

**Student  
Assessment  
Manual  
2014**

## **E/5.1 STUDENT ASSESSMENT MANUAL 2013**

<b><u>TABLE OF CONTENTS</u></b>		<b>PAGE</b>
1.	Foreword	3-4
2.	Definitions and Abbreviations	4-7
3.	Chapter 1    General Summative Assessment Rules and Procedures for Undergraduate Certificates, Diplomas and Degrees	8-36
4.	Chapter 2    Assessment Rules and Procedures for Master's Diplomas/Degrees and Doctorates	37-50
5.	Chapter 3    Procedures for the Recognition of Prior Learning	51-53
6.	Chapter 4    Procedures for Assessing Partners in Work-Integrated Learning	54-55
7.	Chapter 5    Student Assessment Model	56
8.	Related Documents	57
9.	Compliance Officer	57
10.	Responsible Officer	57
11.	Signature(s) of Approval	57

## 1. FOREWORD

Objectives: It is the purpose of this manual to:

- (1) Establish fair and sound procedures for assessment and to provide an excellent assessment support service at the Central University of Technology, Free State (CUT);
- (2) Regulate assessment consistent to the statutory and professional quality assurance requirements;
- (3) Regulate Recognition of Prior Learning assessment;
- (4) Regulate assessment within the context of Work-Integrated Learning;
- (5) Give effect and support to the institutional commitment to curriculum transformation towards Outcomes-based Education and Training (OBET); and
- (6) Regulate the transition towards OBET.

Source: Quality assurance at CUT and statutory requirements governing qualifications.

Manual context:

- (1) For purposes of this manual, CUT recognises the following categories of student assessment.
  - (i) **Formative assessment:** Formative assessment is a process consisting of a variety of assessment opportunities (such as written tests, assignments and presentations) scheduled on an ongoing basis and structured as part of teaching and learning during the course or module. The assessment is graded by means of an appropriate assessment tool such as a rubric or memorandum, culminating in a formative assessment mark captured on the ITS system. The student receives feedback on the assessment towards the achievement of intended learning outcomes. The formative assessment schedule is approved by the faculty board and published in the student's learning guide.

All formative assessments must conform to the same requirements as those set for summative assessments.
  - (ii) **Summative assessment:** This assessment is conducted on all the set learning outcomes of a course/module and is administered the Assessment and Graduation Unit during June and November each year under the jurisdiction of Senate.
  - (iii) **Course/module assessment:** This consists of continuous assessments conducted during the course/module and a summative assessment conducted on conclusion of the course/module or predefined parts thereof.
- (2) This manual covers all procedural aspects relevant to summative assessments, and unless the context indicates otherwise, "assessment" or "summative assessment" will mean "summative assessment conducted under the auspices of the Assessment and Graduation Unit".

Responsible staff:

- (1) Assessment and Graduation Unit
- (2) Academic and academic supervisory staff within the faculties

### Implementation of policy mandates:

- (1) By following the procedures set out in this manual, the Assessment and Graduation Unit will ensure that the summative assessments are reasonable and fair towards the students, providing assessment results that fairly reflect the learning achievements of students and which are consistent with known best practices.
- (2) All officers must exercise great responsibility when managing all test marks and continuous assessment marks; however, if an error occurs, CUT reserves the right to rectify such. A published error does not give a candidate the right to the mark that was published erroneously. In the event that a published error is rectified, the affected student will be informed thereof in writing.

The following is printed on all statements of results:

*“Although CUT does everything possible to publish results correctly, errors may still occur and will be rectified. A published error does not entitle a candidate to the mark that was published erroneously.”*

- (3) The faculty will ensure that both continuous and summative assessments conform to all the educational tenets of OBET, including the use of sound assessment strategies.
- (4) The Registrar must support this manual by resolving interpretation disputes and covering unforeseen omissions herein. These rulings of the Registrar are final, but subject to Senate review.

### Organisational context of the policy:

This policy is applicable to all academic personnel, relevant support services staff, and enrolled students of CUT.

## **2. DEFINITIONS AND ABBREVIATIONS**

<b>Final mark or final course mark for a course/module:</b>	Is a composite formative and summative assessment mark that is determined in a manner prescribed by the faculty board.
<b>Occasional student:</b>	Is any person who is registered for one or more courses/modules and who has complied with the admission requirements for the course(s)/module(s), but is not registered as a candidate for a specific qualification.
<b>Student:</b>	Is any person registered for one or more courses/modules leading towards a qualification at the CUT <u>or</u> who is an occasional student at the CUT.
<b>Module or course:</b>	Is a structured set of learning activities and outcomes or course offerings within an assigned National Qualifications Framework (NQF) level and credits, and which is assessed independently.
<b>Unit or assessment unit:</b>	Courses/modules are sometimes divided into two or more units that are independently assessed, possibly at different times of the year. Generally, units of a

course/module do not have a final mark. The following unit assessment guidelines apply:

- (i) Assessments are usually conducted in June and November each year, and students must ensure that they know what unit assessments will be conducted and when.
- (ii) Only the skills and outcomes covered in a unit will be assessed during the summative assessment.
- (iii) A final mark is only calculated at the end of the course/module.

**Assessment opportunity:**

Is a learning and/or competency assessment event acknowledged by CUT and conducted under the auspices of the faculty or the Assessment and Graduation Unit. Please note that there is no further summative assessment opportunity offered following a reassessment or deferred assessment.

**Summative assessment:**

Is an assessment opportunity assessing all or broad sections of the learning outcome identified for the course/module, administered by the Assessment and Graduation Unit. Unless the context indicates otherwise, “assessment” will have a same meaning.

**Formative assessment:**

Is a process consisting of a variety of assessment opportunities (such as written tests, assignments and presentations) scheduled on an ongoing basis and structured as part of teaching and learning during the course or module. The assessment is graded by means of an appropriate assessment tool such as a rubric or memorandum, culminating in a formative assessment mark captured on the ITS system. The student receives feedback on the assessment towards the achievement of intended learning outcomes. The formative assessment schedule is approved by the faculty board and published in the student’s learning guide.

**Supplementary assessment:**

Is an extension of the original summative assessment in the form of an oral, project or portfolio, or practical work assessment. The learning aims and achievements covered in such a supplementary assessment are the same as in the preceding summative assessment. The following administrative provisions govern supplementary assessments:

- (i) All students who achieve between 48% and 49% in the summative assessment at the end of a module or unit are summoned by the examiner/assessor to a supplementary assessment to confirm the assessment result.
- (ii) A notice with the particulars of candidates summoned for a supplementary assessment is published on the department/faculty notice-boards within four (4)

working days after the conclusion of the summative assessment in question.

- (iii) It is the responsibility of the student to have knowledge of the details of a summons to supplementary assessment, especially the date, time and venue of assessment. CUT accepts no responsibility/liability in this regard.

**Reassessment:**

**Unless otherwise stated in the faculty rules**, is a further assessment opportunity granted to a candidate who achieves a final mark of between 45% and 49% for a course/module and who wishes to improve the final mark to 50%. Reassessment is granted under the following administrative conditions:

- (i) The reassessment of a year course/module (with two or more units) takes place directly after the assessment of the last unit and covers the learning aims and achievements of all units.
- ii) The reassessment of all other modules takes place immediately after the formal summative assessment sessions scheduled in June and November each year.
- iii) There is no further assessment opportunity offered beyond reassessment.

**Formative assessment mark**

Is a calculated mark based on all assessments done, with the manner of calculation being determined by the faculty and announced to the students accordingly.

**Deferred assessment or deferred summative assessment**

Is offered to students who were unable to participate in the scheduled summative assessment sessions due to illness or special personal circumstances. Deferred assessment sessions are governed by the following administrative rules:

- (i) If necessary, deferred assessment sessions are scheduled immediately or directly on conclusion of the June and November summative assessment schedules.
- ii) A deferred summative assessment may only be considered if the affected student makes a formal application, with supporting evidence (e.g. medical certificate, etc.), to the Assessment and Graduation Unit within three (3) working days after the scheduled summative assessment session of a particular course/module.
- iii) There is no further assessment opportunity offered beyond a deferred assessment.

**Progress report or student progress report**

Is a report indicating the progress of each student, which is mailed to the student and his/her identified sponsor at the end of each quarter. Progress reports between the summative assessments are based on the student's

continuous assessment marks.

**Statement of results**

Is a summary of the final marks over all courses/modules already completed and is supplied to students on completion of the June and November summative assessments.

**Syllabus**

Is a description of the competency and autonomous learning outcomes of a course/module, as well as the learning topics to be covered in order to achieve these outcomes.

**Curriculum**

Is the prescribed courses/modules to be successfully completed before a qualification can be awarded.

**Thesis**

Is the research report submitted in the prescribed format and in partial fulfilment of the curriculum of a doctorate.

**Dissertation**

Is the research report submitted in the prescribed format and in partial fulfilment of the curriculum of a master's diploma/degree.

**Treatise**

Is the research report submitted in the prescribed format and in partial fulfilment of the curriculum of course work forming part of a master's diploma/degree.

**Supervisor**

Is the person appointed by CUT, under whose academic direction and guidance a student completes his/her dissertation or treatise.

**Co-supervisor**

Is the person appointed by CUT to assist the supervisor in discharging his/her responsibilities as supervisor.

**Promoter**

Is the person appointed by CUT, under whose academic direction and guidance a student completes his/her thesis.

**Co-promoter**

Is the person appointed by CUT to assist the promoter in discharging his/her responsibilities as promoter.

**Admission mark**

The minimum course mark (40%) needed to qualify for a summative assessment.

## **CHAPTER 1: GENERAL SUMMATIVE ASSESSMENT RULES AND PROCEDURES FOR UNDERGRADUATE CERTIFICATES, DIPLOMAS AND DEGREES**

### **1.1 Definition of terms used in these rules and procedures:**

Unless the context indicates otherwise, the terms used will have the meanings ascribed to them in the manual statement.

### **1.2 Implicit course/module assessment support tasks:**

#### **1.2.1 Communication to students regarding assessment requirements**

1.2.1.1 When lectures commence in a course/module, the lecturer shall provide each student with a study guide, which contains details of assessment tasks and times in support of the course/module aims. Amongst other things, the study guide should detail:

- (1) The scheduling of assessment opportunities over the duration of the course/module and the duration of each assessment opportunity;
- (2) The format and expectations of each form/type of assessment opportunity and its relationship to the course/module learning outcomes;
- (3) The knowledge, competencies and autonomous learning skills to be demonstrated and assessed in each assessment opportunity, as well as the relative weighting of assessment outcomes towards the continuous assessment mark and/or final assessment mark for the course/module, and any other standard against which the student's learning accomplishments will be assessed;
- (4) The minimum knowledge, competencies and autonomous learning skills requirements for the successful completion of the course/module, e.g. a certain minimum level of competence in some or all of the theoretical and practical parts of a course/module;
- (5) The additional conditions (to the conditions already mentioned) under which supplementary assessments will be granted;
- (6) The rules governing assessment and academic misconduct as contemplated in the CUT Calendar and/or this manual in terms of the approved policies, procedures, rules and regulations;
- (7) The syllabus of the course/module; and
- (8) An abstract from the Assessment Policy and the denotation/coding of the final assessment results.

1.2.1.2 In addition to the communication responsibilities outlined above, students are also responsible for ensuring that they are aware of and understand the assessment requirements as set out in the study guide for each of their registered courses/modules.



## 1.2.2 Operational/administrative **variations** on the standard requirements for summative assessment

### 1.2.2.1 Scope of application of the rules:

Unless otherwise indicated in this section of the manual, the following operational definitions apply to summative assessments conducted under the auspices of the Assessment and Graduation Unit. Variations to the standard (summative) assessment requirements not specifically covered herein may take the form of:

- (1) Extra time to be used for reading or writing, which will normally be an extra fifteen minutes per hour of standard assessment time;
- (2) Use of special equipment, books, documents and other special requirements; and
- (3) Other variations needed to accommodate students with physical disabilities.

### 1.2.2.2 Students entitled to variations on the standard requirements of summative assessment:

- (1) The following groups of students shall be entitled to variations on the standard assessment requirements for summative assessment:
  - (i) Students with temporary or permanent physical disabilities; and
  - (ii) Students with prior written permission to use special equipment, books, documents and/or other special requirements to complete the assessment.
- (2) A student seeking or expecting a variation on the standard assessment requirements for summative assessment must complete an application form (available from the Assessment and Graduation Unit). The Wellness Centre is required to submit a recommendation accompanying the application to the Assessment and Graduation Unit. The dean of the faculty concerned will approve/reject the application, after which the decision will be communicated to the student in writing by the Assessment and Graduation Unit.
- (3) The faculty may vary the other standard assessment requirements to accommodate the groups of students mentioned in paragraph 1.2.2.2(1).

### 1.2.2.3 Responsibilities of students with temporary disabilities

- (1) In accordance with policy and procedure, a student with a temporary disability is required to complete the standard application form (LS 227.1) to be considered for extra time and/or other variations on the conditions for summative assessment, and to submit such to the Assessment and Graduation Unit within five (5) working days after the temporary disability manifests itself and at least five (5) working days prior to the scheduled summative assessment opportunity. It is recommended that the student seeks the advice and support of the Wellness Centre before submitting the application.
- (2) In the application, the student will be required to provide documentary evidence from a statutory registered practitioner appropriately qualified to evaluate of disability in question and the way in which it relates to the need for a variation on the normal summative assessment conditions.
- (3) The Wellness Centre is required to submit a recommendation on the *pro forma* application form, subject to the approval of the dean of the faculty, identifying the nature

and extent of the extra time and/or other conditions applicable to any assessment to be undertaken by the student. This form is then forwarded to the Assessment and Graduation Unit.

- (4) Prior to the assessment session in question, the Assessment and Graduation Unit will notify both the student (by letter and also telephonically if possible) and the invigilator of any extra time and/or other variations granted.

#### 1.2.2.4 Responsibilities of students with permanent disabilities

- (1) Upon applying for admission as a student, any person with a permanent disability must indicate the nature of that disability, as well as the associated requirements in terms of support, curriculum adaptation and variations on assessments. The faculty board will evaluate and approve such an application without unfair discrimination.
- (2) The faculty board shall advise all relevant employees, including those in the Assessment and Graduation Unit, of the agreed-upon variations on the assessment conditions.

#### 1.2.2.5 Use of special equipment, books, documents and other special requirements

- (1) Any variations approved by the Executive Committee of the Faculty Board must be clearly indicated on the cover page of all documents.
- (2) The Assessment and Graduation Unit must ensure that the summative assessment venue is suitable for any approved variations on the standard requirements and must give the chief invigilator advance written notice of any variations applicable to a venue.

