student can still use A3 as an extra assessment opportunity to pass the module if he/she has missed only one main assessment opportunity (or FAS class test in modules with a high credit value).
- In year modules, A3S2 can be used as an extra assessment opportunity to pass the module if a student has missed:
 - a maximum of two main assessment opportunities, OR
 - one main assessment opportunity and a FAS class test (in modules with a high credit value), OR
 - a FAS class test (in modules with a high credit value).For all other missed assessments, a zero mark is allocated.
- The use of A3 or A3S2 for mark improvement for the purpose of admission to postgraduate programmes, is a departmental matter.
- In cases where students received a 0 mark because of a disciplinary ruling (e.g. for plagiarism), the assessment opportunity will be deemed completed and a 0 mark for the assessment will be used in all formulas.
- When a final-year student makes use of A3 in the second semester or A3S2 for year modules, graduation will only be possible in March/April of the next academic year.
- Rules for access to A3 and A3S2 (to pass the module) must be set out in the module framework.

5.4.2 Pass requirements

- For all modules, a final mark of 50 or above is required to pass.
- In semester modules a minimum of two main assessment opportunities (see 5.1) must be completed to obtain a valid final mark. For high-credit semester modules (see 5.2.1) where FAS is a class test, at least two of the four main assessment opportunities (A1, FAS [the class test], A2, A3) must be completed to obtain a valid final mark. For year modules a minimum of three main assessment opportunities must be completed for a valid final mark. If students do not obtain a valid final mark, they fail the module.
- If a student completes all assessments (A1, A2 and FAS in the case of semester modules and A1S1, A2S1, A1S2, A2S2 and FAS in the case of year modules) and still fails to obtain a final

mark of 50 or above, they may use A3 (semester modules) or A3S2 (year modules) as a supplementary assessment to improve their final mark.

- If the student uses A3 or A3S2 as a **supplementary** assessment (i.e., not as a missed assessment opportunity) a **maximum final mark of 50** can be awarded.
- If the student uses A3 or A3S2 because they **missed** a main assessment opportunity (or FAS in a high credit module) a final mark of **more than 50** can be awarded.
- Where a final mark, calculated in accordance with the formula after A3/A3S2, is between 30 and 50, marks must be rounded off as these may only be uploaded as 29, 35, 40, 45 and 50. This aligns with the criteria for prerequisite modules (see 5.4.4) and dean’s concession exam.
- Where a final mark, calculated in accordance with the formula after A3/A3S2, is between 30 and 34.9 a decision must be made whether to award a final mark of 35, or less than 30.
- Other sub-minima may be specified to pass (see 5.4.3).

5.4.3 Other sub-minima

No sub-minima may contradict the rules specified in 5.3 and 5.4 or the spirit and objectives of this regulation. In other words, the sub-minima should not be so onerous that students should be required to prepare specifically for these assessments.

All sub-minima must be included in the module framework.

5.4.4 Using assessments to meet prerequisite criteria

“A prerequisite module (P) is a module in which students must have achieved ... a final mark of at least 40 ... before they are allowed to take the module for which it is a prerequisite module.” (Calendar Part 1). See section 5.4.2. Note: A student needs to complete at least two main assessment opportunities (semester module) or three main assessment opportunities (year module) to obtain a valid final mark (e.g., a student cannot complete one assessment, obtain 40 and claim that he/she has met the prerequisite, as it is not a valid final mark).

