ASSESSMENT POLICY AND PROCEDURES

The following information to be completed by the policy owner/custodian:	
Title	Assessment Policy and Procedures
Approving authority	Teaching and Learning Committee, EXCO
Field of application	Academic staff, administrative staff and students
Compliance to	All academic and administrative staff
New or revised policy	Revised
Last date of approval	14 November 2023
Stakeholders consulted	Executive Management Students Academic staff Administrative staff
Policy Management **Policy Owner** **(designation and name)** **Policy Co-owner** **(designation and name)**	Assessment and Student Affairs Committee Teaching and Learning Committee
Cross-reference	Workplace Integrated Learning Policy (WIL) Recognition of Prior Learning Policy (RPL) Credit Accumulation and Transfer Policy (CAT) Distance Education Policy Guidelines: Endorsements on certificates

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1. INTRODUCTION

1.1 Assessment is an integral part of curriculum development and is one of the most important criteria evaluated by the Council on Higher Education (CHE) when accrediting programmes in higher education. Assessment "has a critical influence on the quality of teaching and learning and can be used as a powerful point of leverage for change and improvement in education" (CHE, 2004, p. 5). Assessment also needs to be grounded by theory. SANTS Higher Education Institution (hereafter only reference to SANTS), adopts no single philosophical viewpoint but rather a multiple paradigm framework linked to structural functionalism, critical theory and post-structuralism. The framework also has elements of the curriculum objectives of Ralph Tyler and of Bloom's theory of mastery learning (Davin, 2017, p. 3). During curriculum development, an assessment strategy is developed that is aligned to the Distance Education Policy and best practices in assessment in higher education contexts.

The focus of assessment can be varied and entails the following:
- To improve the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes and values, and providing motivation to work through the material through tasks and feedback. Assessment should focus on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts.
- To provide accurate estimates of current competence or potential in relation to desired outcomes to enable lecturers to make appropriate decisions (placement, diagnostic, etc.).
- To make high stakes judgements related to competence and progression or qualification.
- In preparation of student teachers becoming Assessors as one of the collective roles of teachers in a school (Department of Higher Education and Training, 2015, p. 61).

1.2 Assessment data, which forms part of the Management Information System (MIS) is used by SANTS as part of its self-evaluation system to inform decision-making on the nature of student support.

1.3 Assessment data also provides a means to identify at-risk students.

1.4 All assessment practices must be based on the set of principles specified in this policy document.

2. PURPOSE OF ASSESSMENT POLICY AND PROCEDURES

The purpose of this document is to guide the assessment and moderation practices at SANTS and ensure that all these practices are aligned to the national higher education legislative and policy frameworks (CHE, 2004; DHET, 2015), as well as ensure that assessment is integral to the teaching and learning processes. The various procedures associated with assessment and moderation are also elucidated in this document. Assessment practices are included in both the SANTS Student Orientation Booklet as well as the SANTS Prospectus so that students can familiarise themselves with the assessment information, criteria and processes at SANTS. There are also aspects related to Assessment in the Prospectus e.g. Language assessment for endorsement purposes, WIL assessment requirements, accommodations for students with disabilities.

3. PRINCIPLES OF ASSESSMENT APPROPRIATE FOR DISTANCE LEARNING

The purpose and outcomes of assessment by distance learning is no less valid, reliable or practicable than assessment for qualifications delivered by face-to-face contact education. The principles of assessment remain constant irrespective of mode. These include:

3.1 Assessing against Outcomes

Measurement of a student's performance must be against pre-determined and pre-stated expectations of achievement and competence. These expectations, which are also learning outcomes, should be designed with regard to the exit level outcomes of the relevant NQF qualifications and to recent developments in the specific disciplinary/academic field. These should be made available to students and relevant stakeholders before or at the start of every module/programme of study. In order to adhere to this principle, module descriptors are provided in the front pages (front matter) of each Curriculum and Learning Guide (CLG), with outcomes and learning outcomes stated clearly in the CLG; related to the module descriptors. The different assessment-type activities in the CLG are represented by icons and based on the outcomes and learning outcomes in order to assist the students' self-directed learning.

3.2 Relationship between Subject/Field Knowledge and Assessment

Assessment decisions and forms of assessment should be appropriate to the knowledge field. Careful consideration should be given to the assessment methods chosen to ensure that the assessment activities designed accurately match the nature of disciplinary knowledge and task demand. What is being assessed, be it conceptual knowledge, understanding, subject content, application, skills, competencies, etc.

must clearly articulate with knowledge fields and levels of complexity across the programme. The application of knowledge is particularly of value for higher education and distance education students. In each of the CLG's the student is informed about the NQF level of the CLG and the notional time a student should sped on the CLG. The knowledge mix of each CLG is provided in the front pages (front matter) of the CLG where the type of content for the CLG is described. Relevant cross references are provided to other types of field knowledge as well as links to the CLG's of a specific series.

3.3   Transparency of Assessment Criteria

The expectations of any assessment activity, including the specific criteria by which such a task will be judged, must be made clear to students from the outset, in order to ensure transparency in the assessment process. Informing students of the standards and criteria by which performance will be judged is intended to help students develop the confidence to take greater responsibility for their own development and personal progress. Students are informed (in the front matter of each CLG) that working through the CLG of each module and completing all assessments activities in the CLG will assist them in doing the formative and summative assessments.

3.4   Validity of Assessment

3.4.1   For assessment to be valid, it must accurately measure what it claims to be measuring. The relationship between assessment tasks and the outcomes/objectives of the module or the learning programme should be made clear to students and to academic and administrative parties involved in the assessment process.

3.4.2   There are three important aspects of validity:

i.   *Face validity*

This means that the assessment should be perceived to be fair, giving students a reasonable opportunity to show what they know and what they have mastered. For example, any suggestion of bias that may be to the detriment of some would reduce face validity for students (e.g. gender or ethnic bias). It should not advantage or disadvantage any student. Tuition and assessment are equitable when they take into account the instructional context and the special background of students (e.g. prior knowledge, cultural experience, language proficiency, cognitive style and interests). In distance education these characteristics can only be broadly determined based on the student profile for individual modules.