### **1.3 STUDENT PROGRESS REPORTS**

1.3.1 Before or after the end of each quarter, and in accordance with the year programme, the Assessment and Graduation Unit dispatches an academic progress report to every registered student, as well as the student's elected financial sponsor (e.g. employer). Progress reports for the second and fourth quarter shall come in the form of the most recent statement of results.

1.3.2 The progress report reflects the following details:

- (1) Initials and surname of the student
- (2) Student number and ID number of the student
- (3) Name of the registered learning programme
- (4) Assessment marks or final assessment marks on record for all registered courses/modules/units (no mark is processed for the first and third quarters)
- (5) Attendance score for the quarter, calculated as a percentage of the attendance of the student over the entire quarter

### 1.3.3 Procedures:

- (1) On the recommendation of the lecturer, the faculty board determines the manner in which the continuous assessment and final marks will be calculated for each course/module. This information comes in the form of relative weights assigned to each of the planned assessment opportunities during the course/module/unit.
- (2) Subject to the faculty board's approval and before the beginning of each academic year, the lecturer, with the technical assistance of the programme/department/faculty secretary, updates (i.e. enters or adjusts) the relative assessment weights for the coming year's planned assessment opportunities on the ITS system. Each lecturer is responsible for ensuring that the relative assessment weights have been correctly updated on the ITS system by the Assessment and Graduation Unit.
- (3) The Assessment and Graduation Unit compiles and dispatches progress reports for the first and third quarters during the second week of the second and fourth quarter respectively. In doing so, the deadline for the capturing/updating of assessment marks and attendance scores is the last day of the first and third quarters.
- (4) Likewise, the Assessment and Graduation Unit compiles and dispatches progress reports for the second and fourth quarters before the end of the respective quarter. In doing so, the deadline for the capturing/updating of assessment marks and attendance scores is the date announced in the year programme.
- (5) The following academic performance notations are used in progress reports:

<b>Progress Notation</b>	<b>Meaning</b>	<b>Notional %</b>
PD	Pass or successful completion with distinction	75 – 100
PE	Credit (Recognition)	50
P	Pass, i.e. successful completion	50 – 74
PU	Provisional pass or provisionally successful completion, subject to an investigation	50 and higher
F	Fail or unsuccessful completion	Below 50
FD	Fail due to disciplinary sanctions	0
FT/FS	Deferred assessment opportunity granted	
FX	Fail or unsuccessful completion due to absence without prior notice	
FN	Results/assessment outcomes not yet available	
FC	Continuous assessment results/assessment outcomes not available	
F9	Reassessment	
P4	Recognised in terms of the Policy on the Recognition of Prior Learning	
FR	Fail sub-minimum	

- (6) Refer to page 3 – Implementation of Policy Mandates (2), regarding assessment results.

## 1.4 ASSESSMENT RESULTS/OUTCOMES

### 1.4.1 Assessment structure and results/outcomes criteria:

- 1.4.1.1 All courses/modules are subject to continuous assessments over one or more consecutive semesters. The combination of assessment strategies used in a course/module, the weight of these assessments relative to the continuous assessment mark, and the weight of the continuous assessment mark relative to the summative assessment mark in compiling the final mark for each course/module must be approved by the Executive Committee of the Faculty Board on behalf of the Faculty Board. All such decisions must be reported to the Assessment and Graduation Unit, which is responsible for updating the ITS system.
- 1.4.1.2 It is only with the approval of Senate or the Executive Committee of Senate that a course/module may exclude a summative assessment at the end of the course/module.
- 1.4.1.3 The manner in which the final mark is calculated from the continuous assessment mark and the summative assessment mark must be communicated to students, and if possible, be reflected on the academic record of the student.
- 1.4.1.4 Unless otherwise stated in the faculty rules, an admission mark of 40% is required for the summative assessment at the end of a course/module/unit.
- 1.4.1.5 A course/module successfully completed counts as a credit only if the student has successfully completed the prerequisite course/modules or met the admission requirements for the course/module, Senate has the authority to prevent a student from registering for a course/module/unit, unless credit has been awarded for prerequisite courses/modules, and/or co-requisite courses/modules have been successfully completed, or the admission requirements have been met.
- 1.4.1.6 A student has “successfully completed” a course/module if he/she has achieved 50% or more as a final mark for the course/module module and has participated in all summative assessment opportunities. The course/module is “completed with distinction” if the final mark for the course/module is 75% or above.

### 1.4.2 Summative assessment schedule:

- 1.4.2.1 A schedule of all summative assessments (i.e. dates, time and venues for summative assessment opportunities), supplementary assessments and deferred assessments, normally beginning in June and November each year, will be drawn up by the Assessment and Graduation Unit, taking into consideration the type of prescribed assessments and the information contained in the CUT Calendar.
- 1.4.2.2 The Assessment and Graduation Unit will publish the summative assessment schedule, as per the year programme, on the central notice-boards, the internet and the MTN answering service. Neither this schedule nor extractions thereof for individuals will be mailed to students, and it remains the duty of every student to confirm the dates, times, venues, etc. of assessments. CUT accepts no responsibility/liability for any damages, now or in the future, of any nature whatsoever, resulting from or related in any manner to a student's failure to attend an assessment opportunity.

### 1.4.3 Publication of summative assessment results:

- 1.4.3.1 Following the summative assessment and in accordance with the year programme, the

Assessment and Graduation Unit will forward the summative assessment results to candidates by means of a statement of results. The candidates' summative assessment results will also be affixed to the official notice-boards of CUT, and no results will be supplied telephonically. Assessment results will also be available on the internet and via the MTN telephone service. Assessment results appearing on the notice-boards reflect student numbers only so as to protect the privacy of individual students.

1.4.3.2 The Assessment and Graduation Unit is the only official body permitted to supply candidates with their official assessment results. No academic or support services staff member may supply any candidate with his/her assessment results. CUT accepts no responsibility for any consequences resulting from any such unofficial communication of assessment results, nor any liability or consequences of any nature whatsoever resulting from the withholding of results.

1.4.3.3 CUT reserves the right to rectify any *bona fide* error in assessment results or the compilation of summative assessment results and may set aside any certificate or award granted as a result of such *bona fide* error(s). In such an instance, CUT will give the affected student written notification of all changes made.

1.4.3.4 Refer to page 3 – Implementation of Policy Mandates (2), regarding assessment results.

1.4.3.5 A candidate who is in arrears with any CUT fees or who does not comply with the admission requirements will not be entitled to receive his/her final mark in the course/module(s) for which he/she is enrolled. CUT accepts no responsibility for any consequences resulting from such withholding of results.

1.4.4 Supplementary assessment:

1.4.4.1 Grounds for granting supplementary assessment

(1) In accordance with the approved rules formulated by the relevant faculty and on completion of the prescribed summative assessment, the examiner/assessor may summon a candidate for a supplementary assessment in any course/module as an extension of the original assessment. Such a supplementary assessment will be administrated as a whole, at the discretion of the relevant department, provided it takes place no more than four (4) working days after the conclusion of the summative assessment period announced in the CUT calendar and/or year programme. If a candidate fails to report for the supplementary assessment, his/her original mark will then be confirmed as the summative assessment mark.

(2) No supplementary assessment will be granted on the grounds that a student has mistaken the time, date or place of a summative assessment opportunity. This rule will apply to all other assessment opportunities, including assignments and projects in terms of the deadline for submission.

1.4.4.2 Nature and requirements of supplementary assessment

(1) An examiner/assessor may summon a candidate for assessment as an extension of the original summative assessment in the form of an oral, project or portfolio, or practical work assessment. The learning aims and achievements covered in such a supplementary assessment are the same as those covered in the preceding summative assessment.

The following administrative provisions govern supplementary assessment:

- (i) All students who have achieved between 48% and 49% in the summative assessment at the end of a module or unit are also summoned by the examiner/assessor for a supplementary assessment to confirm the assessment result.
  - (ii) A notice with the particulars of candidates summoned for a supplementary assessment is published on the department/faculty notice-boards within four (4) working days after conclusion of the summative assessment in question.
  - (iii) It is the responsibility of the student to acquaint him/herself of a summons to supplementary assessment, particularly the date, time and venue of assessment. CUT accepts no responsibility/liability in this regard.
- (2) The examiner/assessor may verbally advise the students of the supplementary assessment schedule, and it is the responsibility of the student to enquire from the examiner/assessor about this assessment opportunity. CUT also accepts no responsibility/liability in this regard.

1.4.5 Reassessment:

1.4.5.1. **Unless otherwise stated in the faculty rules**, this is an assessment opportunity granted to a candidate who has achieved a final mark of between 45% and 49% for a course/module and who wishes to improve the final mark to 50%. Reassessment is granted under the following administrative conditions:

- (1) The reassessment of a year course/module (with two or more units) takes place directly after the summative assessment of the last unit and covers the learning aims and achievements of all units.
- (2) A reassessment shall in all material academic respects conform to the planned summative assessment stipulations of the course/module.
- (3) The reassessment of all other modules takes place immediately after the formal summative assessment sessions scheduled June and November each year.
- (4) There is no further assessment opportunity offered following a reassessment.

1.4.5.2. The names of candidates who qualify for reassessment must be identified by the examiner and communicated to the Assessment and Graduation Unit for publication on the central notice-boards four (4) working days before the reassessment is to be conducted. Again, it is the responsibility of students to acquaint themselves of such notices, and CUT accepts no responsibility in this regard.

1.4.6 Deferred assessment:

1.4.6.1. This assessment opportunity is offered to students unable to participate in the scheduled summative assessment session(s) due to illness or on medical grounds or due to special personal circumstances. Deferred assessment sessions are governed by the following administrative rules:

- (1) If necessary, they are scheduled immediately or directly on conclusion of the June and November summative assessment schedules.

- (2) A deferred summative assessment may only be considered if the affected student makes a formal application with proof (e.g. medical certificate, etc.) and submits the application to the Assessment and Graduation Unit within three (3) working days after the scheduled summative assessment in a particular course/module.
  - (3) There is no further assessment opportunity following a deferred assessment.
- 1.4.6.2. The same grounds listed above would also apply to an application for a deferred assessment to other assessment opportunities called and administered within a faculty. No deferred assessments will be considered and granted on the grounds that a student has mistaken the date, time or place of an assessment.
- 1.4.6.3. Application for deferred assessment should be lodged on the prescribed form LS124.3 in accordance with policy and procedure, but no later than three (3) working days after the assessment. The application must be supported by a medical or other registered professional report or other appropriate credible evidence, which must specifically include the following information:
- (1) The date of professional consultation (no applications will be considered in cases where the practitioner was visited **after** the date of the assessment opportunity);
  - (2) The severity and duration of the complaint; and
  - (3) The practitioner's opinion on how the reported condition could adversely affect the student's assessment preparation and/or performance.
- 1.4.6.4. If a student qualifies for a deferred assessment opportunity but nevertheless participates in a course/module assessment, he/she loses all rights or claims to a deferred assessment.
- 1.4.6.5. Should a student contract a communicable disease (e.g. chicken pox, measles, etc.) during the period of the summative assessment, he/she must consult a medical practitioner immediately to determine whether he/she is medically fit to continue participating in any or all further assessments. If the recommendation is that the student is unable to participate in any assessment(s), the absence will be treated as absence on valid grounds; otherwise arrangements will be made to hold the assessment(s) in a quarantine room.
- 1.4.6.6. Special assessment opportunity: A student who requires only a single course/module to meet all the requirements for a degree/diploma/certificate, but who participated unsuccessfully in that course/module during the preceding semester/year, qualifies for a special assessment opportunity in the course/module concerned, provided he/she complies with the following criteria:
- (1) Only one (1) course/module is outstanding in order for the registered qualification to be awarded.
  - (2) The student must have earned an official admission mark for the course/module and must have unsuccessfully participated during his/her final year of study in the course/module outstanding for the qualification to be awarded. In cases where the University fails to present a course/module or where courses/modules are presented in cycles over the period of a year or longer, special permission may be granted by the faculty for a special assessment opportunity if the course/module was offered previously.

A student who qualifies for but subsequently fails the special assessment at the end of the first semester will not qualify for a second special assessment at the end of the year.

A student who requires only one (1) course/module at the end of an academic year and who qualifies for assessment in the subject during his/her final year of study will qualify for a special assessment. If a student qualifies for a first-semester course/module, the existing course mark will be carried over.

- (3) A candidate must apply in writing (on form LS124.3) to the Assessment and Graduation Unit for a special assessment opportunity or must submit his/her application by registered mail.
- (4) An application for a special assessment opportunity must reach the Assessment and Graduation Unit within two (2) weeks after publication of the assessment outcomes/results. This deadline will not be amended on any account.

#### 1.4.6.7. Scheduling of deferred and special assessments

- (1) Unless Senate decides otherwise, all deferred and special assessments will be conducted at the end of each semester.
- (2) Subject to the special circumstance in par. 1.4.6.6, the Assessment and Graduation Unit may schedule alternative dates for special assessment opportunities and will communicate the dates, times and venues of such to the affected students.
- (3) Deferred and special assessments shall in all material academic respects conform to the planned summative assessment stipulations of the course/module.

### 1.4.7 Assessment result/outcome notations

#### 1.4.7.1. Assessment result/outcome symbols

All **courses/modules** will be assessed, and the final mark awarded (irrespective of any numeric value) will be coded according to the following approved academic progress symbols:

Progress Notation	Meaning	Notional %
PD	Pass or successful completion with distinction	75 – 100
PE	Credit (Recognition)	50
P	Pass, i.e. successful completion	50 – 74
PU	Provisional pass, or provisionally successful completion subject to an investigation	50 and higher
F	Fail or unsuccessful completion	Below 50
FD	Fail due to disciplinary sanctions	0
FT/FS	Deferred assessment opportunity granted	
FX	Fail or unsuccessful completion due to absence without prior notice	
FN	Results/assessment outcomes not yet available	



FC	Continuous assessment results/assessment outcomes not available	
F9	Reassessment	
P4	Recognised in terms of the Recognition of Prior Learning Policy	
FR	Fail subminimum	

#### 1.4.7.2. Date of issue of qualification

The date of issue of a qualification is the first day of the month following the month in which the assessment results/outcomes of the last summative assessment were published by the Assessment and Graduation Unit.