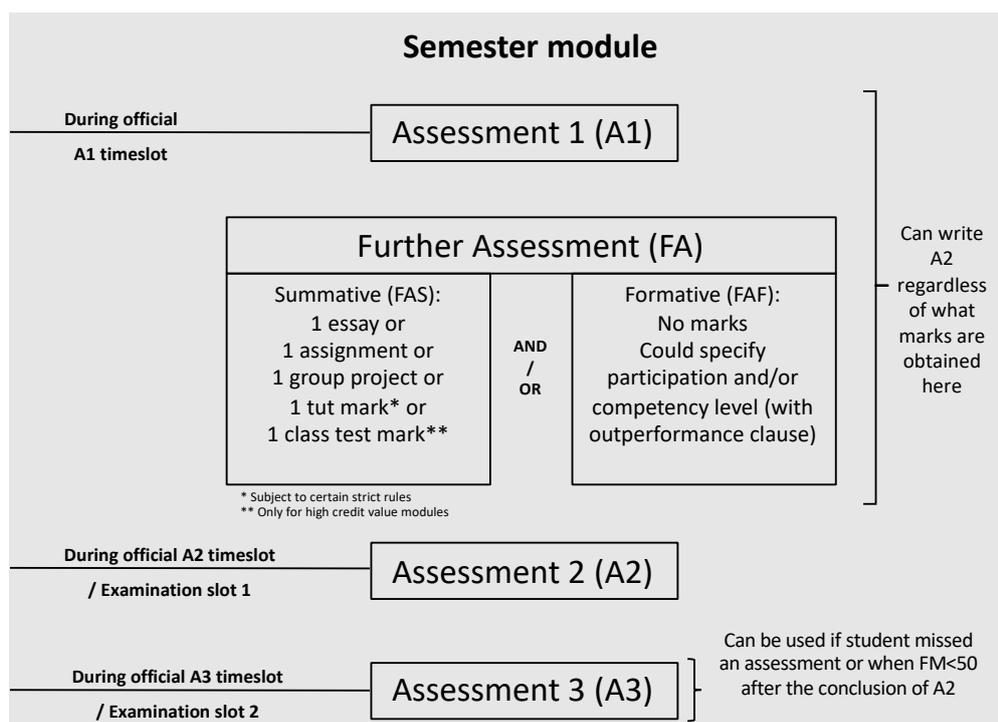


Figure 1.1. Semester modules

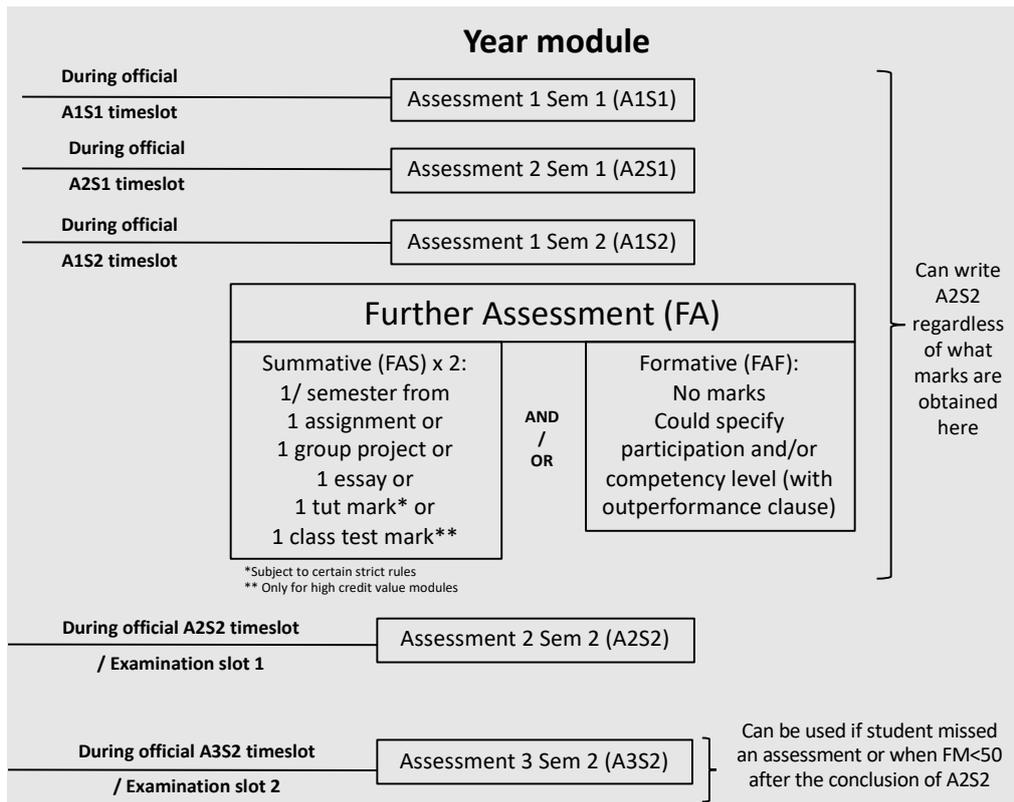


Figure 1.2. Year modules

5.5 Rules relating to the calculation of the final mark after A3/A3S2

In the calculation of marks after A3, all assessment opportunities count towards the final mark, **thus a mark for a particular assessment is not replaced**. The final mark is then calculated as a weighted average of the marks achieved in all the various assessments, in proportion to the weight of each assessment. If a student didn't complete a particular assessment, a zero mark will be allocated for that assessment and the weight of the assessment is reduced to zero (except where a student missed FAS in a normal credit module, then the FAS weight will still count).

5.5.1 Rules: Calculation of the final mark after A3 for semester modules

The final mark after A3 for semester modules is calculated as follows:

$$FM \text{ after } A3 = \left(\frac{w_1}{w_{sum}} \times A1 \right) + \left(\frac{w_{FA}}{w_{sum}} \times FAS \right) + \left(\frac{w_2}{w_{sum}} \times A2 \right) + \left(\frac{w_5}{w_{sum}} \times A3 \right)$$

Where, as in 5.3.1

w_1 = weight that A1 contributes to w_{sum}

w_{FA} = weight that FAS contributes to w_{sum}

w_2 = weight that A2 contributes to w_{sum} , and additionally

w_5 = weight that A3 contributes to w_{sum} where

w_{sum} = the sum of the weights of all the assessments completed by the student.

- The weights of A1, FAS and A2 are as in 5.3.1.

- A3 cannot contribute more than 60 percent or less than 40 percent (the same range as A2) to the sum of the weights. A2 and A3 do not have to be the same weight, but the weight of A3 (w_5) must be equal or greater than the largest weight of the other main assessment opportunities.