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ii.   *Content validity*

Assessment should be appropriate for the stated outcomes of the course and should cover the knowledge (ideas and skills) adequately.

iii.   *Construct validity*

This refers to the extent to which assessment succeeds in measuring and evaluating the abilities (theoretical or practical 'constructs') that it intends to assess.

3.5   Authenticity of Evidence

For assessment outcomes to be authentic, they must comply with the principles of reliability, consistency, proportionality, fairness, manageability and non-ambiguity.

3.5.1   Reliability and Consistency

Assessment should be reliable or consistent. That is, the assessment should produce the same results when:

- particular students are assessed across time for the same knowledge, skills, attitudes and values using a variety of methods; and
- different markers assess the same piece of work.

3.5.2   Proportionality

The amount of work assessed should be sufficient in proportion to the comprehensiveness of the study package.

3.5.3   Fairness

For assessments to fair:

- Value judgements (such as passing or failing marks) should be as objective as possible;
- There should be academic and administrative quality control before, during, and after the assessment through moderation and verification processes;
- Guidance for marking must also be transparent and defensible.

3.5.4 Manageability

Assessment should be manageable:

- Efficient systems must be in place to administer the various types of assessments.
- Quantity and type of assessment should also allow academics to achieve reliable results in a reasonable period of time. This also relates to timely feedback to students in order to improve their learning for the next step in the learning process.

3.5.5 Non-Ambiguity

Assessment should be unambiguous, with tasks and outcomes clearly defined:

- Conceptual (knowledge) and task (form) demand should be clear.
- Assessment criteria should be clear to assessors/markers/moderators and students.

4. FORMS AND NATURE OF ASSESSMENT

No single assessment method can assess a student's learning completely. Assessment has to be continuous and the use of various forms (types) of assessments to achieve consistent and fair results, implemented. The total assessment package for a learning programme should be carefully designed to cover all learning outcomes. All assessments are saved on cloud (network) storage.

The assessment type(s) used will also be suited to the underlying teaching/ learning principles outlined in the Distance Education Policy, the learning and level of knowledge complexity students need to evidence, the level of the module, and diverse student abilities, learning styles, and contexts. The constraints of Distance education and learning and should be considered as well.

Assessment practices must be sufficiently diverse to take into account different teaching methodologies (albeit limited in distance learning), learning styles, forms of knowledge productions, and forms of representing knowledge.

The recognition of the limitations of all assessment methods is crucial in applying planning assessment tasks, particularly as it applies to distance learning.

The use of emerging assessment methods particularly within the online environment will gradually be considered. This includes designing continuous assessment activities

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that provide students with an increased number of assessment opportunities to show competence.

Two major forms of assessment are applied in this policy: formative and summative. All modules are assessed using both forms.

4.1   Formative Assessment

The function of formative assessment in distance learning is to provide support and structure to the learning experiences of students during the course of their studies. As distance education students, with minimum contact with the academics at SANTS, formative assessment provides useful feedback and can act as a key motivator for learning.

Formative assessment also informs the programme design decisions and teaching methodologies appropriate for distance learning, as well as providing feedback to enable better planning and support for students during the learning process. It is thus designed to support the design, teaching, and learning process and is developmental in nature.

Sometimes referred to as 'continuous assessment', formative assessment:

- is a 'learning opportunity', not just a test of student performance;
- assists in planning future learning based on the assessment reports;
- diagnoses the student's strengths and weaknesses; and
- provides feedback to the student on his/ her progress.

Formative assessments will take various forms, depending on the nature of disciplinary knowledge, module purpose and outcome, exit level outcomes, and task demand for each module. Formative assessments can be in the form of:

- assignments
- portfolios of evidence (WIL)
- language endorsement evaluations
- oral evaluations

Some of these will be addressed in the sub-sections below:

4.1.1 Assignments

Assignments are submitted online on the MySANTS assessment platform. There will be a 2 to 3 week turnaround time for students' marked assignments to be returned to them, with a communique regarding additional information

and/or feedback on the assignment. A lecturer can investigate the possibility of re-assessing or amending marks in an assignment in cases where a student enquires with probable cause about the marking and/or allocation of marks of an assignment, provided it is within 7 working days of the marked assignments or the Assessment Student Guidelines having been released, whichever of the two is the last released. Re-assessed results are automatically forwarded to the Administration department for any necessary amendments.

4.1.2 Portfolios of Evidence and Language endorsements

While attending their Workplace Integrated Learning (WIL) period, student teachers must be formatively assessed by their assigned Mentor Teacher and / or by formally appointed and trained SANTS (WIL) Assessors to ensure that they are continuously mastering the integrated applied competences relating to their area of specialisation, including competence of chosen languages. The assessment of their portfolios of evidence as well as of their actual teaching and interaction in class is of paramount importance.

Each student is required to compile a Portfolio of Evidence (PoE) that includes among other items, a number of lesson plans, school and learner profiles, written reflections, and examples of learning and teaching support materials. The PoE is considered the formative assessment component for WIL, while the assessments of their Practical Lesson Assessment is considered the summative assessment component and mentioned further in point 4.2.3 below.