#### 1.4.7.3. Awarding of qualifications *cum laude* (i.e. with honours)

Subject to the approval of Senate, as well as compliance with the applicable rules of the relevant faculty, a qualification can be awarded *cum laude*, provided the candidate meets the following criteria:

- (1) The candidate has participated in and successfully completed all courses/modules prescribed for the qualification in question;
- (2) The candidate has passed or successfully completed all prescribed courses/modules of the qualification on the first attempt;
- (3) The candidate has achieved an overall average of 75% or above for all prescribed courses/modules of the qualification; and
- (4) The candidate has achieved an overall average of 75% or above for all exit-level courses/modules of the qualification.

### 1.5. ASSESSMENT RESPONSIBILITIES AND CONDUCT

#### 1.5.1 Responsibilities of Assessment and Graduation Unit, Chief Invigilators and Invigilators

##### 1.5.1.1. Assessment and Graduation Unit

- (1) For each assessment venue and session (according to the official assessment schedule) a chief invigilator will be appointed by the Assessment and Graduation Unit in accordance with the Policy and Procedure for the Appointment and Employment of Independent Contractors as Invigilators during Official Summative Assessment Sessions.
- (2) The Assessment and Graduation Unit, in accordance with the aforementioned policy and procedure, appoints invigilators in accordance with the following student assessment participation levels per session:

Additional invigilators	Student participation level per session
1	For the first thirty (30) students or parts thereof
1	For every additional forty-five (45) students (i.e. after having discounted the first 30)

- (3) The Assessment and Graduation Unit will induct all chief invigilators and invigilators on the applicable assessment procedures and conduct and will supply each with an invigilation timetable/schedule.
- (4) The Assessment and Graduation Unit or delegate will assume responsibility for the following task assignments:
- (i) Producing and publishing an assessment schedule;
  - (ii) Numbering the seats in each assessment venue and assigning a seat to each participating candidate (with the necessary variation, the same arrangements to apply to assessment sessions without seating requirements);
  - (iii) Supplying each chief invigilator with all necessary assessment material and documentation one (1) hour before the start of an assigned assessment session (the documentation to include a copy of the chief invigilator's report sheet/card, mark-sheet and seating assignment sheet);
  - (iv) Accepting from the chief invigilator all unused assessment material and documentation after each assessment session;
  - (v) Balancing/reconciling the number of used and unused assessment materials and documents against the number supplied for the session;
  - (vi) Contacting examiners/assessors who fail to collect the relevant scripts and mark-sheets from the assessment venue and reminding them to collect the same from the Assessment and Graduation Unit;
  - (vii) Immediately on conclusion of the scheduled assessment session, reporting to the relevant Dean all the assigned examiners who failed to collect the relevant scripts and mark-sheets from the assessment venue;
  - (viii) On conclusion of the scheduled summative assessment activity, facilitating the remuneration claims of external examiners, moderators and invigilators; and
  - (ix) Forwarding, within three (3) working days, all chief invigilators' reports of incidents of suspected misconduct or irregularities to the Registrar's office for investigation and/or processing in accordance with approved policies and procedures.

#### 1.5.1.2. Chief invigilator

The chief invigilator assigned to a scheduled assessment session will be responsible for the organisation and administration of the invigilation within the assessment venue, as well as the following:

- (1) Ensuring that the assigned venue is properly prepared so as to allow assessment candidates to enter at least twenty (20) minutes before the scheduled commencement time;
- (2) Collecting the following material and documentation from the Assessment and Graduation Unit one (1) hour prior to the commencement of the session:
  - (i) The necessary question papers
  - (ii) The necessary stationery

- (iii) The chief invigilator's report and mark-sheets
  - (iv) The attendance slips (to be completed by students participating in the assessment)
- (3) Ensuring that the correct assessment material and documentation for the specific assessment session is handed over by the Assessment and Graduation Unit (or by the Protection Services Unit if the assigned venue is the Boet Troskie Hall, Main Hall or Artec Hall);
  - (4) Ensuring compliance with all codes, rules, regulations, policies and procedures governing assessments;
  - (5) Ensuring that the question papers are distributed to the candidates sufficiently ahead of time so that the assessment session may commence promptly;
  - (6) Ensuring that the area around each candidate is cleared of all articles and material not required for assessment purposes, and that an area of the venue has been designated for the depositing of briefcases, bags and other items prior to commencement of the assessment session;
  - (7) Ensuring that students participating in the assessment session openly display their student identity card on the corner of their assigned desk;
  - (8) Ensuring that all announcements are made before the assessment session commences;
  - (9) Announcing the start and end times of the assessment session, as well as the courses/modules or parts thereof to be assessed during the session;
  - (10) Deciding whether any of the invigilators may be released from duty during the assessment session;
  - (11) Reporting, in accordance with procedures, all cases of suspected misconduct, deviations, mistakes, errata or differences to the Assessment and Graduation Unit on the prescribed form (LS 121.2) within twenty-four (24) hours of the session.
  - (12) Arranging attendance slips in the same order as the mark-sheet and the chief invigilator's report;
  - (13) Checking the number of attendance slips against the number of students present, and checking the attendance slips against the mark-sheet and the chief invigilator's report (with the chief invigilator under no circumstances to add candidates' names to the chief invigilator's report or mark-sheet, and to refer any enquiry in this regard to the Assessment and Graduation Unit);
  - (14) Indicating on the chief invigilator's report and mark-sheet whether a candidate is present or absent, and also performing the following duties:
    - (i) Deleting the absentees' student numbers from the chief invigilator's report and mark-sheet, and indicating the attending candidates' names with a ✓
    - (ii) Indicating the student numbers of the absentees in the relevant column on the chief invigilator's report and mark-sheet
    - (iii) Carefully completing and signing the chief invigilator's report

- (15) Arranging the students' assessment scripts in the same order as the names on the chief invigilator's report and the mark-sheet, before handing the scripts over to the examiner.

### 1.5.1.3. Invigilators

Invigilators must:

- (1) Ensure that they report to the assessment venue to which they have been assigned at least forty-five (45) minutes prior to commencement of the assessment session;
- (2) Without unduly disturbing the students, check their identity cards or official identification documents against the attendance slips during the assessment session, and prevent any student without positive identification from entering the assessment venue (with such students to be referred to the Assessment and Graduation Unit);
- (3) Collect and sort all attendance slips, and hand these over to the chief invigilator;
- (4) Ensure that candidates do not consume any food or beverages, other than what may be medically prescribed, during the assessment session;
- (5) Ensure that there is no smoking in the assessment venue;
- (6) Ensure that there is no communication, either spoken or written, amongst candidates during the assessment session;
- (7) Ensure that the correct assessment stationery and question papers are available and distributed to candidates present in the assessment venue;
- (8) Ensure that on conclusion of the assessment session, all assessment scripts are collected, sorted and handed over to the chief invigilator;
- (9) Report to the chief invigilator any suspected infringement of the rules by a candidate, and immediately attend to any such suspected infringement according to the procedures stipulated in this manual; and
- (10) Take appropriate steps to maintain ideal performance conditions within and around the assessment venue, and take the necessary steps to curtail activities considered detrimental to the performance of candidates.

## 1.5.2 Rules for student conduct during assessments

1.5.2.1. The following rules for student conduct shall apply to all assessment sessions conducted under the auspices of the Assessment and Graduation Unit:

- (1) All students must be seated fifteen (15) minutes before the assessment is scheduled to commence.
- (2) Students will be given five (5) minutes to read through the question paper before the assessment session starts.
- (3) With the exceptions referred to hereafter, no writing on the assessment paper or the supplied stationery is permitted during the reading time referred to in 1.5.2.1. During

this period students may, however, complete and sign the attendance slips and fill in the details required on the front cover of the answer books or the stationery provided.

- (4) Every student must fill in and sign the assessment attendance slip provided and must also present the chief invigilator with his/her student identification card or other form of official identification. In accordance with rule 1.5.1.3(2), students who are unable to provide such proof of identity must present themselves to the Assessment and Graduation Unit prior to the commencement of the session, at which time they will be granted temporary admission to the assessment. In such a case, the student's assessment results will not be released until proof of identity has been established by the Assessment and Graduation Unit in the manner prescribed.
- (5) Every student must read and comply with the instructions that appear on the front cover of the answer book(s) or stationery provided, as well as the instructions on the assessment paper. As proof, students must provide their full names and signature in the space provided on the answer book(s) or stationery provided.
- (6) No student may start answering the assessment questions until authorised to do so by the chief invigilator, and must immediately cease writing when instructed to do so by the chief invigilator. On conclusion of the assessment, all students must remain seated until all the assessment book(s) and stationery have been collected.
- (7) No student shall be admitted to the assessment venue more than thirty (30) minutes after the published starting time of the assessment. Only students with a valid reason for being late will be admitted to the assessment venue after the starting time.
- (8) No student may leave the assessment venue during the first sixty (60) minutes or the last ten (10) minutes of an assessment session.
- (9) Once the assessment has commenced, a student may leave the assessment venue only with the consent of the chief invigilator and must be supervised by an invigilator for the duration of his/her absence.
- (10) Subject to 1.5.2.1(7) above, any student wishing to leave the assessment venue permanently must hand over all answer books and stationery to the chief invigilator, who must again verify the identity of the student.
- (11) Unless with the prior consent and approval of the assessor and/or the Assessment and Graduation Unit, no student may bring into the assessment venue any books, dictionaries, calculators, notes, documents, written or printed material, or devices in any form.
- (12) During the course of an assessment, no student may speak to, or consult with, or share any material or device with, any person other than an invigilator.
- (13) No student may give any form of assistance to another person, or accept any form of assistance from another person, during an assessment session.
- (14) Lecturing/teaching staff may in no way assist students during an assessment session. However, should a student encounter a problem with a question paper or a part thereof, the chief invigilator shall seek the assistance of the assigned assessor in resolving the reported problem.

- (15) No student may bring into or remove from an assessment venue any assessment answer book, stationery or attendance slip.
- (16) No smoking is allowed in an assessment venue.
- (17) No cellular phones or other communication devices are permitted in an assessment venue.
- (18) When permitted in the assessment venue, calculators must be hand-held/portable, quiet and self-powered, and may not be used as a storage device in violation of the stipulations of par. 1.5.2.1(10).
- (19) No candidate may consume any food or beverages in the assessment venue, unless medically prescribed, e.g. cough lozenges, etc.
- (20) All assessment answers must be written in black or blue ink.

1.5.2.2 **Subject to the context variations and unless otherwise determined by the relevant examiner/assessor, the rules of assessment conduct in par. 1.5.2.1 shall apply to all assessments.**

## 1.6. STUDENT ACADEMIC MISCONDUCT

### 1.6.1 Definitions

1.6.1.1. Student academic misconduct is a particular form of student misconduct, also subject to the student disciplinary regulations.

1.6.1.2. Academic misconduct

Academic misconduct, whether inadvertent or deliberate, includes the following:

- (1) Presenting data with respect to practical work, projects or other work that has been copied, falsified or otherwise improperly obtained;
- (2) Plagiarising the work of others – i.e. claiming or insinuating ownership of another person's intellectual and/or academic work – which is a specific and very serious form of academic misconduct that encompasses the following:
  - (i) Copying one or more sentences or paragraphs, word for word, from one or more sources/persons, or presenting one or more substantial extracts from any book, article, thesis, working paper, seminar/conference paper, internal report, lecture notes or tape without clearly indicating their origin or source by means of appropriate referencing;
  - (ii) Paraphrasing one or more sentences or paragraphs from one or more sources/persons, or presenting one or more substantial extracts from any book, article, thesis, working paper, seminar/conference paper, internal report, lecture notes or tape without clearly indicating their origin or source;
  - (iii) Submitting the work of another in whole or in part;
  - (iv) Using another person's ideas, work or research data without acknowledgement;
  - (v) Submitting work done by someone else on the student's behalf;
  - (vi) Copying computer files, algorithms or computer codes without clearly indicating their origin;

- (vii) Submitting work derived in whole or in part from another person's work by a process of mechanical, digital or other transformation (e.g. changing variable names in a computer program);
- (3) Including material in individual work that was compiled with significant assistance from another person in a manner that is unacceptable according to the assessment guidelines for the course/module;
- (4) Providing assistance to a student in the presentation of individual work in a manner that is unacceptable according to the assessment guidelines for the course/module;
- (5) Intentionally acquiring, using or attempting to use unauthorised information, materials or study aids;
- (6) Conspiring to commit, or being complicit in committing, an act of academic misconduct or dishonesty;
- (7) Facilitating academic dishonesty by intentionally or knowingly assisting or attempting to assist another person in the act of violating any stipulation of the University Code of Academic Integrity, or any relevant rules, regulations, policies or procedures;
- (8) Fabricating information through the intentional and unauthorised falsification or invention of any information or citation in any academic exercise;
- (9) Violating any academic integrity rules of a faculty/department/programme or the University, including the abuse and/or misuse of computer access and information;
- (10) Deliberately forging, or fabricating without authorisation, any official stationery, and/or fraudulently misusing any official stationery or unauthorised fabrications thereof; and
- (11) Committing or being complicit in committing any other action not covered by the above clauses, but which may be judged by Senate to be an act of unethical academic conduct.

## **1.6.2 Code of Academic Integrity**

### 1.6.2.1. Jurisdiction of the Code of Academic Integrity

- (1) This Code of Academic Integrity shall have jurisdiction on all properties under the control of CUT, including its campuses.
- (2) Any transgression or violation of this Code of Academic Integrity will be dealt with in accordance with the existing disciplinary rules, regulations, policies, procedures and sanction guidelines of CUT.

### 1.6.2.2. Definition of academic dishonesty

- (1) Academic dishonesty is defined as the act of misrepresenting another person's work as one's own, taking credit for the work of others without acknowledgement and/or appropriate authorisation, and/or fabricating information.
- (2) Common examples of academically dishonest behaviour include, but are not limited to, the following:

- (i) Cheating:  
Intentionally using or attempting to use unauthorised information, materials or study aids in any academic exercise (including assessment); copying answers from another student's assessment paper; submitting work for an in-class assessment that has been prepared in advance; representing material prepared by another person as one's own work; submitting the same work in more than one course/module without the express permission of all lecturers/educators concerned; violating any rules governing the administration of assessments; and violating any rules relating to the academic conduct prescribed for a course/module or academic programme.
- (ii) Forgery:  
Intentionally, and without authorisation, falsifying and/or inventing any data, information or citation in an academic exercise conducted under the auspices of CUT.
- (iii) Plagiarism:  
Intentionally or negligently representing the words, ideas or sequence of ideas of another person as one's own in any academic exercise conducted under the auspices of CUT; alternatively, failing to attribute any quoted, paraphrased or borrowed information to the proper source (refer to par. 1.6.1.2(2) above).
- (iv) Falsification and/or forgery of academic documents:  
Knowingly making a false or misleading statement by concealing material information to this fact and/or forging a CUT official's signature on any academic document or record, including an application for admission, transcript, add-drop form, request for advanced standing, and/or request to register for a graduate-level course. The falsification or forgery of a non-academic CUT document, such as a financial aid form, shall be considered a violation of the general student rules and regulations.
- (v) Facilitation of academic dishonesty:  
Intentionally or knowingly assisting or attempting to assist another person in committing an academically dishonest act.