- The minimum for w_{sum} is 100. Therefore, if w_{sum} is calculated as less than 100, 100 should be used in the formula.
- The final mark after A3 cannot be lower than the final mark after A2.

5.5.2 Rules: Calculation of the final mark after A3S2 for year modules

The final mark after A3S2 for year modules is calculated as follows:

$$FM \text{ after A3S2} = \left(\frac{w_1}{w_{sum}} \times A1S1 \right) + \left(\frac{w_{FA}}{w_{sum}} \times FAS \right) + \left(\frac{w_2}{w_{sum}} \times A2S1 \right) + \left(\frac{w_3}{w_{sum}} \times A1S2 \right) + \left(\frac{w_4}{w_{sum}} \times A2S2 \right) + \left(\frac{w_5}{w_{sum}} \times A3S2 \right)$$

Where, as in 5.3.2

w_1 = weight that A1S1 contributes to w_{sum}

w_{FA} = weight that FAS contributes to w_{sum}

w_2 = weight that A2S1 contributes to w_{sum}

w_3 = weight that A1S2 contributes to w_{sum}

w_4 = weight that A2S2 contributes to w_{sum} , and additionally

w_5 = weight that A3S2 contributes to w_{sum} where

w_{sum} = the sum of the weights of all the assessments completed by the student.

- The weights of A1S1, FAS, A1S2 and A2S2 are the same as in 5.3.2.
- A3S2 cannot contribute more than 40 percent or less than 20 percent (the same range as A2S2) to the sum of the weights. A2S2 and A3S2 do not have to be the same weight, but the weight of A3S2 (w_5) must be equal or greater than the largest weight of the other main assessment opportunities.
 - The only exception to the above rule is in cases where A3S2 is used because the student missed **two main assessment opportunities**. In this case the weight of A3S2 is calculated as the sum of the weights of the two missed main assessment opportunities.
- The minimum for w_{sum} is 100. Therefore, if w_{sum} is calculated as less than 100, 100 should be used in the formula.
- The final mark after A3S2 cannot be lower than the final mark after A2S2.