The weighting of the PoE and Practical Lesson Assessment marks contribute towards the cumulative final module mark. The weightings of these two assessment components differ per module and depending on the year in which the student is registered for WIL. The different weightings, as well as the subminimum for each of these two components is illustrated in the tables below per programme:

Dip (Gr R Teaching)

Module Code	Year	PoE		Practical Lesson Assessment	
		Weight	Sub-minimum	Weight	Sub-minimum
R-WIL 101	1	70%	50%	30%	50%
R-WIL 202	2	50%	50%	50%	50%
R-WIL 303	3	30%	50%	70%	50%

BEd (Foundation Phase Teaching)

Module Code	Year	PoE		Practical Lesson Assessment	
		Weight	**Sub-minimum**	**Weight**	**Sub-minimum**
F-WIL 101	**1**	70%	50%	30%	50%
F-WIL 202	**2**	60%	50%	40%	50%
F-WIL 303	**3**	40%	50%	60%	50%
F-WIL 404	**4**	30%	50%	70%	50%

BEd (Intermediate Phase Teaching)

Module Code	Year	PoE		Practical Lesson Assessment	
		Weight	**Sub-minimum**	**Weight**	**Sub-minimum**
I-WIL 101	**1**	70%	50%	30%	50%
I-WIL 202	**2**	60%	50%	40%	50%
I-WIL 303	**3**	40%	50%	60%	50%
I-WIL 404	**4**	30%	50%	70%	50%

The PoE assessment component comprises 30% of the overall assessment for the module in the final year, and will be assessed by the allocated WIL Assessor when assessing the practical lesson.

Students must also be assessed in their final year on their Home Language and First Additional Language abilities, so that these abilities can be endorsed on their degree or diploma certificates. All students will also be assessed in English Home Language as indicated in the SANTS document, *Guidelines Endorsements on Certificates.* These assessments must be conducted by an allocated WIL Assessor.

4.1.3 Research Proposal

The research proposal must be submitted by students and approved before they are allowed to do data gathering during their final WIL periods and eventually their research reports (see summative assessment below). The Research Proposal is assessed according to set criteria and constitutes 60% of the final cumulative mark of the research module, B-RED 400 (research project). In special circumstances, students will be afforded the opportunity to improve their proposal after receiving feedback from the assessor.

4.1.4 Oral evaluations

SANTS holds the right to make use of oral evaluations or assessments in order to facilitate the assessment process for students who qualify to have further or alternative opportunities to pass a module.

4.2   Summative Assessment

Summative assessment refers to assessment that is used for making a judgement about the achievement of outcomes in order to certify that a student may progress in his/her studies or may graduate. Such assessment is carried out at the end of a semester or at the end of a module/learning programme/ qualification. It determines whether the student is competent or not yet competent in respect of pre-determined outcomes. There should be continuity between formative and summative assessment so that students are adequately prepared for summative assessment.

The function and goal of summative assessment is to evaluate student learning at the end of a module/course/instructional unit through comparison with some standard or benchmark.

Summative assessments are predominantly in the form of Examinations (described further below), but also include Research Reports, Oral Evaluations and Practical Assessments (including Lesson Assessments for WIL).

4.2.1 The Research Report

- The Research Report is submitted before a team of assessors at the end of students' final year. It follows guidance regarding developing a research proposal, undertaking a literature review, applying an appropriate research methodology in conducting the investigation, and writing up results to be ultimately presented as a finalised research project. Whereas the research proposal must have a weighting calculated at 60%, the Research Report must have a weighting calculated at 40% towards the final cumulative mark of the research project (module B-RED 400). In special circumstances, students may be afforded the opportunity to improve their research report following feedback from the assessor.

4.2.2 Oral Evaluations
Oral examinations will be executed in order to complete the assessment for endorsement purposes. This affects especially students registered for the Language of Conversational Competence modules. SANTS however holds the right to make use of oral examinations in order to facilitate the assessment

process for students who qualify to have further or alternative opportunities to pass a module.

4.2.3 Practical Lesson Assessments

Practical Lesson Assessments are conducted at various times by Mentor Teachers and SANTS WIL Assessors to evaluate how lessons are planned and taught and how students are engaging in their workplace integrated learning. A practical online component is also required for the module Computer Literacy. Please refer to the table mentioned in point 4.1.2 to note the difference in weightings between this component and the PoE depending on the year of student registration.

4.2.4 Examination Regulations and Procedures

Unless otherwise arranged or necessitated, examinations are online assessments using the MySANTS Phase 2 assessment platform.

For regulations and procedures regarding the possibility of sit-down, paper-based examination, please refer to Annexure I.

The following section outlines the regulations and procedures associated with this main form of summative assessment.

The materialising of examinations
- Students must write examinations at the end of each semester. The academic staff at SANTS Head-Office is responsible for the setting and/or coordinating of all semester examination submissions with memoranda.
- The following quality measures are important with regard to the setting of examination submissions:

  ~ Clear and complete official headings of SANTS Private Higher Education Institution;
  ~ Correct official module code of each subject;
  ~ Name of examiner of the examination paper;
  ~ Name of internal moderator and Academic Head of the examination paper;
  ~ Name of external moderator of the examination paper (in the case of exit level modules);
  ~ Clear instructions (front matter) to be followed by students; and
  ~ Correct grammar and spelling.

- The Executive Academic Director, Manager of the Academic Quality Enhancement Unit and Academic Heads monitor examination submissions

and memoranda, but the examiner responsible for setting the examination paper will apply any changes suggested.

- The contents of examination submissions are confidential and may not be disclosed to anyone (except moderators) before the examinations are written.
- Examination submissions, as well as the actual scripts that have been marked, are saved electronically, making use of cloud (network) storage.
- Students are allowed to appeal their examination marks by providing a written application (see Annexure A1 and A2), requesting a re-mark, within 3 working days after the results have been made available to students. A non-refundable fee for the re-mark is payable by students. The mark(s) awarded after re-marking will be the final result(s), even if lower than the original mark(s).

The handling of examination submissions

Online examinations
- Examinations take place using the online MySANTS Phase 2 assessment platform, the same which is used for assignments.
- Examinations will only be released at the time of the examination period by pre-determined dates set on the examinations and overseen by the Academic Heads of each division.
- Students will receive the student academic calendar at the start of each semester, but will also have access to the Examination timetable on their online Dashboard. Closer to the examination they will also be able to download their individual examination timetable.
- Information regarding the access, submission and processing of examinations will be made available to both students and relevant staff with enough prior notice. Students will be guided in the process of accessing, completing and submitting their examinations through an online examination guide which is aligned to the SANTS Student Manual. To access, complete and submit the examinations, students follow the following steps:
  o Step 1: Log in to MySANTS: https://lms.sants.co.za/
  o Step 2: Select the Assessments button on the Dashboard.
  o Step 3: This action will open the assessment page, containing the examination(s) released at that point. An assessment containing the title of the module, assessment type, due date and status of the assessment appears.
  o Step 4: Select the START ASSESSMENT button to start the examination.
  o Step 5: View and answer questions by selecting the field and filling in the answer. The following must be noted:
    ~ Use the navigation buttons at the bottom of each page to move between questions as indicated below.
    ~ Select the *Back* option to go back to the previous question, *Next* to move to the next question or select Skip to return to the question later.