#### 1.6.2.3. Reporting suspected incidents of academic dishonesty

- (1) It is the moral and operational responsibility of every member of the CUT community to respond to any suspected act of academic dishonesty by:
  - (i) Confronting the suspect(s) and encouraging him/her/them to report the incident and confess his/her/their involvement;
  - (ii) Reporting his/her suspicions and reasons for such to a CUT official, e.g. lecturer/educator; and/or
  - (iii) Reporting the incident to the Academic Integrity Committee.
- (2) Turning oneself in and confessing after having committed an act of academic dishonesty is strongly encouraged and may be considered a mitigating factor in determining appropriate sanctions.

#### 1.6.2.4. Actions to encourage and support academic honesty

- (1) Within the parameters approved by Senate, lecturers/educators are responsible for determining the appropriate learning and assessment activities to advance and support the educational outcomes of a course/module, including the personal values and



conduct modification aims relevant to the course/module. Academic honesty must be upheld as an implicit educational outcome of all courses/modules.

- (2) Lecturers/educators are encouraged to:
- (i) Clearly explain to students their expectations regarding the completion of assessment tasks, including the permissible level of collaboration with others;
  - (ii) Maintain high standards when it comes to securing confidential information and material, including assessment material;
  - (iii) Be creative and innovative in devising assessment questions/tasks, and remove the element of predictability from such; and
  - (iv) Afford students the opportunity to confirm their commitment to academic integrity in various settings, including assessments and other educational assignments. The following student declaration may be used for this purpose:  
*“I, {student's name and student number}, affirm that I have completed this assignment/assessment in accordance with the Code of Academic Integrity, that I have properly acknowledged all sources used, and that the work is my own intellectual product.”*

#### 1.6.2.5. Sanction inscription on a student's record

- (1) Unless otherwise prescribed by the Code of Student Conduct, all sanctions under this code – with the exception of failure of a particular assignment– shall be marked on the respondent's permanent record with the inscription “Academic Dishonesty”.
- (i) In the case of failure of a course/module, the notation shall remain on the student's record for a minimum of one year.
  - (ii) In the case of suspension or expulsion from a course/module, the notation shall remain on the student's record for a minimum of one year.
- (2) Once the minimum time period has elapsed, the student may petition the Registrar for the removal of the sanction inscription from his/her permanent record. This provision shall not, however, prohibit any programme, department or faculty of CUT from retaining records of violations and reporting such violations as required by the relevant professional accreditation standards.

#### 1.6.2.6. Amendments to the Code of Academic Integrity

Amendments to the Code of Academic Integrity shall be:

- (1) Referred to or initiated by Senate, in consultation with the SRC;
- (2) Adopted by a simple majority; and
- (3) Submitted to Senate together with the Vice-Chancellor and Principal's recommendations.

## **1.7. RE-MARKING AND RESUBMISSION OF AN ASSESSMENT**

### **1.7.1 Re-marking**

#### **1.7.1.1 Definition**

Re-marking is the process whereby an alternate examiner/assessor reassesses a portion of a student's assessment work, or an entire assessment book and/or related material, to which the student has made no alterations or additions.

#### **1.7.1.2 Procedure**

- (1) Where a student is of the opinion that a particular piece of assessment work has been unfairly or inappropriately assessed, he/she may apply for the work to be re-marked. Such an application must reach the Assessment and Graduation Unit no later than three (3) weeks after the student has been notified of the outcome of the original assessment.
- (2) A particular piece of assessment work may be submitted for re-marking no more than once.
- (3) If the outcome of the re-mark constitutes a change to the original assessment result, the new result determined by the re-mark will become the official assessment result.
- (4) The re-marking of a piece of assessment work is done by an assessor, appointed for this purpose by the Assessment and Graduation Unit, with the approval of the dean of the faculty concerned. Such an assessor, whether or not a CUT employee, must have expertise in the relevant subject/course/discipline, as well as proven competence as an examiner/assessor, but may not be the original examiner/assessor. In all material respects, the appointed assessor must satisfy all the minimum criteria for the teaching and assessment of the subject/course/discipline at CUT.
- (5) The Executive Committee of the Faculty Board considers and approves the outcome of the re-marking. This decision is final and is communicated to the Assessment and Graduation Unit for implementation.
- (6) The Assessment and Graduation Unit shall notify the student of the outcome of the re-mark and the final decision of the Executive Committee of the Faculty Board.

### **1.7.2 Resubmission**

#### **1.7.2.1 Definition**

- (1) Resubmission is the act of submitting, for assessment purposes, previously submitted assessment work to which the student has since made improvements by means of altering, adding to, rewriting or reworking the original content.
- (2) Resubmission is applicable only to individual assessment activities within the context of continuous assessment and practical assessment, and is subject to the approval of the Faculty Board.

### 1.7.2.2 Procedure

- (1) Subject to the approval of the Faculty Board, a lecturer/assessor may offer a student the opportunity to resubmit a piece of assessment work, or a student may request such an opportunity from the lecturer/assessor concerned.
- (2) A piece of assessment work may be resubmitted for assessment only once, i.e. a student will have no more than one opportunity to improve an assessment work.
- (3) Any request by a student for the resubmission of an assessment work must reach the relevant lecturer/assessor in writing within five (5) working days of the return of the original work submitted for assessment. Any such opportunity offered by a lecturer/assessor to a student must also be made in writing and within the timeline specified above.
- (4) Should a student's request for the resubmission of assessment work be approved, the lecturer/assessor will give the student a written indication of exactly what the resubmission entails and the timeline applicable to such.
- (5) Should such resubmission lead to a new assessment result, this new result will become the official result.

## 1.8. ACADEMIC REVIEW OF STUDENT PROGRESS

### 1.8.1 Definition

1.8.1.1 A student is considered to be academically unsuccessful in the following instances:

- In the case of a first-year student: Failing all subjects for which he/she is enrolled;
- In the case of a senior student: Failing, on two consecutive attempts, 50% or more of the subjects for which he/she is enrolled, and/or cancelling some or all modules or the course for which he/she is registered, after registration control day.

1.8.1.2 In the case of full-time students, the qualification must be completed in the minimum stipulated study period, plus an additional complement / add-on of half the minimum study period. In essence this implies that the period will be rounded off to the next full academic year, meaning that a three-year qualification, for example, must be completed within the maximum period of five years.

1.8.1.3 Part-time students must complete the qualification in double the minimum time allowed, meaning that a three-year qualification, for example, must be completed within the maximum period of six years.

1.8.1.4 It must be noted that in the case of a qualification being phased out, Senate will implement *ad hoc* arrangements in order to resolve the matter.

1.8.1.5 **Prognosis of unsatisfactory academic progress: A student is identified as "academically at risk" on the basis of the same criteria as stipulated in par. 1.8.1.1 above, but applicable only to the continuous-assessment marks as on the third Monday in April (for the first semester) or the third Monday in September (for the second semester), or the working day immediately thereafter. In making this determination, the faculties must ensure that a continuous-assessment mark is recorded for each and every student on an official database.**

## 1.8.2 Procedure

- 1.8.2.1. CUT strives to encourage and support every student in making good academic progress towards the qualification for which he/she is registered. This fact notwithstanding, CUT cannot reserve study placements for students who are making unsatisfactory academic progress, and such students are dealt with in accordance with certain procedures put in place for this reason.
- 1.8.2.2 On the third Wednesday of April and September each year, unless otherwise determined by the relevant faculty, the Assessment and Graduation Unit will publish a list of students in each faculty that are considered to be academically at risk, at which point the following course of action is taken:
- (1) Each head of department, assisted by the Wellness Centre, schedules individual interviews with students identified as being academically at risk, with the interview schedule to be published on the faculty notice-boards.
  - (2) Every student appearing on the list must note the date, time and place of his/her individual interview and, if necessary, arrange for the appointment to be rescheduled. Any student who fails to attend his/her interview will be assumed to have no interest in the matter of his/her academic progress.
  - (3) During the interview, the head of department or his/her assistant will consider any explanation or reason give by the student for his/her lack of progress and, together with the student and the Wellness Centre, will develop an academic support plan for the student, using a combination of the available student support systems.
  - (4) A record of every academic support plan must be kept on file in the office of the relevant dean.
- 1.8.2.3 The following procedure will apply to any students failing to comply with the aforementioned minimum requirements of academic progress:
- (1) The Assessment and Graduation Unit will provide the deans with the names and study records of those students failing to meet the minimum requirements of academic progress.
  - (2) The Executive Committee of the Faculty Board (on recommendation of the Assessment Committee Group of the Faculty Board) will decide, on the basis of the applicable regulations, whether or not a student will be readmitted.
  - (3) The Assessment and Graduation Unit notifies the student of the decision of the Executive Committee of the Faculty Board.
  - (4) The decision of the Executive Committee of the Faculty Board is reflected on the student's record.
  - (5) Any student who is excluded from a course/module will also be excluded from the student registration system.
  - (6) The student will receive a written notice, warning him/her of the implications of unsatisfactory progress.

### 1.8.3 Administrative actions in support of academic progress

1.8.3.1. The Assessment Working Group or the relevant faculty may take the following actions in support of a student making unsatisfactory academic progress:

- (1) The student may be advised to seek counselling and undergo supplementary instruction in an attempt to resolve the problems being experienced.
- (2) In the case of a contract enrolment student, he/she will be required to complete certain courses/subjects within a set time period in order to comply with the requirements of the contract. In addition, the support outlined in par. 1.8.3.1(1) will be made available to the student in question.
- (3) In other instances, the student will be advised to reduce his/her instructional load, i.e. to defer further enrolment in some courses/modules prescribed by the curriculum until such time as the student has made sufficient academic progress. During this time the support outlined in par. 1.8.3.1(1) will be made available to the student.
- (4) Decisions based on the stipulations of par. 1.8.3.1, as well as any variations thereto resulting from any subsequent appeals procedure, will be recorded on the student registration system.

### 1.8.4 Procedure for student objections or appeals

A student who has been instructed by the Assessment Working Group or the relevant faculty to subject himself/herself to the measures outlined in par. 1.8.3.1(2) and 1.8.3.1(3) above, may object to or appeal against that decision by means of the following procedure:

- (1) A written objection, accompanied by supporting evidence, may be lodged with the Assessment Working Group.
- (2) Such an objection must be lodged by the last working day on or before the applicable date specified below (alternative dates may be published in the annual CUT Calendar).

Courses/modules offered during the first semester and over the course of the year	21 January
Courses/modules offered during the second semester	10 July

- (3) On receipt of such an appeal or objection, the Assessment Working Group will convene an Appeal Committee consisting of the following members:
  - (i) Registrar
  - (ii) Dean or senior academic member of the faculty concerned
  - (iii) Assistant Registrar: Academic Structure and Student Enrolment Services
  - (iv) Deputy Registrar: Student Services
  - (v) SRC member delegated by the SRC
- (4) When considering an objection or appeal, the Appeal Committee will take the following factors into account:
  - (i) The academic ability of the student in question, as reflected in his/her academic

- record, as well as the time limit allowed for completion of the courses/modules prescribed by the curriculum or the enrolment contract;
- (ii) CUT's institutional duty to encourage and support:
    - (a) Student success, even if based on reduced learning targets; and/or
    - (b) Student compliance with contractual obligations.
  - (iii) If applicable, the current enrolment measured against any limits in this regard, with the Appeal Committee having no jurisdiction to make any adjustments to the existing enrolment limits.
- (5) Academic exclusion will be enforced as follows:
- (i) In the case of a student registered for a year programme, the period of academic exclusion will not exceed two years.
  - (ii) In the case of a student registered for a semester programme, the period of academic exclusion will not exceed two semesters.
  - (iii) The duration of academic exclusion will be determined by the nature of the academic shortcomings exhibited by the student, the time required to address such shortcomings, and the evidence provided in this regard.
- (6) The Assessment and Graduation Unit will notify the student in writing of the decision of the Appeal Committee and will likewise report the decision the Assessment Working Group.
- (7) Should a student feel aggrieved by the decision of the Appeal Committee, he/she may lodge a final appeal or objection with the Executive Committee of Senate for a final ruling on the matter.

## **1.9. APPOINTMENT OF EXAMINERS, ASSESSORS, MODERATORS AND MEMBERS OF THE ASSESSMENT REVIEW COMMITTEE, AS WELL AS THEIR TASKS AND RESPONSIBILITIES**

### **1.9.1. Responsibilities of the Faculty Board**

1.9.1.1. Each Faculty Board is responsible for the following:

- (1) Nominating and approving assessors and/or moderators for every course/module to be assessed within the faculty (with further approval by the Executive Committee of Senate needed in the case of external assessors and/or moderators);
- (2) Submitting all such nominations to the Assessment and Graduation Unit for appointment;
- (3) In accordance with the educational outcomes of a particular course/module, determining the structure of assessment and the setting of assessment papers;
- (4) Submitting all assessment papers to the Assessment and Graduation Unit by the specified deadline to allow for the necessary preparations towards the official assessment period.

1.9.1.2 The nomination form must include the following information in respect of each nominee:

- (1) Full names and title

- (2) Address and e-mail address (internal addresses in the case of internal examiners and moderators)
- (3) Telephone numbers (home, work and cellphone, if available)
- (4) Relevant qualifications, plus other qualifications
- (5) Areas and competencies of discipline/subject specialisation
- (6) Highest qualification that the nominee is qualified to assess/moderate
- (7) Description of the nature of the assessment(s) to be conducted by the nominee

### **1.9.2. Responsibilities of the Assistant Registrar: Assessment and Graduation**

1.9.2.1 The Assistant Registrar: Assessment and Graduation also assumes the following responsibilities:

- (1) Ensuring that an examiner, assessor and/or moderator is nominated and appointed for each course/module in which students are currently enrolled;
- (2) Ensuring that faculties nominate examiners, assessors and/or moderators for every assessment to be conducted under the auspices of the Assessment and Graduation Unit;
- (3) Ensuring that the nominated examiners, assessors and/or moderators meet the requirements set out in par. 1.9.2.2 below and that they have been approved by the Faculty Board or, where applicable, the Executive Committee of Senate;
- (4) Ensuring that letters of appointment are drawn up and sent to all approved examiners, assessors and moderators, with the Registrar to sign these letters and keep record of all original documentation, including the signed acceptance forms; and
- (5) Ensuring that all examiners, assessors and moderators who are not full-time employees of CUT are remunerated in accordance with an approved schedule of payment for work done. Each claim submitted by an examiner/assessor/moderator is processed by the Assistant Registrar: Assessment and Graduation, and is only paid upon the satisfactory completion of the assigned task by the examiner/assessor/moderator concerned.