5.6 Releasing and loading of marks for modules

No **final marks** may be uploaded onto SUNLearn or provided by departments/schools to students, their parents or any third party. The marks of students who have unpaid student accounts, will be withheld by the University on the student's academic record. However, marks achieved in all assessments prior to A3/A3S2 must be uploaded onto SUNLearn to enable the student to calculate his/her progress in the module according to the formula.

5.6.1 For semester modules

5.6.1.1 After A1

The marks achieved in A1 are released within a reasonable time on SUNLearn and/or in a similar manner, as indicated in the module framework. A1 marks must also be loaded onto the Student Information System of the University (SIS).

5.6.1.2 Before A2

Further assessment marks (FA) also must be communicated to students on SUNLearn or in a similar manner, as indicated in the module framework. The marks must be announced at least five days (Sundays excluded) before A2.

5.6.1.3 After A2 and before A3

- Subsequent to A2 a final mark (calculated as per formula in 5.3) or comments pertaining to each student are uploaded on SIS.
 - The final mark or comments must preferably be uploaded five days prior to A3, but at least three days before A3. The faculty follows the institutional decision on the number of days and calculation of the number of days. For the November period, the final mark or comments must be uploaded no later than the last day indicated in the university calendar for the uploading of final mark or comments after the first examination period in November.
 - ~~◦ The marks attained in A2 are released within a reasonable time on SUNLearn or in a similar manner as indicated in the module framework. However, no final mark may be released on SUNLearn.~~
- After the final mark is calculated as per formula, a .csv file with 3 columns is created for uploading unto SIS. The first column in the .csv file is the student number, the second is for the final mark and the last for a comment code.
- The results must be marked as final on SIS after the final mark or comments have been loaded, so that students may access their results via the usual channels (such as www.maties.com).
- See Addendum A (Loading of marks using SIS) for more information on comment codes and comments.

5.6.1.4 After A3

- If a student obtained a mark in A3, the final mark that is calculated according to the formula in 5.5.1, must be uploaded as early as possible on SIS, but no later than the date indicated in the university calendar for the uploading of final mark for the second examination period. SIS will automatically add comments “fail”, “pass”, or “pass with distinction” next to the final mark that is uploaded.
- If a student had access to A3, but did not complete A3, the mark obtained prior to A3 (and as calculated using the formula in 5.3.1) should be uploaded as final mark.
- Final mark results between 30 and 50 must be uploaded as one of 29, 35, 40, 45 or 50.
- After the final mark is calculated as per formula, a .csv file with 3 columns is created for uploading unto SIS. The first column in the .csv file is the student number, the second is for the final mark and the last for a comment code.
- The results must be marked as final on SIS after the final mark has been loaded, so that students may access their results via the usual channels (such as www.maties.com).

- See Addendum A (Loading of marks using SIS) for more information on comment codes and comments.
- The marks attained in A3 should not be released on SUNLearn. Furthermore, no final mark may be released on SUNLearn.

5.6.2 For Year modules

5.6.2.1 Before A2S2

- The marks attained in A1S1, A2S1 and A1S2 are released within reasonable time on SUNLearn or in a similar manner as indicated in the module framework.
- A1S1 marks and the progress mark (as calculated after A2S1) must be loaded on SIS.
- Further assessment marks (FA) must also be communicated to students on SUNLearn or in a similar manner as indicated in the module framework. The marks must be announced at least five days (Sundays excluded) before A2S2.
- Mid-year progress marks after A2S1 must be uploaded on SIS before the July date as indicated on the University calendar. These marks are needed for the calculation of HEMIS for re-admission to university residences the next year.