- ~ Select the SAVE button to save answers before selecting Back, Next or Skip.
  - o Step 6: At the end of the assessment, a page will display where students must acknowledge that the work is their own and that they are aware of the Plagiarism Policy as well as the consequences of transgressing this. At this stage the system will also inform the student of any question(s) skipped. A student can use the *Back* option in the navigation options to go to that specific question(s).
  - o Step 7: After submitting, the students will receive a notification on their Dashboard, informing them that the examination was submitted successfully.

Sit-down examinations
- Should sit-down, paper-based examinations be necessitated, this will be coordinated through the Academic Implementation Unit. Please refer to Annexure I regarding regulations and procedures in this regard.

4.3 Integrated Assessment of Applied Competence

Assessments may be integrated to demonstrate applied competence.

Integration of applied competence refers to:

- assessing a number of outcomes together;
- assessing a number of modules together;
- using a combination of assessment methods and instruments for an outcome/outcomes;
- collecting naturally occurring evidence (such as in a workplace setting); and
- acquiring evidence from other sources such as supervisors' reports, testimonials, portfolios of work previously done, logbooks, journals, etc.

5. COMMUNICATION OF ASSESSMENT INFORMATION

Information on assessment is provided in the front pages (front matter) of each Curriculum and Learning Guide. This includes the summary of assessment, self-assessment, assignments and the semester examination.

5.1 Communication of Formative Assessment Information

Written information about each module must be provided to students at the start of a module in a clear and comprehensible format.

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The information must outline:
- programme outcomes, module outcomes and learning outcomes;
- assessment task, procedures for completion;
- assessment criteria;
- submission dates; and
- any other special requirements regarding the successful completion of the assessment of the module.

5.2 Communication of Formal Examination Information

Students must be informed about the examination timetables timeously and receive a notification about each of the examinations for which they qualify in the form of a personal SMS. It is also each student's responsibility to access the examination information posted on MySANTS, as well as enquire if they have not received the SMS.

5.3 Communication on Supplementary Examinations

Students must be provided with information on the eligibility and nature of supplementary examinations. This is also to be done via personal notification.

6. FEEDBACK ON OUTCOMES OF ASSESSMENT

6.1 Feedback on Formative assessment

6.1.1 If students submit work by the due date, they must receive feedback on their work in time for them to benefit from it when preparing for the next task. Feedback to students must be constructive, focused on assisting them to understand how they can improve the learning outcomes. Feedback is done through comments on the assignments themselves as well as the availability of the Assessment Support Guideline (ASG) document in which answers to questions, support material and information is provided, including (if applicable) CLG page references associated with particular assignment questions.

6.1.2 No formative assessments are eligible for resubmission. This includes the submission of portfolios of evidence as well as the assessments of the teaching practice, although feedback is continuously given by Mentor Teachers and/or WIL Assessors to scaffold the students' development in their workplace integrated learning.

6.1.3 A student unable to submit due to serious illness or incapacitation might be exempt from that assignment after thorough investigation of sufficient evidence

e.g. medical documentation or affidavit confirming that the student was significantly incapacitated during the entire period in which he/she could have submitted the assignment. (Refer to section 8.2 below.)

6.2   Feedback on Summative Assessment

6.2.1   Due to the nature of summative assessment and examination security, students only receive the outcome of the summative assessment through the formal examination structure and processes of SANTS. This is relevant for primary examinations, as well as supplementary and special examinations.

6.2.2   Students who fail to meet the criteria for successful completion of a module are required to either complete a supplementary examination or repeat the module as determined by the Teaching and Learning Committee.

6.2.3   When a student has failed more than one module, the student is permitted to enrol for only two additional modules per semester, depending on the programme and the year registered for, the progression rules, as well as the pre-requisites of the modules being repeated (See Annexure H at the end of this document).

6.2.4   The order of preference in which modules are to be repeated is determined by the Assessment and Student Affairs Committee.

6.3   Request for Mark Adjustment (Re-marking)

Re-marking of examination scripts must be permitted provided a written application is submitted within 3 working days after the result(s) have been made public and payment of a non-refundable fee is made. A re-mark will also only be conducted if the mark is 35% or higher. The mark(s) awarded after re-marking will be the final result(s), even if lower than the original mark(s). (See Annexure A1 and A2 for the application form and steps which students follow in this regard).

7.   ASSESSMENT MANAGEMENT

7.1   Record Keeping

7.1.1   An assessment record must be compiled for each student per qualification. This entails developing a profile of student achievement of specified outcomes in formative and summative assessment.

7.1.2   Formative data enables the Academic Department to plan interventions to support students during their learning while they are completing a module.

7.1.3 The official assessment records of both formative and summative results provides an accountable basis for credit and eventual certification of students in relation to outcomes of particular qualifications.

7.1.4 Students' records and online completed assessments for each module are kept in cloud (network) storage for record-keeping purposes according to accepted practices.

7.1.5 The completed student assessments (hard-copy scripts) are stored off-site in a secure facility and must be available for a period according to accepted practices.

7.1.6 Assessments of exit-level modules (final-year modules) undergo an external review process in which the assessments (question papers) are reviewed and moderated before being presented to students. In addition to this, 10% of students' marked assessments for these exit-level modules are moderated. Review reports in this regard are also saved in cloud (network) storage but must be kept on record for a period of at least one year.