1.9.2.2 The appointment of nominated examiners, assessors and moderators is subject to the following competency guidelines:

- (1) For exit-level courses/modules (i.e. those at NQF level 6 and above), examiners, assessors and moderators must be discipline/subject experts not employed by CUT (i.e. “external” examiners, assessors and moderators).
- (2) For all other courses/modules, examiners, assessors and moderators must, where possible, be discipline/subject experts employed by CUT (i.e. “internal” examiners, assessors and moderators).

- (3) The appointed examiner, assessor or moderator, whether internal or external, must have credible competencies equal to or exceeding the course/module competencies being assessed. In particular, the examiner, assessor or moderator must have a relevant qualification similar to or higher than the qualification in which the assigned course/module is located.

### **1.9.3 Academic guidelines for setting assessment question papers**

- 1.9.3.1 The chief examiner is responsible for compiling an assessment question paper for a course/module and supplying a master copy to the Assessment and Graduation Unit. Assistant examiners and/or assessors are appointed to assist with the assessment of students' answers to the questions contained in the assessment paper. Students' answer scripts may only be assessed or marked by officially appointed examiners and/or assessors.
- 1.9.3.2 Assessment question papers must be set strictly in accordance with the syllabus, targeted at the educational outcomes approved for the course/module and the assessment formats announced in the study guide.
- 1.9.3.3 The question paper must conform to all best assessment practices announced by the Unit for Academic Development in its guidelines to academic staff. Particular attention should be given to eliminating ambiguities, accurately targeting the language competencies of students, and ensuring correct language usage within the context of the Language Policy of CUT.
- 1.9.3.4. In general, abbreviations should be avoided, and only standard abbreviations may be used where necessary. Should there be any uncertainty regarding an abbreviation used, the SABS and dictionary-standard abbreviation will be the accepted standard.
- 1.9.3.5 If the assessment question paper requires the use of mathematical tables, data sheets, graph paper, pocket calculators and/or special items of stationery, such requirements must be:
  - (1) Indicated on the front cover of the question paper; and
  - (2) Communicated in writing to the Assessment and Graduation Unit.
- 1.9.3.6. Whenever possible, the assessment question paper must be compiled in such a manner that the participating students are given a fair or reasonable chance to demonstrate their competency levels and to receive due acknowledgement and credit.
- 1.9.3.7. The principle reflected in par. 1.9.3.6 above has special significance in the case of assessment questions that are concatenated, i.e. where one answer becomes an input or assumption for the next question. In such instances, each subsequent assessment question must be assessed on the available input and/or assumptions of the participating student.
- 1.9.3.8. The marks that can be awarded for each section of an assessment question must be clearly indicated at the end of every section, and the total score that can be awarded for the overall assessment question must be indicated at the end of the question. The total marks that can be awarded for all assessment questions or combinations of questions overall must also be indicated at the end of the assessment paper and on the front cover page.
- 1.9.3.9. Together with each assessment question paper, a memorandum or assessment scheme must be prepared, detailing the proposed mark allocation and distribution for the contemplated answers that students will give to each question or part of a question.



1.9.3.10. Examiners/assessors must maintain strict security measures during the compilation of assessment question papers and memoranda/assessment schemes, mindful of the following:

- (1) Under no circumstances may an incomplete or complete assessment question paper/memorandum/assessment scheme be left or stored in such a manner that an unauthorised person may gain access, or attempt to gain access, thereto.
- (2) No record of the assessment question paper or memorandum/ assessment scheme may be kept by the examiner or assessor after the question paper and memorandum/assessment scheme have been completed and handed in at the Assessment and Graduation Unit. Under no circumstances may the contents of any memorandum be revealed to any unauthorised person.
- (3) The above provisions also apply to computer records of the materials in question.
- (4) No assessment question paper may be used more than once during any assessment period.
- (5) Every assessment question paper must be unique, and the frequent use or repetition of questions must be avoided.

1.9.3.11. The guidelines above are considered to be amendments to the conditions of employment and as such are covered by both the performance agreement and disciplinary action provisions of CUT.

#### **1.9.4 Guidelines for moderating assessment question papers/answer scripts**

1.9.4.1. The assigned quality assurance tasks of the moderator consist of the following three elements:

- (1) Assisting the institution in ensuring fair and reasonable assessment in a course/module:
  - (i) The Assistant Registrar: Assessment and Graduation or the appointed examiner/assessor supplies the moderator with the assessment question paper and the memorandum/assessment scheme.
  - (ii) On receipt of the assessment material mentioned in (a) above, the moderator judges the fairness and reasonableness of the proposed assessment question paper against the following criteria:
    - (a) Whether the assessment questions are spread evenly and fairly over the syllabus and the specified educational outcomes of the course/module;
    - (b) Whether the awarding of marks by the examiner/assessor in the memorandum or assessment scheme is fair for the amount of work and time involved in completing the model answer; and
    - (c) Whether the language usage is correct and there are no obvious ambiguities.
  - (iii) If the moderator is not satisfied with the proposed assessment question paper, he/she must discuss the matter with the examiner/assessor and propose changes where necessary.
  - (iv) Once the examiner/assessor and moderator are in agreement on the assessment question paper, both must sign and date the question paper or modified version thereof.
  - (v) The signed assessment question paper is returned to the Assistant Registrar: Assessment and Graduation for safekeeping and reproduction for the assessment period.

(2) Assisting the institution in ensuring fair and consistent assessment:

- (i) The marked or assessed answer scripts of students are dispatched by the Assistant Registrar: Assessment and Graduation or the appointed examiner to the moderator, who must assess/mark a sample of no fewer than 20 scripts, each of which must be signed and dated. In the case of two hundred (200) or more scripts, at least 10% thereof must be moderated and then signed, while the remainder must be checked for calculation and transfer errors and then signed.
- (ii) The sample used by a moderator must include all borderline cases, i.e. cases where minimal changes to the examiner's or assessor's marks can have an effect on the student's final result.
- (iii) The moderator's results are compared with those of the examiner, according to the following criteria:
  - (a) Whether every answer given by the student has firstly been marked or assessed, and secondly whether such mark or assessment is fair;
  - (b) Whether the examiner/assessor has been consistent in the awarding of marks according to the memorandum/assessment scheme.
- (iv) If the moderator's assessment mark differs from that of the examiner/assessor, this mark must be indicated on the answer script; however, the moderator may not change the mark awarded by the examiner/assessor unless an agreement has been reached in this regard.
- (v) If the examiner/assessor and the moderator are unable to reach an agreement, the following procedure applies:
  - (a) If the difference between the assessment mark awarded by the examiner/assessor and the assessment mark awarded by the moderator is ten (10) percent or less, the average of the two marks is taken as the assessment mark.
  - (b) If the difference is ten (10) percent or more, the examiner/assessor and the moderator must discuss the matter and reach an agreement. If an agreement cannot be reached, the dean of the faculty concerned will act as the final arbitrator between the two officials, and his/her decision will be final.

(3) Additional tasks to be performed by the moderator:

- (i) Rechecking all marks and percentages reflected on the answer scripts;
- (ii) Verifying that the assessment results are correctly transferred to the mark-sheet;
- (iii) Using the spaces provided on the mark-sheet to indicate any differences in the marks awarded by the examiner/assessor and the moderator respectively; and
- (iv) Compiling a moderator's report (LS 107.3).

1.9.4.2. Notwithstanding the specific provisions in par. 1.9.4.1(1) above, all other communication with external examiners/assessors and/or moderators will be carried out by the Assistant Registrar: Assessment and Graduation.

1.9.4.3. All completed mark-sheets, moderators' reports (LS 107.3) and students' answer scripts (including moderated scripts) must be hand-delivered or sent by registered mail to the Assessment and Graduation Unit.

### 1.9.5 Task-completion timelines for examiners/assessors and moderators

The following timelines apply to the completion of tasks by examiners/assessors and moderators:

Number of students participating in or sitting for the assessment (where applicable)	Calendar days allowed for completion of task by examiner/assessor after assessment date	Calendar days allowed for completion of task by moderator after receipt of assessed scripts
Fewer than 60 students	2	1
Between 60 and 120 students	3	1
More than 120 students	4	2
Deferred assessment (any number)	2	1
Reassessment (any number)	2	1

### 1.9.6 Assessment Review Committee

1.9.6.1. Once the moderator has completed the task of moderating the scripts as prescribed, the marked scripts, completed mark-sheets and all prescribed forms are delivered to the Assessment Review Committee, which is then responsible for quality assurance of the work performed by the examiner.

The Assessment Review Committee consists of a chief reviewer, plus several reviewers appointed by the Assistant Registrar: Assessment and Graduation. The principal tasks of the chief reviewer and reviewers are outlined below:

- (1) **Chief reviewer:**
  - (i) Convening and supervising the work of the committee;
  - (ii) Compiling a report to the Assistant Registrar: Assessment and Graduation.
  
- (2) **Reviewers:**
  - (i) Verifying that the marks reflected on the cover pages of the answer scripts have been calculated correctly;
  - (ii) Verifying that the marks have been accurately reflected on the mark-sheet;
  - (iii) Verifying that the marks are reflected in percentage (%) form on the mark-sheet;
  - (iv) Verifying that the mark-sheet reflects a mark for each script;
  - (v) Verifying that an assessment script is available for each mark reflected on the mark-sheet;
  - (vi) Verifying that the examiner, moderator and head of department have all signed the mark-sheet;
  - (vii) Verifying that no correction fluid, e.g. Tippex, has been used; and
  - (viii) Verifying that all marks on the mark-sheet are written in ink.

The Assessment Review Committee shall be constituted and convened in accordance with the constitution approved by Senate.

### 1.9.7 Backup security and quality features at the Assessment and Graduation Unit

#### 1.9.7.1. Course/module files:

- (1) For each course/module to be assessed under the auspices of the Assessment and Graduation Unit, there will be a course/module file containing the following records:

- (i) The most recent study guide, plus the approved syllabus for the course/module.
  - (ii) The assessment question papers and memoranda/assessment scheme of the previous two (2) assessments, plus the examiner's/assessor's and moderator's report for each of these assessments.
  - (iii) The assessment question paper and memorandum/assessment scheme of the upcoming assessment.
  - (iv) The name, address and telephone number of the examiner/assessor.
  - (v) The name, address and telephone number of the moderator.
  - (vi) The results to the questionnaire: Quality of assessment papers.
- (2) It is the joint responsibility of both the Assessment and Graduation Unit and the faculties, through the appointed examiners/assessors and moderators, to update the course/module files kept at the Assessment and Graduation Unit.

1.9.7.2. Security of assessment question papers and student assessment scripts:

- (1) Using the assessment paper master copy supplied and signed by the examiner/assessor and moderator (from the course/module file), the duplication of copies for use during the assessment session is done under the auspices of the Assessment and Graduation Unit.
- (i) A Protection Services officer, working under the direction of the Assessment and Graduation Unit, must be present at all times during the duplication of assessment papers.
  - (ii) Any waste produced during the duplication process must be destroyed in the presence of the officer mentioned in (i) above.
  - (iii) Any electronic record of the assessment paper that might be produced or developed to support the duplication process must, after production, be uninstalled or erased, with the production house/facility to complete a certificate or form to this effect.
- (2) In addition to the security measures outlined for invigilators, it is the duty of the examiner/assessor to collect student assessment answer scripts from the chief invigilator at the end of the scheduled assessment session. If the examiner/assessor is unable to collect these scripts from the chief invigilator at that time, he/she is responsible for making advance alternative arrangements with the Assistant Registrar: Assessment and Graduation for the collection of the scripts. Such arrangements will not, however, alter the timelines specified in par. 1.9.5.

<b>CHAPTER 2</b>	<b>ASSESSMENT RULES AND PROCEDURES FOR MASTER'S DIPLOMAS/DEGREES AND DOCTORATES</b>
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## **2.1. PURPOSE**

- 2.1.1. The rules and procedures in this section are intended to regulate admission to the institution's postgraduate programmes and to regulate the assessment of treatises/dissertations/theses as key components of the exit assessment of postgraduate qualifications.

Unless otherwise indicated by the context, the definitions introduced at the beginning of this manual apply.

The rules stipulated in par. 2.3.3, 2.3.5.4, 2.4.3 and 2.4.5.5 apply only to postgraduate students who first registered as such in 2009 or thereafter.

## **2.2. CONTEXT OF APPLICATION OF RULES AND PROCEDURES**

- 2.2.1. **Postgraduate curriculum:** In advanced educational programmes, the prescribed curriculum may consist only of prescribed courses/modules or treatises of limited academic extent in conjunction with other courses/modules, or an exclusively extended dissertation/thesis written on the grounds of an approved research project.

- 2.2.2. **Treatise/dissertation/thesis assessment:** Such an assessment differs from those used in other courses/modules insofar as independent academic and intellectual work by the student forms part of the competency and skills evidence. In general, but consistent with the NQF hierarchy of competencies, the treatise/dissertation/thesis assessment is informed by the following conceptual notions:

- 2.2.2.1. A treatise is research report of a research project of very limited scope and is prescribed in combination with courses/modules. In this instance, the assessment is based on the competency and skills evidence across both the treatise and the courses/modules.

- 2.2.2.2. Dissertations are always more comprehensive than treatises. In this instance, the assessment is based on the competency and skills evidence across the various tasks and activities supporting the successful completion and conclusion of the research project.

A candidate for a master's degree must be systematic and creative in his/her approach to complex issues, making sound judgements and drawing conclusions based on the available data and information. The graduate must be able to communicate his/her findings to an audience, whether specialist or not, in a clear manner that demonstrates self-direction, originality and autonomy in problem-solving, planning and implementation, while continuing to advance his/her professional knowledge, understanding and skills.

- 2.2.2.3. While a thesis is a research report of an extensive and possibly multidisciplinary research project, in this instance the assessment is also based on the competency and skills evidence across the various tasks and activities supporting the successful completion and conclusion of the research project.