5.6.2.2 After A2S2 and before A3S2

- Subsequent to A2S2 a final mark (calculated as per formula in 5.3.2) or comments pertaining to each student are uploaded on SIS.
 - The final mark or comments must preferably be uploaded five days prior to A3, but at least three days before A3S2. However, the final mark or comments must be uploaded no later than the last day indicated in the university calendar for the uploading of final mark or comments after the first examination period in November. The faculty follows the institutional decision on the number of days and calculation of the number of days.
 - ~~The marks attained in A2S2 are released in a reasonable time on SUNLearn or in a similar manner as indicated in the module framework. However, no final mark may be released on SUNLearn.~~
- After the final mark is calculated as per formula, a .csv file with 3 columns is created for uploading unto SIS. The first column in the .csv file is the student number, the second is for the final mark and the last for a comment code.
- The results must be marked as final on SIS after the marks or comments have been loaded, so that students may access their results via the usual channels (such as www.maties.com).
- See Addendum A (Loading of marks using SIS) for more information on comment codes and comments.

5.6.2.3 After A3S2

- If a student obtained a mark in A3S2, the final mark that is calculated according to the formula in 5.5.2, must be uploaded as early as possible on SIS, but no later than the date indicated in the university calendar for the uploading of final mark for the second examination. SIS will automatically add comments “fail”, “pass”, or “pass with distinction” next to the final mark that is uploaded.
- If a student had access to A3S2, but did not complete it, the mark obtained prior to A3 (and as calculated using the formula in 5.3.2) should be uploaded as final mark.
- Final mark results between 30 and 50 must be uploaded as one of 29, 35, 40, 45 or 50.

- After the final mark is calculated as per formula, a .csv file with 3 columns is created for uploading onto SIS. The first column in the .csv file is the student number, the second is for the final mark and the last for a comment code.
- The mark should be marked as final on SIS after the marks have been loaded, so that students may access their results via the usual channels (such as www.maties.com).
- See Addendum A (Loading of marks using SIS) for more information on comment codes and comments.
- The marks attained in A3S2 should not be released on SUNLearn. Furthermore, no final mark may be released on SUNLearn.

5.7 Access to and safekeeping of marked scripts

Marked answer scripts for A1 (semester modules) or A1S1, A2S1 and A1S2 (year modules) would normally be returned to students when the marks are released.

Students' access to the marked answer scripts for A2 and A3 (semester modules), as well as A2S2 and A3S2 (year modules), is handled in the same way as for first and second exam answer scripts respectively (Examinations: Yearbook Part 1). The student may discuss the paper with the lecturer with the objective of learning from his or her mistakes, and the lecturer may ensure that no calculation errors were made. However, it is not an opportunity for the student to question the mark awarded. No external re-evaluation (re-marking) will be available in Flexible Assessment (see 8.4 in the General Calendar for stipulations).

Lecturers need to keep the answer scripts for a period of at least one semester after the assessments have taken place unless the scripts are returned to the students.

5.8 Work covered per assessment, assessment type and duration

The prescribed work per assessment as determined by the lecturer, as well as the format of the assessment should be clearly set out in the module framework and SUNLearn. For semester modules A1 normally covers the work done up to A1. In semester modules, A2 normally covers the work of the whole semester, but may have a stronger focus on the work done after the first assessment. A3 covers either the whole semester's work more or less equally, or, depending on the nature of the module, gives more emphasis to the work done after A1.

A2S2 can cover the whole year's work or focus more on the work of the second semester. A3S2 covers the whole year's work, more or less equally. Students must be notified of the prescribed work per assessment.

A3/A3S2 should assess the same learning outcomes as those that the student missed. For example, a written assignment or computer project cannot be replaced by a traditional test. Therefore, in cases where a student, for example, missed a written assignment in a main assessment opportunity (e.g. an essay), an extension with a reduction in marks is preferable over a traditional test format assessment in A3/A3S2. This should be clearly set out in the module framework.

The duration of A2 and A3 (semester modules) and A2S2 and A3S2 (year modules) must be identical.