7.2 Academic Dishonesty

7.2.1 During examinations, a student is seen as being dishonest when he/she breaks any of the examination rules and regulations. For online or sit-down examinations this could include looking at and/or copying another student's answers, communicating in any way with another student; using his/her cell phone during the examination session; making use of printed, internet or other source without proper referencing; engaging in the unauthorised use of artificial intelligence (AI) tools such as ChatGPT, Bard or Bing; or having notes of any kind in his/her possession after question papers are made available online or answer books have been handed out.

With regard to assignments, a student is seen as dishonest if he/she submits any work that is not his/her own. This includes copying answers from another student, and two or more students working together on the same answers and each handing these in as their own work, as well as copying from a central source, such as in the case of contract cheating (contracting with someone - paid or unpaid - to give answers), ghost writing (allowing someone to write in place of oneself) or the unauthorised use of Artificial Intelligence (AI) tools such as ChatGPT, Bard or Bing.

7.2.2 Any form of dishonesty is considered an irregularity. Cheating, plagiarism and fabrication or falsification of data, particularly if producing content under the guise of representing it is as one's own original work, are all offences. Any

academic irregularity will be addressed firstly by the Academic Department, with those deemed severe, being referred to the Assessment and Student Affairs Committee.

7.2.3 Plagiarism is seen as a serious violation of academic honesty, and may be viewed as at least inappropriate and, more seriously, as theft with a risk of reputational or career damage, civil or criminal charges. The institution recognises that intention and/or insufficient insight by novice students and academics play a role in the assessment of the degree of action that follows an incident of plagiarism.

7.2.4 Prevention through education and appropriate provision of guiding resources is considered the most important approach to the problem, with punitive measures to follow as repetition or seriousness escalate. Fairness of action must be ensured. The emphasis is therefore upon teaching and providing a process of learning and thus deterrence through the provision of information and assessment and is preventative rather than focused on detecting plagiarism and dealing with offenders. In this regard, the following mechanisms exist:

- Academic Literacy courses - These are foundational courses at SANTS, presented on NQF level 5, in diploma and first degree courses. They include elements of academic practice, writing skills, ethics and support materials on plagiarism and referencing techniques.
- Warnings against plagiarism in student material – the definition of plagiarism as well as examples of how to avoid plagiarism are placed in the front matter of every Curriculum and Learning Guide. Warning against plagiarism are also mentioned through the MySANTS platform, the SANTS web site and regular communication to students about academic integrity.
- Declaration of Originality accompanying each assignment and examination submission
- Initial student orientation meetings, materials and correspondences. (See Annexure B1 and B2).
- Academic staff awareness who communicate the need for academic integrity and guidelines on how to prevent plagiarism to students. This is done verbally at support sessions, through the support dashboard channels and by provided uploaded support material regarding referencing and maintaining academic integrity.
- Research courses - Degree programmes at level 7 and above have their own courses adapted to their own requirements where students are introduced to the research process and in particular the ethics of research and research reporting, including avoidance of plagiarism.

7.2.5 The severity of the offence and penalty considered (see also Annexure D) is measured against the following:
- Percentage of marks affected by plagiarism.
- Year in which student is registered
- Whether the act of dishonesty is a repeat act.
- Evidence of genuine ignorance regarding the use of academic conventions
- Any other mitigating circumstances considered relevant by the Assessment and Student Affairs Committee.

7.2.6 Academic staff (in all roles, whether as full-time lecturers, part-time lecturers, mentors or tutors) must act when plagiarism incidents occur, and must ensure appropriate and fair assessment, education and, if necessary, penalisation. The irregularity should be reported by completion of the appropriate irregularity forms (See Annexures C1-C3) and/or online procedures, accompanied by all evidence. The guidelines for irregularities must be followed.

7.2.6 Students must take responsibility for the production and presentation of their academic work and demonstrate their adherence to the ethics of academic and professional presentation. Students are required to confirm by signing (either in writing or by marking the appropriate block online) and submitting a *Declaration of Originality* that the work submitted for assessment is their *own original* work (and also fully acknowledge any works of others directly quoted or used in their work through appropriate referencing, as required by SANTS).

7.2.7 A student is entitled to appeal against an assessment decision, if he/she believes that the decision was wrong or unfair. (Refer to Appeals Procedures in 7.5)

7.3 Academic Honesty

Students must always be the authors of the answers they submit as their own.

Examples of ways to avoid plagiarism while being academically honest include:

- Submitting only one's own and original work.
- Clearly indicating precisely and accurately when using another person's actual words, sentences or paragraphs or entire work, i.e. referencing must be done in accordance with a recognised system specified by SANTS, and quotation marks ("...") must be used in the case of a direct quote.
- Clearly indicating precisely and accurately when using another person's ideas, opinions or theory (even if completely paraphrased in one's own words) which likewise requires full referencing.

- Indicating that one has downloaded information from the Internet by providing the URL link ("web address") and the date that the item was downloaded.
- Never allowing other students to use or copy from one and present it as their own.
- Never copying what other students have done to present as one's own.
- Not engaging in the unauthorised use of AI tools such as ChatGPT, Bard or Bing.
- Submitting assignments completed for one module to that module only, and not to another module.
- Always listing the other students that were part of the team of contributors in a group assignment and never submitting it as done only by oneself (even if the other students submit it as their own).

7.4   Investigation and Penalisation

7.4.1 Plagiarism incidents must be dealt with in a fair, transparent and consistent manner.

7.4.2 If an incident of Plagiarism is suspected the matter must be reported to the Academic Department in writing or through the use of the applicable online channels and mechanisms. It is the prerogative of the Academic Department to inform the student in writing of the suspected transgression (or to instruct the Head of Student Administration to inform the student) who is given a chance to deny the allegation (or offer an explanation) in writing.

7.4.3 When investigating an incident, the following are important:
   ◦ the significance of the plagiarised content on the assessment of the submitted work
   ◦ the extent or amount of the plagiarism in the submitted work
   ◦ the year and level of the student
   ◦ whether the student has previous incidents of plagiarism
   ◦ any apparent intention by the student to deceive.