A candidate for a doctoral degree must demonstrate a high level of proficiency in research and deliver original work that makes a significant contribution to expanding the frontiers of the

academic discipline or field. The candidate's work must meet the highest peer-review and publication standards. The candidate may take a purely discipline-based or multidisciplinary approach, or may engage in applied research.

- 2.2.2.4. Notwithstanding the relative importance and weight that is assigned to a research report (in the form of either a treatise, dissertation or thesis) in the overall assessment of a student, a treatise/dissertation/thesis can only constitute credible competency evidence to some of the many other statutory prescribed competencies at the relevant NQF level. A treatise only constitutes partial fulfilment of the requirements for any postgraduate qualification.

## **2.3. MASTER'S DIPLOMA / MAGISTER TECHNOLOGIAE DEGREE / MASTER'S IN EDUCATION (MEd)**

### **2.3.1 Admission and Registration Requirements**

- 2.3.1.1. No person may register for a Master's Diploma in Technology/Magister Technologiae Degree unless he/she is in possession of an appropriate National Higher Diploma or BTech Degree respectively, or equivalent qualification(s) with appropriate exit courses/modules as approved by CUT on the recommendation of Senate. For a Master's in Education, a person must be in possession of a BEd (Hons) in order to register.
- 2.3.1.2. Registration will only be permitted if Senate is of the opinion that, based on the evidence provided in the application and endorsement of the faculty:
- (1) The candidate will be able to successfully develop the learning outcomes of the qualification;
  - (2) The candidate has the potential to contribute to intellectual and/or technological advancement in the chosen field of study; and
  - (3) Suitable infrastructure and resources are or will be available to assist and support the candidate and the learning outcomes of the qualification, including the availability of supervisor(s) and examiners/assessors.
- 2.3.1.3. Council may, on the recommendation of Senate, refuse to register a student if the candidate's previous learning achievements are considered inadequate to successfully complete the qualification.
- 2.3.1.4. Except with the special permission of Senate, a candidate shall be excluded from or refused readmission to the instructional programme if, in the opinion of his/her supervisor(s) and the Faculty Board, the candidate has failed to maintain sufficient progress to complete the qualification within the maximum time period stipulated.
- 2.3.1.5. All student applications for registration must be submitted in the format prescribed in par. 2.3.2.4 hereunder.
- 2.3.1.6. Every candidate applying to register for postgraduate studies will be required to complete a declaration in respect of any potential conflict of interest.

### **2.3.2 Structures of the Curriculum**

- 2.3.2.1. The curriculum for the Master's Diploma/Degree in Technology shall produce all the competency and autonomy of learning outcomes prescribed for the qualification and may consist of the following:
- (1) An in-depth prescribed course of study comprising different courses/modules equivalent to a combined total of at least 48 credits, of which 32 credits must be at NQF level seven (7) for the Master's Diploma / Degree in Technology, or at NQF level nine (9) for the Master's in Education; or
  - (2) A research project resulting in a dissertation for the MEd; or
  - (3) A combination of study and research resulting in a treatise which, when combined, would be at least equivalent to the options mentioned in par. 2.3.2.1(1) or 2.3.2.1(2).
- 2.3.2.2. The candidate shall follow such a course of study or research as prescribed or approved by Senate.
- 2.3.2.3. Notwithstanding any indications to the contrary, a candidate must successfully participate in and complete the prescribed course/module in Research Methodology before commencing with the prescribed research project of the qualification.
- 2.3.2.4. Where a research project is prescribed as part of the curriculum, the application, format and assessment thereof must meet the requirements as set out in this manual, as well as all other relevant policies, procedures, rules and regulations.

### **2.3.3 Duration of Master's Diploma/Degree in Technology/Master's in Education Programmes**

- 2.3.3.1. The minimum registration period for the curriculum (including assessment) leading to the attainment of the Master's Diploma/Degree in Technology/Master's in Education is one (1) year of full-time study or two (2) years of **continuous** part-time study. This requirement shall under no circumstances be waived or altered.
- 2.3.3.2. Except with the special permission of Senate, no candidate may be registered for the Master's Diploma/Degree in Technology/Master's in Education for a period exceeding four (4) years.

### **2.3.4 Master's Diploma/Degree *cum laude* (i.e. with Honours)**

The Master's Diploma/Degree in Technology/Master's in Education is awarded *cum laude* (i.e. with Honours) if the candidate qualifies for the awarding of the qualification within the maximum time period prescribed and satisfies the applicable criteria:

- (1) If the curriculum conforms to par. 2.3.2.1(1), the candidate must score a final mark of seventy-five percent (75%) for all prescribed courses;
- (2) If the curriculum conforms to par. 2.3.2.1(3), the candidate must score a final mark of at least seventy-five percent (75%) for the dissertation;
- (3) If the curriculum conforms to par. 2.3.2.1(2), the candidate must score:
  - (i) An average mark of at least seventy-five percent (75%) across all prescribed courses/modules; and
  - (ii) A sub-minimum of seventy-five percent (75%) for the treatise.

### **2.3.5 Assessment Panel: Master's Diplomas/Degrees – Treatises / Dissertations**

- 2.3.5.1. Subject to the approval of Senate or the Executive Committee of the Faculty Board acting on its behalf, the faculty may appoint any suitably qualified person as supervisor of an admitted Master's Diploma/Degree candidate on recommendation of the head of department concerned. However, if the supervisor is not a full-time employee of CUT, a co-supervisor may be appointed to assist the supervisor. For all operational and assessment purposes, the supervisor and co-supervisor constitute a single academic support input and opinion.
- 2.3.5.2. The head of department concerned acts as administrative co-ordinator of all assessment panels and is responsible for nominating the membership of such.
- 2.3.5.3. The Executive Committee of the Faculty Board must approve the nominations and notify the Assessment and Graduation Unit accordingly. Subject to the necessary context variations, the responsibilities of the Assessment and Graduation Unit are outlined in par. 1.9.3 and 1.9.4 of this manual.

2.3.5.4 The assessment panel for a Master's Diploma/Degree is composed as follows:

- (1) Supervisor(s);
- (2) Co-supervisor(s) if applicable; and
- (3) A majority of external examiners/assessors.

The preceding rule implies that where both a supervisor and co-supervisor are involved, they are considered to be a single examiner.

2.3.5.5. All the members of an assessment panel must meet the minimum requirements as stated in par. 1.9.3 of this manual.

2.3.5.6. Subject to the necessary context variations, the responsibilities of the assessment panel are outlined in par. 1.9.6 of this manual and include:

- (1) Assessing evidence of the candidate's learning achievements against the required competency and autonomous learning outcomes for the qualification;
- (2) Assessing the credibility of the evidence provided; and
- (3) Assessing the extent to which the candidate complies with the requirements for the qualification.

2.3.5.7. The internal members of the assessment panel are responsible for the continuous and formative assessment of the candidate's progress.

### **2.3.6. Originality of the Dissertation/Treatise**

Before submitting a dissertation/treatise for assessment, the candidate must sign a written agreement to the following effect:

2.3.6.1. That all scholarly reflections have been acknowledged as such and that the remaining content is his/her own original work;

2.3.6.2. That where the dissertation/treatise contains material governed by intellectual property laws, written permission has been obtained for the implicit rights to be waived, and that the



necessary notices/undertakings to this effect have been lodged with the head of department;

2.3.6.3. That the dissertation/treatise, or any part thereof, has not previously been:

- (1) Submitted for a qualification; or
- (2) Rejected as a submission towards a qualification at CUT or any other educational institution.

### **2.3.7 Keywords**

Directly after the summary/abstract of the work, the student must provide approximately 10 keywords describing the research study.

### **2.3.8 Submission of an Article**

On approval of the dissertation/treatise, the student must prepare an article on his/her research for submission to a CUT journal, i.e. either *Interim* or *Interdisciplinary Journal*, or any other accredited journal. A copy of the article must be submitted together with the final copies of the dissertation/treatise. Publication of the article is not a prerequisite for obtaining the degree, but if the student fails to publish the article within a year of obtaining the degree, CUT reserves the right to publish an article from the dissertation/treatise on behalf of the student.

## **2.4. DOCTORATE**

### **2.4.1 Admission and Registration Requirements**

- 2.4.1.1. No person shall be registered for a Doctorate unless he/she is in possession of an appropriate Master's Diploma/ Degree or equivalent qualification(s) with appropriate exit courses/modules and/or research outputs as approved by CUT on the recommendation of Senate.
- 2.4.1.2. Subject to context variations, the rules stipulated in par. 2.3.1.2, 2.3.1.3, 2.3.1.4 and 2.3.1.6 shall also apply to candidates who register or apply to register for a Doctorate.

### **2.4.2 Structure of the Curriculum**

- 2.4.2.1. The curriculum for the Doctorate will support and develop the learning outcomes prescribed for the qualification, which must be developed around and in support of the tasks and activities connected to an extensive research project leading towards a thesis.
- 2.4.2.2. The candidate shall follow the instructional programme of study and/or research as prescribed or approved by Senate. Before commencing with the research project, the candidate must pass a course/module in Research Methodology or provide proof of his/her knowledge with regard to Research Methodology, to the satisfaction of his/her promoter.

### **2.4.3 Duration of the Doctorate**

- 2.4.3.1. The minimum duration of the curriculum (including assessment) leading to the Doctorate is two (2) years of full-time study or three (3) years of **continuous** part-time study. This requirement may under no circumstances be waived or varied.

2.4.3.2. Only with the special permission of Senate may a candidate be registered for the Doctorate for a period longer than four (4) years of **continuous full-time study** or five (5) years of **continuous part-time study**.

#### **2.4.4 Doctorate *cum laude* (i.e. with Honours)**

The Doctorate cannot be obtained *cum laude*.

#### **2.4.5 Assessment Panel**

2.4.5.1. Subject to the approval of Senate or the Executive Committee of the Faculty Board acting on its behalf, the faculty may appoint any suitably qualified person as promoter of an admitted doctoral candidate on recommendation of the head of department concerned. However, if the promoter is not a full-time employee of CUT, a co-promoter may be appointed to assist the supervisor. For all operational and assessment purposes, the promoter and co-promoter constitute a single academic support input and opinion.

2.4.5.2. The head of department concerned acts as administrative co-ordinator of all assessment panels and is responsible for nominating the membership thereof.

2.4.5.3. The Executive Committee of the Faculty Board must approve the nominations and notify the Assessment and Graduation Unit accordingly. Subject to the necessary context variations, the responsibilities of the Assessment and Graduation Unit are outlined in par. 1.9.3 and 1.9.4 of this manual.

2.4.5.4. The assessment panel for a Doctorate is composed as follows:

- (1) Promoter(s);
- (2) Co-promoter(s) if applicable; and
- (3) A majority of external examiners/assessors, one of whom is preferably an international academic in good standing.

The preceding rule implies that where both a promoter and a co-promoter are involved, they are considered to be a single examiner.

2.4.5.5. Subject to the necessary variations required by the context, the rules stipulated in par. 2.3.5.5, 2.3.5.6 and 2.3.5.7 shall apply to the assessment panel for a Doctorate.

2.4.5.6. If the instructional programme conforms to par. 2.3.2.1(2), the head of department, in the capacity of administrative co-ordinator for the assessment panel, must after the thesis has been assessed, arrange for the student to give evidence on his/her thesis. The faculty board makes the final recommendation.

It may be in the form of:

- (1) A public presentation of the paper;
- (2) An article that was published; or
- (3) The presentation at a workshop.

#### **2.4.6. Originality of the Thesis**

Subject to the necessary variations required by the context, the rule stipulated in par. 2.3.6 shall apply in its entirety to the thesis for a doctorate.

## **2.4.7 Keywords**

Directly after the summary/abstract of the work, the student must provide approximately 10 keywords describing the research study.

## **2.4.8 Submission of an Article**

On approval of the dissertation/treatise, the student must prepare an article on his/her research for submission to a CUT journal, i.e. either *Interim* or *Interdisciplinary Journal*, or any other accredited journal. A copy of the article must be submitted together with the final copies of the dissertation/treatise. Publication of the article is not a prerequisite for obtaining the degree, but if the student fails to publish the article within a year of obtaining the degree, CUT reserves the right to publish an article from the dissertation/treatise on behalf of the student.

## **2.5. APPLICATIONS FOR REGISTRATION FOR A HIGHER QUALIFICATION WHERE THE CURRICULUM INCLUDES A RESEARCH PROJECT**

### **2.5.1 General Declarations at Application**

2.5.1.1. All applications to register for a higher qualification that includes a research project in the curriculum must be in writing (by completing form LS 262) and be submitted to the head of department concerned. The application must be accompanied by declarations of the following:

2.5.1.1.1. Information on the candidate:

- (1) Full names;
- (2) Address and telephone number(s) (if available);
- (3) Date of birth and age;
- (4) List of post-school qualifications, with the date of attainment indicated in each case, and accompanied by certified copies of relevant certificates; and
- (5) Professional activities, with the emphasis on professional, educational and research experience.

2.5.1.1.2. Information on the supervisor/promoter:

- (1) A brief curriculum vitae of the proposed supervisor or promoter, with special reference to his/her qualifications (academic as well as professional), experience in the field, and suitability as supervisor/promoter;
- (2) A written and signed undertaking by the proposed supervisor/promoter in respect of the following:
  - (i) Acceptance of the duties to be performed in his/her capacity as supervisor/promoter, and an undertaking to complete all necessary tasks in this regard, including the tasks indicated herein;
  - (ii) A brief statement on the acceptability and feasibility of the proposed research project (as outlined by the applicant);

- (iii) A description of any developmental activities that would be necessary to comply with all the minimum requirements of the qualification and to conclude the project; and
- (iv) A statement regarding possible resources and support requirements of the proposed research project, in particular any specialised equipment needed, as well as the finances to be budgeted in support of the overall research project.

2.5.1.2. Within three (3) months of admission and registration in the case of a Master's Diploma/Degree, or within six (6) months of admission and registration in the case of a Doctorate, a **full-time postgraduate student** must submit a research project proposal of one thousand (1 000) words), encompassing at least the following aspects:

- (1) An introduction to the intended field of study / research;
- (2) The problem or question to be considered or investigated;
- (3) The proposed framework for solving the problem;
- (4) The possible results and importance of the research to be conducted;
- (5) A brief overview of the most recent research in this proposed field of study, including the necessary references relevant to the process of addressing/solving the problem;
- (6) A brief description of the proposed composition (i.e. chapters and sections) of the treatise/dissertation/thesis; and
- (7) The estimated timelines for the achievement of the proposed outcomes.