5.9 Assessment timetables and assessment opportunity clashes

A clash is defined as an assessment on the same date and time as another assessment. Clashes are managed in the following manner:

- For assessments administered by the department/school: Departments/schools may accommodate students by, for example, allowing them to complete the assessments back-to-back.
- For assessments administered by the examination office (A2; A3; A2S2 and A3S2), the standard rules for modules to which the examination system applies, will be valid, namely:
 - In case of a clash in A2/A2S2, the student decides which one of the clashing modules he/she will complete in A2/A2S2, and will complete the other in A3/A3S2, with no further assessment if the final mark is below 50.
 - If a clash is again inevitable in A3/A3S2, the examination office will allow the student to complete the modules' assessments one directly after the other.

5.10 Moderation

Internal and external moderation processes apply to flexible assessment modules. At least 40 percent of the final mark for the module is subject to internal moderation, and in the case of an exit level module at least 40 percent of the final mark has to be externally moderated as well. Main assessment scripts will typically be included here (e.g. A2 in the case of semester modules or A2S1 and A2S2 for year modules).

5.11 Dean's Concession Examination (DCE)

The Dean's concession exam (DCE) is granted within the guidelines of the University. See Calendar, Part 1, section 15. **The DCE does not form part of this Undergraduate Assessment Regulation.** If a student obtains a mark of more than 50 for the DCE, he/she will pass (a final mark of 50 is uploaded). This mark does not form part of the module's mark calculation formula.

A DCE may be granted for **one single module** if it is the **only module of at most 48 credits** that the student still needs in order to graduate and provided that he/she has achieved a final mark of at least **30** in the relevant module (irrespective of the number of assessments completed).

- All DCEs in Economic and Management Sciences are written during a single exam opportunity before lectures commence at the end of January, and no further exam papers for DCE purposes will be set thereafter. This implies that students may only write a DCE for one module.
- Students who are registered for a programme at another faculty, need to follow that faculty's DCE rules subject to the restriction implied in the bullet above.
- Students need to check their results and register for the DCE at the link provided (usually by mid-January of the year concerned).
- If a student achieves less than 50 percent for a DCE, the final mark obtained as calculated per the formula after A2/A3 will be retained.

ADDENDUM A LOADING OF MARKS USING SIS

1. General

- Lecturers are responsible for the marks of those modules that they present. Administrative personnel should only load the final marks onto the system, but lecturers are responsible for monitoring the accuracy of the marks.
- The EMS mark system cannot manage a zero (0) mark. Insert a 1 (one) wherever a zero is required. Where a zero is loaded in the final mark field, no mark will be shown on the student record (only a comment).

2. Loading of A1/A1S1 opportunity marks

The marks attained in A1/A1S1 are released in reasonable time on SUNLearn and/or in a similar manner as indicated in the module framework. **A1 marks must also be loaded onto SIS.**

3. Loading of final marks after A2/A2S2 opportunity

The last day for uploading final marks after A2/A2S2 is preferably 5 days, but no later than 3 days (Sundays and public holidays excluded), prior to the writing of A3/A3S2. The reason is to ensure that students are timeously informed, and to allocate the module venues in good time.

Final marks and comments/remarks are loaded in the form of a csv file. The csv file contains 3 columns for a student number, a final mark and a code number.

The permissible comment/remark codes and the matching applicable final mark are as follows:

When used	Permissible final mark (FM)	Code number	Comment/remark on student record
Student passes after A2/A2S2: Student met all the pass requirements and passes the module after A2/A2S2. The student wrote all the main assessment opportunities and does not have access to A3/A3S2.	FM≥50	No code loaded; system creates code automatically	"Pass" or " Pass with distinction"
Student missed a main assessment opportunity BUT completed enough main assessment opportunities and obtained a final mark of 50 or above. The student has access to A3/A3S2 and may choose to use it or not. See the procedure below.	FM≥50	No code loaded; system creates code automatically	"Pass" or " Pass with distinction"