7.4.4 A student may lodge an appeal in writing to the Assessment and Student Affairs Committee or through the Head of Student Administration when informed of the intended disciplinary proceedings or outcome of such a proceedings in conformance with SANTS disciplinary practices. (Refer to Appeals Procedures in 7.5).

7.4.5 SANTS maintains a Plagiarism Register to enable the monitoring of offending students and to ensure the consistent application of penalties. This register allows the flagging of a student who has a repeat incident. Individual student records of plagiarism violations are accessible only to a staff member

designated for ensuring fairness and accuracy of assessment of a plagiarism incident, and to the Assessment and Student Affairs Committee when a punitive decision is ratified, or on appeal by a student.

7.4.6 A note of all allegations, the outcome and the penalty of all cases of plagiarism by a student must be made on the student's record.

7.4.7 <u>During assessment submissions:</u>

- Should an irregularity be identified by a marker, then the necessary online protocol must be followed to notify the lecturer and where relevant, the documentation (IR-P or IR-C forms, found in Annexures C1 and C2 respectively). This is specified further as follows:
- The marker identifies a potential irregularity on a student's assessment submission in the form of plagiarism or copying and notes this with an appropriate comment on the student's marked submission.
- Markers may not amend marks after marking and submitting an assignment.
- The marker alerts the responsible lecturer by selecting a tick box on the assessment to report an irregularity. The responsible lecturer receives a notification. The irregularity case(s) per module are then summarised and accessible to the responsible lecturer for initial investigation purposes.
- The lecturer investigates the alleged irregularity and responds in one of the following ways:
  - ❑ Deduces that there is no significant irregularity worth addressing, further than the marker's comment on the student's assessment; or
  - ❑ Verifies the irregularity and identifies the transgression as being mild, moderate or serious according to the Irregularity Severity Scale (see Annexure D); proceeds to address the situation accordingly (amending the mark if necessary); and finalises the marking and moderation process for the eventual release to the student by the Administration department; or
  - ❑ Verifies the irregularity and identifies the transgression as being severe according to the Irregularity Severity Scale see Annexure D), escalating this via the online platform to the head of the Academic Quality Enhancement (AQEU).
- In the case of the final option mentioned above, the head of the AQEU investigates the matter further. In cases where there is indisputable evidence of duplicate answers on the assessments between students, automatic penalisation is applied, as has been communicated to students, i.e. half of the marks (50%) of an assessment will be forfeited for a first-time offence; and all of the marks (100%) will be forfeited for a repeat offence in this regard.
- In cases, other than the duplicate answers mentioned, the head of the AQEU notifies the student via the online system in order to allow for a

response on the allegation (IR-C form in Annexure C3), and decides on an appropriate action to be taken. Possible actions may include the application of penalties (marks), requiring the student to re-enrol for a module, suspending a student's studies and laying civil or criminal charges.

- Documented records on the steps and actions taken regarding irregularities will be available on the new online platform and accessible to the head of the AQEU. The register developed for this purpose at the AQEU is to be updated on the assessment platform (Excel format).
- This documentation will be used in the ratification of academic results at the Assessment and Student Affairs Committee meeting held at least once a semester.

7.4.8 Should Head Office become aware of an irregularity in another way, such as a telephone call from a marker, the lecturer responsible for the module concerned or the head of the AQEU should ensure that the required documentation is received.

7.4.9 Should it be found at any point in an investigation that suspicions were unfounded or a reported irregularity was in fact not an irregularity (the student did not behave dishonestly), no further investigation or action is required.

7.4.10 In cases where the student(s) has submitted a written statement, he/she will be considered informed about the reported irregularity. The statement should include an admission or denial of guilt. Should the student have made a written statement, but not admitted or denied guilt, they should be requested to do so.

7.4.11 Should a statement from the student not have been received, the student should be contacted telephonically to be given the opportunity to submit a written statement. If they refuse, this will be noted, as well as the content of the telephonic conversation on the relevant forms, indicating a denial or admittance of guilt.

7.4.12 All forms and evidence (or copies of evidence) must be recorded and kept for safe-keeping.

7.5 Appeals Procedures

7.5.1 The primary objective of an appeal is to allow students to bring to the attention of the Assessment and Student Affairs Committee, feelings of dissatisfaction or injustice, which may arise from the assessment process and to seek appropriate recourse. A student is entitled to appeal against an assessment decision, if he/she believes that the decision was wrong or unfair. Information regarding the logging of appeals and grievances is provided to students in the

SANTS

Student Orientation Booklet to promote a culture of professionalism regarding the manner in which students record an appeal or grievance.

7.5.2 Internal Appeals must be in written form but must be lodged to the Assessment and Student Affairs Committee through the relevant administration process. If students contact SANTS for initial guidance in this regard (online or phoning) the Student Bureau will direct the student to the Chairperson of the Assessment and Student Affairs Committee.

7.5.3 All appeals must be given due consideration, dealt with ethically and with the necessary professional conduct. There should be no reprisals taken against or discrimination shown to a student lodging an appeal.

7.5.4 A student should consider lodging a formal appeal with the relevant Quality Council or other external bodies, only after all internal processes at SANTS have been exhausted in an attempt to resolve issues. In cases where students register an appeal directly with the Department of Higher Education and Training (DHET), without first following SANTS' internal appeals processes, SANTS adheres to the processes as stipulated by the DHET.

7.5.5 The Appeal process is described in steps below, commencing with a formal written appeal by the student:

Step One: An appellant/student may lodge an appeal with the Chair: Assessment and Student Affairs Committee in writing within 7 days following on the date on which notice was given on the outcome of assessment (See Annexure E). Full details of the element(s) of disagreement(s) shall bear the signature of the appellant/student and a copy thereof must be filed with the Assessment and Student Affairs Committee.

Step Two: The Chair: Assessment and Student Affairs and one other designated academic shall assess the appeal.

Step Three: After the outcome has been established, the Chair: Assessment and Student Affairs and the designated academic shall confer with the appellant/student in order to resolve the disagreement(s). At this meeting the facts shall be presented and considered. An effort shall be made to resolve the matter to the satisfaction of all parties.