A **part-time postgraduate student** must submit such research project proposal within six (6) months of admission and registration in the case of a Master's Degree/Diploma, or within nine (9) months of admission and registration in the case of a Doctorate.

## 2.5.2. Applications requiring the support of other institutions

In instances where the intended research project requires the co-operation and support of another institution the following additional information should accompany the application referred to in par. 2.5.1:

2.5.2.1. Where a research project is to be conducted at an institution other than CUT, the head of such institution must provide a written statement of consent, verifying the following:

- (1) Cognisance of the proposed project and its implications for the institution;
- (2) Permission for the applicant to conduct the project at the institution concerned and to be hosted as a student at the institution;
- (3) Any restrictions or prerequisites applicable to the candidate and/or the research to be conducted;
- (4) An undertaking to permit the completion of the research project or part(s) thereof, as agreed;

- (5) The type of support that the institution will provide to the applicant for the duration of his/her research project;
- (6) The estimated cost implications **for CUT, the host institution and the student** (refer to par. 1.5.1.3(2) (iii) above).

2.5.2.2. Where a project is included as part of an advanced instructional programme, the application must indicate the developmental and/or applied nature of the research to be undertaken (in terms of par. 2.5.1).

## **2.6. SECRET/CONFIDENTIAL RESEARCH PROJECTS: General**

2.6.1.1. The provisions in this subsection of the manual are applicable to all research projects conducted in partial fulfilment of the learning outcomes of a degree.

2.6.1.2. The Dean of the Faculty, in recommending to Senate that a research project be registered as “secret/confidential”, presents Senate with such recommendation, duly motivated, together with proof from the direction-giving institution if applicable. Should Senate approve the recommendation, the following procedures apply:

- (1) The Assistant Registrar: Assessment and Graduation notifies the relevant assessment panel in writing of Senate’s decision in this regard.
- (2) The Assistant Registrar: Assessment and Graduation ensures that every member of the assessment panel, as well as the student, signs a written confidentiality agreement.
- (3) No assessor is entitled to a personal copy of the research material or part(s) thereof, including the thesis/dissertation/treatise.
- (4) The “defence of dissertation/thesis”, as in par. 2.3.5.8, lapses.
- (5) The assessment panel (see par. 2.3.5.4 and 2.4.5.2) is enlarged and the Registrar becomes an *ex officio* member.

2.6.1.3. All prescriptions with regard to the compulsory provision of copies for distribution expire, with the exception of the submission of one (1) hard copy and one (1) electronic copy, to be stored at the Assessment and Graduation Unit for safekeeping under a special security seal.

2.6.1.4. Senate is presented with a confidential report on the matter, which includes an abstract of the research and the proprietary rights applicable thereto.

## **2.7. FORMAT AND COMPULSORY COPIES OF TREATISES/DISSERTATIONS/THESES**

### **2.7.1. General Format**

2.7.1.1. **Unless otherwise approved by Senate**, the following minimum general requirements apply to the layout and format of theses/dissertations/treatises:

- (1) Title page;
- (2) Statement of independent work (see par. 2.3.6 and 2.4.6 above);
- (3) Acknowledgements;

- (4) Summary of the work, consisting of approximately six hundred (600) words;
- (5) Table of contents of the thesis/dissertation/treatise;
- (6) Introductory chapter, reflecting the problem statement and/or problem hypothesis;
- (7) Appropriate chapters arranged in logical sequence;
- (8) List of references cited in the research report, in a uniform format that complies with internationally acceptable expert method.

2.7.1.2. Unless otherwise determined, the following technical requirements apply to the presentation of a treatise/dissertation/thesis:

- (1) The work must be presented in the form of typed pages of A4-size paper, with 1.5-line spacing.
- (2) Each page must have a left-hand margin of at least thirty-two (32) millimetres.

2.7.1.3. Any other specific format requirements that are set by the faculties (in compliance with the standards of the subject/discipline), and which may vary according to some or all of the provisions in par. 2.7.1.1 and 2.7.1.2, will be communicated to the students by the head of department concerned.

## **2.7.2. Compulsory Copies**

2.7.2.1. For assessment purposes, the student shall provide ring-bound copies of the treatise/dissertation/thesis to the Assessment and Graduation Unit via the relevant dean.

2.7.2.2. The number of ring-bound copies to be submitted for assessment purposes is equivalent to the number of members serving on the assessment panel, plus one (1) copy to be retained by the Assessment and Graduation Unit as a copy of the assessment record.

2.7.2.3. After having revised and/or improved a treatise/dissertation/thesis as recommended by the assessment panel, the student must, at his/her own cost, submit bound copies thereof to the Assessment and Graduation Unit, via the head of department concerned, before the qualification can be awarded.

2.7.2.4. The Assistant Registrar: Assessment and Graduation distributes a bound copy to each of the following:

- (1) Each member of the assessment panel;
- (2) Library and Information Services;
- (3) Dean's office; and
- (4) Any library which, in terms of the law or an agreement to that effect, must receive a copy.

## **2.8. POSTGRADUATE STUDENT REGISTRATION, PROJECT APPROVAL AND ASSESSMENT PROCEDURES**

**2.8.1 Compulsory Registration Renewal Date:** On admission to an instructional programme, a candidate may register at any time within the first year of study and, subject to the provisions in par. 2.3.3.2 and 2.4.3.2 above, must reregister by the end of February of every year thereafter, until such time as the prescribed curriculum has been completed. Any candidate who fails to renew his/her registration by the end of February of any particular year shall be deemed to have voluntarily discontinued his/her studies.

**2.8.2. Procedure for the Approval of a Research Project:** In addition to the provisions in par. 2.5 above, the following staged procedures apply to the approval of a research project:

2.8.2.1. The student, together with the supervisor/promoter, prepares the application along with all supporting documents.

2.8.2.2. The Faculty Research Committee (FRC) must first consider, accept and recommend the application before it is signed by the dean of the faculty concerned.

2.8.2.3. The relevant faculty, acting on behalf of Senate, must consider and approve the application – including the recommended membership of the assessment panel – and notify Senate accordingly.

2.8.2.4. Should the Central Research Committee (CRC) approve the application, the Assistant Registrar: Assessment and Graduation is notified accordingly in view of performing the following administrative functions:

- (1) Notifying the applicant, the supervisor, the head of department, the relevant dean and Library and Information Services of the approved project title, no later than five (5) working days after such approval is granted by the relevant faculty;
- (2) Ensuring that in their letters of appointment, the assessors are informed about the proper format to be used for the assessment report, as well as the period of thirty (30) calendar days allowed for the completion of an independent assessment of the treatise/dissertation/thesis; and
- (3) Notifying the assessors of the intended assessment date, as confirmed by the candidate and supervisor.

### **2.8.3 Assessment Procedures for Research Projects:**

**The following procedures come into effect only on implementation of the improvements recommended during the defence of the thesis/dissertation/treatise:**

2.8.3.1 Subject to the approval of the supervisor/promoter, the candidate must give at least three (3) calendar months' written notice to the Assistant Registrar: Assessment and Graduation and the relevant head of department of his/her intention to complete and submit the research report for assessment purposes. On receipt of this notice, the Assistant Registrar: Assessment and Graduation shall then discharge the duties in par. 2.8.2.4 above.

2.8.3.2. The assessor, without consulting the candidate or a fellow assessor, is expected to compile an independent, concise and critical written assessment of the submitted



treatise/dissertation/thesis, using the provisions in par. 2.2.2.2, 2.2.2.3 or 2.2.2.4 as the learning outcomes guide.

2.8.3.3. In the case of a dissertation or treatise, the assessment report must qualify the assessor's opinion on the following educational outcome expectations:

- (1) Whether the dissertation or treatise proves that the candidate is capable of conducting technological-scientific research, with evidence of the practical relevance of the finding(s);
- (2) Whether the dissertation or treatise is linguistically correct and technically sound;
- (3) Whether the contents are structured according to the following elements:
  - (i) The schematisation, chapter classification and content listing of the research in accordance with the set objectives;
  - (ii) The inclusion of appendixes, e.g. questionnaires, computer programs and other research documents;
  - (iii) The scientific-technological processing of the contents, *inter alia* through systemisation and arrangement, descriptive and explanatory analysis and interpretation, and justifiable statements and conclusions; in other words, the candidate must prove that the subject of the study has been thoroughly investigated, that the nature and purpose of the research is clearly stated, that he/she has sufficient knowledge of the relevant literature and study methods, and that he/she conducted independent research into the specific subject; and
  - (iv) The inclusion of a comprehensive list of literary sources, arranged according to the conventions of the research field in question, with all literary references within the text to correspond with those in the list of literary sources.

2.8.3.4 The assessor must motivate the recommendations made in the report in such a manner that the members of the assessment panel and the Executive Committee of the Faculty Board, who are usually not experts in a particular subject field, are aided in the compilation and submission of a final assessment.

2.8.3.5 In making his/her assessment, the assessor must also be mindful of the NQF level at which the qualification is to be awarded, as well as the declared competency expectations of the qualification.

2.8.3.6 A candidate may not be penalised if it is evident from the research report that he/she "belongs to a specific school of thought" or if the contents and findings of the treatise have only limited practical applicability.

2.8.3.7 Examiners are to make a final assessment recommendation in terms of only one of the following possible composite assessment outcomes:

- (i) The treatise/dissertation should be accepted.
- (ii) The treatise/dissertation meets the competency requirements for the qualification concerned, subject to the editorial adjustments as indicated in the assessment report being made to the satisfaction of the supervisor.
- (iii) The treatise/dissertation in its current form is not accepted, and the candidate should be requested to extend or revise the work for purposes of reassessment.
- (v) The treatise/dissertation is rejected.

- 2.8.3.8 Subject to the necessary variations, the administrative provisions in par. 2.2.2.3 shall apply to a thesis. The significant context change is that a thesis must make a substantial contribution to the scientific knowledge of and insight into the subject, and must attest to independent and original thought.
- 2.8.3.9 Every assessor involved in the assessment of a particular thesis/dissertation/treatise must submit his/her assessment report to the Assessment and Graduation Unit, which provides copies thereof to the dean of the relevant faculty in view of appropriate action by the head of department and the supervisor/promoter.
- 2.8.3.10 Should the supervisor/promoter find irreconcilable differences between two or more assessment reports, he/she may approach the assessors individually and request that they consider amending their original report. Any amendments arising from such interactions must be reduced to writing and signed before being submitted to the Assessment and Graduation Unit as an amendment to the original assessment report.
- 2.8.3.11 If, after having been approached by the supervisor/promoter, every assessor recommends the acceptance of the except for a single assessor who recommends the rejection thereof, the dean of the relevant faculty will appoint an arbitrator to assess the situation. The arbitrator will only indicate whether or not he/she recommends the acceptance of the thesis/dissertation/treatise, and the decision of the arbitrator is final.
- 2.8.3.12 The opinions of the individual assessors, as expressed in their respective assessment reports, should at no time be revealed to the candidate. However, should a thesis/dissertation/treatise be referred back for revision, extracts from the individual assessment reports may be brought to the attention of the candidate by the promoter/supervisor, without mentioning any names.
- 2.8.3.13 Unless Senate determines otherwise, a treatise/dissertation/thesis is accepted by the University if such acceptance is recommended by all the assessors concerned, with the final assessment mark to be taken as the average of all the assessment marks awarded by the assessors.
- 2.8.3.14 An assessor may keep possession of the assessed copy of the thesis/dissertation/treatise supplied to him/her, unless Senate has classified the contents as confidential or if the thesis/dissertation/treatise has not been accepted by Senate. In both instances, the supplied copy must be returned to the University within thirty (30) days, while in all other instances the assessor will be provided with an amended bound copy, reflecting the necessary changes.
- 2.8.3.15 The Assessment and Graduation Unit may only accept bound copies of a thesis/dissertation/treatise (as provided for in par. 2.7.2 above) if the candidate's submission is accompanied by a written statement from the supervisor/promoter, confirming that all corrections and/or improvements recommended by the assessor(s) have been made to the document.
- 2.8.3.16 The final results of each candidate must be submitted by the supervisor/promoter to the Executive Committee of the relevant Faculty Board, via the dean of the faculty, for approval. On approval of the results, the Assessment and Graduation Unit is notified accordingly; the candidate's record of results is updated, and the candidate is notified by means of a statement of results.
- 2.8.3.17 As per existing procedures, the Assessment and Graduation Unit administers all applications for the issuing of a qualification or statement of results.

## **2.9. STUDENT APPEALS AGAINST A THESIS/DISSERTATION/TREATISE ASSESSMENT**

If a student considers the assessment of his/her treatise, thesis or dissertation to be unfair and/or unreasonable, a complaint (with reasons) may be lodged in writing with the supervisor/promoter no later than five (5) working days after publication of the assessment results.

- 2.9.1. The supervisor/promoter is responsible for informing both the dean of the faculty concerned and the Dean: Research and Development about the complaint.
- 2.9.2. Within three (3) working days after receipt of the formal complaint, the dean of the faculty concerned shall convene and chair a special meeting with the student and the supervisor/promoter in an effort to discuss and resolve the complaint.
- 2.9.3. If the intervention in par. 2.9.2 is unsuccessful, both the complaint and the record of the meeting referred to in par. 2.9.2 above will be submitted to the Registrar, who will in turn invoke the provisions contained in par. 1.7.1 (re-marking, with the necessary context modifications).

### 3.1. POLICY AIMS OF PROCEDURES

#### 3.1.1. Facilitating Access

It is CUT policy to facilitate access to public higher education, especially for persons who were previously disadvantaged in terms of access to public higher education, by recognising the prior learning achievements of individuals, irrespective of how these were acquired. In upholding this commitment, CUT's intention with the policy is not to accredit prior learning achievements, but rather to give them due recognition in determining access.

#### 3.1.2. Responsibilities

It is CUT policy that aspirant students wishing to gain access to CUT through RPL must present themselves to CUT for consideration, along with all credible evidence of learning achievements. CUT is only responsible for encouraging and supporting such applications.

#### 3.1.3. Credibility of Assessment

CUT also aims to ensure that the RPL process and outcome, as an assessment procedure, is guided by the salient aspects of quality assurance, with the following prerequisites being critical in maintaining acceptable procedures:

- 3.1.3.1. The assessment of prior learning is only possible through comparison with the clearly formulated learning outcomes of each qualification and module as prescribed by the curriculum.
- 3.1.3.2. A credible and transparent assessment process, which is inherently fair to all students, is essential.
- 3.1.3.3. Supporting the institutional principle of "student access with success" remains a priority.