Non-final year student missed a main assessment opportunity BUT completed enough main assessment opportunities and obtained a final mark of 50 or above. The student has access to A3/A3S2 and may choose to use it or not.	0	78	Further assessment allowed
Student fails after A2/A2S2 (has a final mark of less than 50) even though they have completed all main assessment opportunities, and has access to A3/A3S2 to improve his/her mark.	Load mark 0.1 – 29, 35, 40 or 45	78	Further assessment allowed
Student did not complete enough main assessment opportunities, and after A2/A2S2 obtains a final mark of less than 50. The student has access to A3/A3S2 to obtain a final mark of 50 or above.	Load mark 0.1 – 29, 35, 40 or 45	78	Further assessment allowed
Student did not complete enough main assessment opportunities, although the student obtained a final mark of 50 or above. The student must complete A3/A3S2 to obtain a valid final mark (to adhere to the requirement of completing at least two main assessment opportunities (semester modules) or three main assessment opportunities (year modules)).	0	78	Further assessment allowed
The student is involved in a Central Disciplinary Committee (CDC) case and the outcome is pending. The student must be allowed to complete A3/A3S2. Once the outcome of the CDC case is known a mark adjust must be done. However, the mark of the assessment opportunity in question must be loaded on SUNLearn.	0	78	Further assessment allowed
The student has missed a main assessment opportunity and is expected to complete a specific type of assessment for A3/A3S2 in order to supplement the missed assessment (e.g. in writing- and information enriched modules). This has to be stipulated in the module framework.	0	79	Assess see coursfr (Further assessment see module framework)
Student did not complete any assessments.	0	49	No assessments completed

The student cannot complete enough main assessment opportunities to obtain a valid final mark (even if access would have been granted to A3/A3S2)	Load mark 0.1 – 29, 35, 40 or 45	60 No code loaded; system creates code automatically	Fail
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PLEASE NOTE: ONLY THESE CODES ARE ALLOWED FOR UNDERGRADUATE EMS MODULES.

Procedure for ~~final year~~ students in high-credit semester modules or year modules that passes after A2/A2S2 even though they missed a main assessment opportunity:

If the student chooses to make use of the A3/A3S2 opportunity (even though he/she has passed already) the procedure is:

- Within two working days after the A2/A2S2 marks are released, the student must inform the lecturer if he/she chooses to complete A3/A3S2 and would therefore graduate in March/April of the next year.
- The lecturer sends the complete list of these students to the examination office so that their names can be added to the list of students that have access to the venue. The lecturer also sends this list to the faculty administrator in the registrar's office to remove these students from the December graduation list since they prefer to graduate in March/April.

4. Loading of final marks after A3/A3S2 opportunity

A final mark and/or comment/remark must be loaded for every student that has access to A3/A3S2, in the same manner as after A2/A2S2.

The permissible comment/remark codes and the matching applicable final mark are as follows:

When used	Permissible final mark (FM)	Code number	Comment/remark on student record
Student passes after A3/A3S2. Note: If student failed after A2/A2S2 and used A3/A3S2 to improve his/her mark, the final mark may only be 50.	FM \geq 50	No code loaded; system creates code automatically	"Pass" or "Pass with distinction"
Student fails after A3/A3S2.	FM \leq 45	60	Fail
Student did not complete enough main assessment opportunities, i.e. the student did not meet the requirement of completing at least two main assessment opportunities (semester modules) or three main assessment opportunities (year modules).	Load mark 0.1 – 29, 35, 40 or 45	37	Insufficient assess (Insufficient assessments completed)
Student did not complete any assessments.	0	37	Insufficient assess

			(Insufficient assessments completed)
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PLEASE NOTE: ONLY THESE CODES ARE ALLOWED FOR UNDERGRADUATE EMS MODULES.

5. Publication of final marks

Departments may not disclose final marks to students, their parents or any third parties (see 5.6 above).

6. Mark adjustments before and after closing date

If the list is finalised and changes have to be made before the last date for the loading of final marks (as published in the university calendar), the relevant faculty administrator may be contacted by the chair/director of the department/school or the module coordinator in order to grant access to the list. Please remember to finalise the list after changes have been made.

Any changes after the last date for the loading of final marks should be made via a mark change form. The completed form should be signed by the chair/director and forwarded to the relevant faculty administrator.