Step Four: The Chair: Assessment and Student Affairs and designated academic shall communicate the outcome of the resolution or non-resolution of the appeal to the Teaching and Learning Committee.

Step Five: If an appellant/ student is not satisfied with the outcome reached by the Chair: Assessment and Student Affairs and designated academic, the appellant/student may refer the matter in writing directly to the Teaching and Learning Committee.

Step Six: The Teaching and Learning Committee shall attempt to resolve the appeal and communicate its decision in writing to all parties concerned.

Step Seven: Should the appellant/student not be satisfied with the Teaching and Learning Committee's decision, the appellant/student may register a formal appeal with relevant external bodies, within 7 days after receipt of the report on the appeal's outcome.

Step Eight: The outcome of the appeal process must be contained in a written record.

7.6 Academic Suspension

The suspension of an individual's studies can arise for various reasons, some initiated by the student himself/herself (e.g. due to seriously ill health, injury, personal crises, etc.) and others initiated by the institution itself (e.g. non-payment, unacceptable or criminal behaviour, challenges regarding assessment or academic progression). The section below refers to the latter-two reasons related to assessment and academics.

Academic suspension, in this context, refers to when SANTS temporarily disallows a student entry to studies or continuation with her/his studies, due to reasons associated with her/his academic performance and integrity.

7.6.1 Suspension on the grounds of poor academic performance and re-admission to study

As set out in the Assessment Policy under the progression rules, students may be suspended on the basis of poor academic performance if the number of modules outstanding will require the programme to be extended by more than two years beyond the normal end of the programme plan.

A student applying for re-admission to SANTS after being suspended on the basis of poor performance (as defined above) may do so only after providing proof of successful completion of study (short learning programme with 48 credits or above). A student applying for re-admission must submit his or her

application using the prescribed form. (Annexure D: Application for re-admission: Form RAD-01)

Pending the approval of the Assessment and Student Affairs Committee, a student can be possibly granted to re-enrol for a BEd degree programme if she/he agrees to enrol and pass all the modules of a Diploma programme that can aid progression to the relevant BEd degree programme.

7.6.2 Suspension on the grounds of academic dishonesty

A student may be suspended for a defined period if found guilty of academic dishonesty where the transgression is identified as being severe and under the following conditions:

- The plagiarism support programme has been completed by the student;
- The Appeals process (as described in SANTS' Assessment Policy and Procedures) has been completed; and
- Consideration has been given to the following:
  - the year in which the student is registered
  - whether the act of dishonesty is a repeat act and student is noted on the SANTS plagiarism register
  - whether there is evidence of unethical behaviour in the sharing of information when completing assessments
  - whether there is evidence of genuine ignorance regarding the use of academic conventions and/or
  - whether there are any other mitigating circumstances considered relevant by the Assessment and Student Affairs Committee.

Students may re-apply to the programme after the defined period as determined by the Assessment and Student Affairs Committee

- Students may be excluded if the number of modules outstanding will require the programme to be extended by more than 2 years beyond the normal end of the programme plan, as stated in the Progression Rules, i.e. 4+2 years for the BEd (Foundation Phase Teaching) or BEd (Intermediate Phase Teaching) programmes; and 3+2 years for the Diploma in Grade R Teaching programme.
- Pending the approval of the Assessment and Student Affairs Committee, a student can be possibly granted to re-enrol for a BEd degree programme if she/he agrees to enrol and pass all the modules for another qualification offered by SANTS that can aid progression to this degree.

- Students who have themselves asked and been permitted to suspend their studies temporarily may do so for a period of only one semester. A request to extend this suspension will be considered by the Executive

Academic Director after each semester. The necessary documentation for student-initiated suspension of studies must be completed each time.

- Students who were suspended from their studies due to outstanding payments, will be allowed to continue with their studies only after payment and in accordance with the regulations set by the Finance Department.

7.7 Assessment Integrity: Internal and External Moderation

7.7.1 Assessment integrity is protected by two forms: internal and external moderation. Internal moderation is carried out by academics in SANTS, while external moderation is carried out by academics who are experts in the field from higher education institutions across South Africa or beyond.

7.7.2 Internal Moderation Process

All aspects of the assessment of students' submitted evidence must be moderated by a suitably qualified academic staff member. The purpose of internal moderation is to ascertain the correctness in the allocation of marks and consistency and fairness in the marking by an individual marker. Should there be inconsistencies, a marker is requested to re-mark. Internal moderation takes place at the beginning of marking to ascertain if the marking is of the quality expected from SANTS markers, and then again at the end of the marking process, where a sample of scripts are moderated for quality assurance and a report is submitted by the lecturer for each module to the AQEU.

7.7.3 External Moderation Process

The purpose of external moderation for the exit-level modules of a qualification is two-fold in identified/exit-level modules:

- before the examination: to evaluate the examination paper and make comments on the academic and technical components for improvement; and
- after the examination: to ascertain if the marking across the module is fair and consistent and if marks are accordingly allocated. External moderators are also expected to comment on the nature of student responses, student interpretations and inferences in their responses.

All summative exit level assessments must be moderated by suitably qualified academics who are experts in the field/subject/discipline and are currently employed at another registered higher education institution in South Africa or beyond.

Other modules may be externally moderated at the discretion of the Teaching and Learning Committee. Where possible, the same moderator may be used for the moderation of cognate modules.

Along with the assessment activities and completed assessment tasks, the moderator must also be given all related assessment information, including learning outcomes, assessment criteria and details of all assessment procedures and arrangements for the module being moderated.

As part of moderation for exit level modules, 10% of the examination scripts for each module will be fully marked and random checks of 20% of the examination scripts by external moderators will be done.

External Moderators are identified, recommended and appointed by the Executive Academic Director.