#### 3.1.4. Regional Collaboration

CUT also aims to collaborate with other institutions in the region, in terms of administering and facilitating access to public higher education.

### 3.2. APPLICATION AND ASSESSMENT PROCEDURES (See Addendum to Form LS 263 – Procedure for RPL Applications)

#### 3.2.1. Information on RPL

3.2.1.1. Information on the RPL process and all relevant procedures is available from:

- (1) The Assistant Registrar: Assessment and Graduation
- (2) Any head of department

3.2.1.2. The processing of an RPL application is a lengthy process, on average taking more than three (3) months to conclude, and applications may be submitted at any time. The submission and successful processing of an application will lead to an administrative admission ruling guided by the RPL policy and the following operational aspects:

- (1) Depending on the particular circumstances, admission to an undergraduate curriculum or course of study can only come into effect in January/February for the first semester or June/July for the second semester of each year.
- (2) Admission to a postgraduate curriculum is guided by the provisions of par. 2.8.1 of this manual.

### **3.2.2. Staged Application and Assessment Procedure**

#### **3.2.2.1. Formulation and Submission of an Application:**

Based on the information provided in par. 3.2.1.1, the applicant must draft a written application for submission to the Assessment and Graduation Unit. Applicants are advised to seek the assistance of the academic department responsible for formulating the application.

#### **3.2.2.2. Initial Screening for NQF to Process an Application**

- (1) Any RPL application involving academic achievements at another higher education institution will be referred to the relevant faculty for processing in terms of the existing procedures for subject/course recognition.

3.2.2.3 The applicant is subject to substantive assessment by the responsible person(s) within the relevant academic department, and a report on this assessment is provided to the Assessment and Graduation Unit.

#### **3.2.2.4 Institutional Validation of the Substantive Screening Report**

- (1) Based on the assessment report of the academic department concerned, the dean of the relevant faculty, after consulting with the Registrar, may request that the Assessment and Graduation Unit arranges a formal extraordinary reassessment opportunity for the applicant, with the schedule for such reassessment to be communicated to the applicant by the Assessment and Graduation Unit.
- (2) The assessment question papers used for the purpose described in (1) above would be the same as those used for the upcoming reassessment, and a special venue must be designated for this purpose.
- (3) The duration of the assessment referred to in (1) above will be seventy-five (75) minutes for each hour of the standard assessment.
- (4) Unless otherwise decided by the dean of the relevant faculty, all other rules regulating student conduct shall apply to the assessment referred to in (1) above.
- (5) The relevant examiners/assessors will assess the applicant's performance in the reassessment referred to in (1) above.

- (6) If an applicant's performance in the reassessment is not up to standard, the examiner/assessor must take this into account in considering the possible downward modification of the substantive screening results.

### **3.2.3 Record of Assessment**

- 3.2.3.1. The substantive screening results, as validated and/or adjusted, will be recorded as the admission credentials of the applicant when registering for a learning programme, and will be communicated as such to the applicant.
- 3.2.3.2. This record must accompany the application for registration of an applicant registering for the first time.

### **3.3. APPEALS**

- 3.3.1. An applicant who is dissatisfied with the outcome of the RPL assessment may lodge a written appeal with the Assessment and Graduation Unit, outlining his/her reasons for disputing the outcome, accompanied by proof of deposit of the prescribed fee.
- 3.3.2. On receipt of an applicant's appeal and notice of deposit, the Registrar will appoint an independent assessor to reassess the available evidence of learning achievements and to compile a report on the validity or otherwise of the assessment outcomes.
- 3.3.3. Should the independent assessor arrive at a different set of outcomes to the original assessment, the reassessed outcomes, in terms of par. 3.3.2, will be confirmed as the official and final outcome, and the deposit will be reimbursed to the applicant. Otherwise, the original RPL assessment outcome stands, and the applicant forfeits the deposit.

#### 4.1. POLICY AIMS OF PROCEDURES

- 4.1.1. Unless the context indicates otherwise, Work-Integrated Learning (WIL) is a joint educational effort between CUT and others, including independent employers who contribute towards the students' attainment of the learning outcomes of qualifications.
- 4.1.2. These procedures seek to regulate the assessment relations, including the functions and responsibilities connected thereto, between CUT and its partners in WIL ventures.
- 4.1.3. These procedures also seek to outline and maintain reasonable standards of quality in assessment practices throughout a student's learning experience.
- 4.1.4. Subject to the approval of Senate, a faculty may vary the provisions under par. 4.2 below.

#### 4.2. ASSESSMENT ELEMENTS IN A WORK-INTEGRATED LEARNING AGREEMENT

##### 4.2.1. Capacity of Potential Partner

Unless otherwise determined by Senate, the learning programme and/or the Centre for Work-Integrated Learning and Skills Development, on behalf of the Faculty Board, shall use the following capacity assessment criteria to evaluate a WIL partner before placing a student for WIL in terms of an agreement to that effect:

##### 4.2.1.1. Suitability as an Education Provider

- (1) Whether the potential partner has the infrastructure to support the learning outcomes for which the student(s) will be placed (under the partner's supervision);
- (2) Whether the student's learning objectives are aligned to the core activities of the potential partner; and
- (3) Whether the potential partner has implemented an effective integration programme to integrate the student into the operations of the partner.

##### 4.2.1.2. Mentoring Capacity

- (1) Whether the potential partner has a staff complement that satisfies the professional and other requirements for supervising and/or mentoring students;
- (2) Whether the potential supervisor/mentor is able and willing to participate in the assessment of students (when placed with the partner).

#### **4.2.2. Capacity of CUT**

As before, the relevant department and/or the Centre for Work-Integrated Learning and Skills Development must determine whether the institution is able to support any incapacities of the partner, or help the partner to develop new capacities, so as to ensure effective learning by students who are placed with the partner.

#### **4.2.3. Work-Integrated Learning Agreement**

4.2.3.1. A potential WIL partner is deemed an “approved partner” upon entering into an enforceable WIL agreement, including any development initiatives and orientation responsibilities agreed to by the partner and the relevant CUT department.

4.2.3.2. Unless otherwise determined by Senate:

- (1) All assessments conducted by WIL partners must be submitted to the Assessment and Graduation Unit via the lecturer responsible for assessment, who shall store copies of such assessments in safekeeping for a period of three years and
- (2) All assessments conducted by assessors employed by the WIL partner but not by CUT, and who file assessment reports with the Assessment and Graduation Unit, via the relevant lecturer responsible for assessment, in terms of a WIL agreement, shall be appointed as external assessors in terms of the provisions of this manual.

#### **4.2.4. Student Orientation Prior to Placement with a Partner**

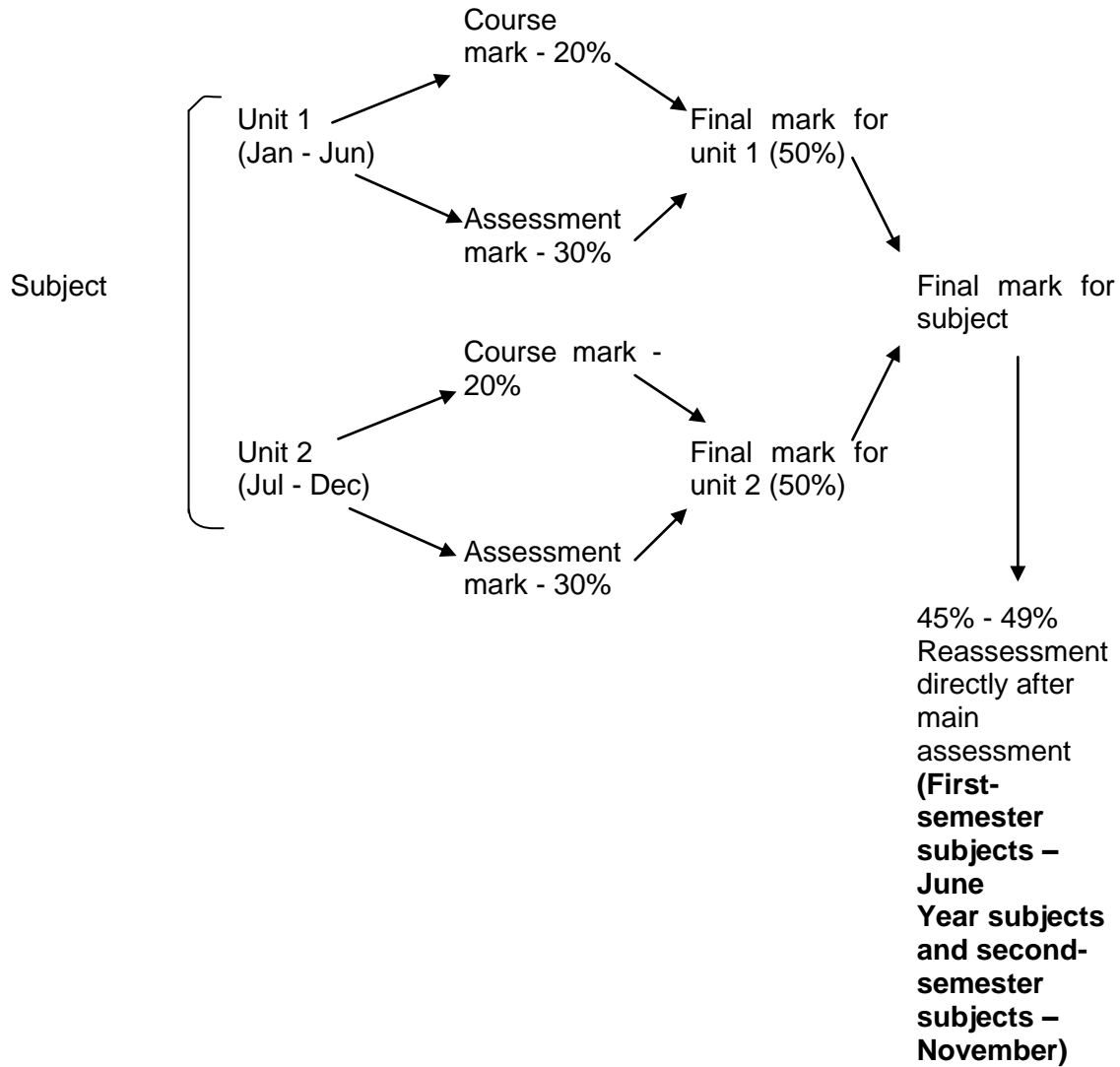
Before a student is placed with an approved WIL partner, the student must be oriented to the requirements of the partner (where he/she will be placed). Amongst others, the student must be aware of and agree to the following conditions:

- 4.2.4.1. To comply with all regulatory standards, including those relating to discipline, as stipulated by the partner;
- 4.2.4.2. To make effective use of the stipulated grievance procedures of the partner;
- 4.2.4.3. To uphold high standards of personal and professional conduct as a critical component of the assessment conducted by the partner; and
- 4.2.4.4. To assume greater and more active responsibility for learning during the placement period, and to maintain orderly records as evidence of learning.

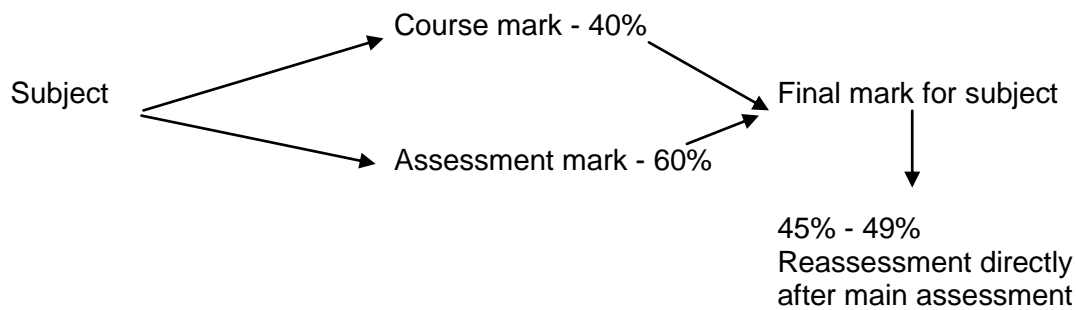


Unless otherwise determined by a resolution of Senate:

**1. Year subjects**



**2. Semester subjects**



**8. RELATED DOCUMENTS**

- 8.1 E/41 – Admission Policy
- 8.2 LS 101.1 – Checklist: Results
- 8.3 LS 103 – Reassessment Candidates
- 8.4 LS106.1 – Declaration of Verification of Marks
- 8.5 LS 107.3 – Assessment Mark Control Form
- 8.6 LS 108.2 – Claim Form: External Assessors/Moderators
- 8.7 LS 118.2 – Statement of Independent Work
- 8.8 LS 119 – Questionnaire on the Quality of Assessment Papers
- 8.9 LS 120.2 - Application Form: Certificates
- 8.10 LS 120.3 – Application for the Issuing of a Certificate of Conduct
- 8.11 LS 121.2 – Assessment: Special Report on Question Papers
- 8.12 LS 123 – Application for Subject Recognition
- 8.13 LS124.3 – Application Form: Assessments
- 8.14 LS 215.1 – Mark-Sheet (Dissertation)
- 8.15 LS 216.1 – Mark-Sheet (Treatise)
- 8.16 LS 217.1 – Result (Doctorate)
- 8.17 LS 218.1 – Recommendation on the Awarding of a Master’s Degree (Dissertation)
- 8.18 LS 219.1 – Recommendation on the Awarding of a Master’s Degree (Treatise)
- 8.19 LS 220.1 – Recommendation on the Awarding of a Doctorate
- 8.20 LS 227.1 – Application for the Granting of Extra Time or Other Concessions during Officially Scheduled Tests and/or Assessments of CUT
- 8.21 LS 236 – Application Form: Recognition of Prior Learning
- 8.22 LS 262 – Application for the Approval of a Research Project
- 8.23 LS 263 – Amendment of a Title
- 8.24 LS 264 – Appointment/Amendment/Addition of a Supervisor/Co-supervisor/Promoter/Co-promoter
- 8.25 LS 265 – Appointment/Amendment/Addition of an Examiner
- 8.26 LS 266 – Amendment of an Instructional Programme that Includes a Research Project

**9. COMPLIANCE OFFICER**

Registrar

**10. RESPONSIBLE OFFICER(S)**

Deputy Registrar: Academic Administration

Assistant Registrar: Assessment and Graduation

**11. SIGNATURE(S) OF APPROVAL**

\_\_\_\_\_  
**PRINCIPAL AND VICE-CHANCELLOR**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**CHAIRPERSON OF COUNCIL**

\_\_\_\_\_  
**DATE**