Unless SANTS' Teaching and Learning Committee decides otherwise the following criteria is applied in the appointment and continuation of services of an external moderator:

- The moderator(s) is not allowed to have been a full-time or part-time employee or student of SANTS for the last three to four years, nor have contributed to the writing or reviewing of the module for which they are moderating
- The moderator(s) is not allowed to have been involved with the instruction of the module/programme concerned.
- External moderators must be in possession of an applicable formal qualification at least one level higher than the level of the summative assessment that needs to be moderated.
- The moderation of summative assessments: examination submissions/projects /Portfolio of Evidence; and
- The moderation of the summative examination scripts/projects/Portfolio of Evidence.
- The submission of a report based on the moderation.

7.7.4 Internal and External Moderators complete a report on the process and outcome of moderation which is shared with the lecturer, Academic Head and the AQEU to discuss and use for the next round of assessments in order to amend assessments if needed for the benefit of students. Lecturers respond to the report by the moderator, indicating where, if necessary, adaptations will be made. In most cases, a second phase of moderation is also included where the

next round of assessments are further moderated to ensure that improvement has taken place.

8.   PROCEDURES FOR STUDENTS REGARDING EXAMINATIONS

The following information deals with examinations:

- Both formative assessment tasks in a module must be submitted in order for a student to qualify to write the examination in that module.
- Marks for both formative assessment tasks must count towards the final promotion mark: the norm is equal weight for each of the two formative assessment tasks.
- The formative assessment tasks must have a weighting calculated at 60% and the summative examinations must have a weighting calculated at 40% towards the final cumulative module mark.
- The examination subminimum mark for each module must be 40%.
- The pass mark for a module must be 50%. Failure to attain this mark will result in the student having to repeat the module.
- Each module which has percentages of 48% or 49% as its final result, will have the result condoned to 50%. All final results for 73% and 74% will be condoned to 75%. Examination results for 37%, 38% and 39% will be condoned to 40%.
- The above-mentioned points do not refer to WIL assessments, which are calculated differently with regard to the weighting of the PoE and practical components per year of registration. Please refer to section 4.1 and 4.2 in this regard.

8.1   Eligibility for Supplementary and Special Examinations

The following criteria determine a student's eligibility for supplementary examinations:

8.1.1   Students who fail with a calculated promotion mark of 40% to 47%.

8.1.2   The examination subminimum mark to pass a module is 40%, irrespective of the higher marks scored in the Assignments. If the examination mark is below 40%, with the Assignment marks resulting in a final mark as a pass (50% or above), a Supplementary examination must be awarded.

8.1.3   In the case of a supplementary examination, the total and final mark received by the student for the applicable module will only be 50% and no formative assessment marks will be considered.

The following criteria determine a student's eligibility for Special (Extraordinary) Examinations:

8.1.4 Students who, for medical reasons, are unable to sit for the examination and have medical proof which is submitted within 3 working days of the set date for the examination (See Annexure G);

8.1.5 Any other valid reason, with evidence, approved by the Assessment and Student Affairs Committee. Application with evidence must also be submitted within 3 working days of the set date for the examination and before the commencement of the supplementary examination period. Special (Extraordinary) examinations will be marked, in most cases, up to 100% and formative assessment marks will be considered in awarding the final mark. There is however no access to a supplementary examination after a special examination has been granted. Should SANTS deem it necessary to grant a special examination instead of the exemption of an assignment (section 8.2 below), this will also be marked up to 100%.

8.1.6 Any notification from a student about sickness (or any other unexpected circumstances) during the supplementary examinations would therefore be considered too late and the student would have to redo the applicable module.

8.1.7 Special examinations may also be granted to students who have three or fewer modules outstanding in order to graduate, and already had access to the supplementary examinations. In these cases, the special examinations will be conducted at the beginning of the following semester, but the total and final mark received by the student for the applicable module will only be 50%, i.e. similar to the process followed with supplementary examinations. A nominal fee may apply when students are granted access to special assessments that are outside the range of normally administrated assessments.

8.1.8 There is no re-marking for supplementary examinations.

8.2 Eligibility for the Exemption of an Assignment

In extraordinary circumstances, SANTS can grant the exemption from one assignment after discussion of a student's circumstances and submitted evidence at the Assessment and Student Affairs Committee meeting. The exemption of one assignment means that the submitted assignment carries a weight of 60% towards the final mark and enables the student to have admission to the examination. In effect the mark for the one assignment submitted is duplicated or carried to the "exempted" assignment. The application for exemption must be accompanied with sufficient evidence and must reach the Administration Department before the due date of the submission of the relevant assignment.

8.3 Deferment of Module(s)

Students who have failed to submit their first assignment for a module will have the option to apply for a postponement (deferment) of the applicable module to the following semester at a flat rate fee per module. The student will then be asked to complete the necessary form to initiate this process. This applies only

for the non-submission of the first assignment and only if the student initiates this request less than 7 working days after the submission date of the first assignment.

9. PROCEDURES REGARDING ACCOMMODATIONS (SPECIAL CONCESSIONS)

To ensure equitable access to education, students who have physical and/or learning difficulties that impede their ability to meet the assessment requirements, must be able to apply for reasonable accommodations (special concessions) from the Academic Quality Enhancement Unit (AQEU) at SANTS. This unit must evaluate each application fairly and attempt to facilitate the placing of accommodation measures as far as is reasonably practicable and financially affordable. (See Annexure F).

10. REFERENCE LIST

Council on Higher Education (CHE). (2004). *Criteria for Programme Accreditation.* Pretoria: The Council on Higher Education.

Davin, R. (2017). Understanding classroom assessment in the 21st century. In: M. Naudé & R. Davin. (Eds.). *Assessment in the Foundation Phase.* Pretoria: Van Schaik Publishers.

Department of Higher Education and Training. (2015). *Revised Policy on the Minimum Requirements for Teacher Education Qualifications.* Pretoria: Government Printers.

ANNEXURE A1:   APPLICATION FOR RE-MARKING OF EXAM SCRIPT

SANTS
PRIVATE HIGHER EDUCATION INSTITUTION
TAKING EDUCATION TO THE PEOPLE

APPLICATION FOR RE-MARKING OF EXAMINATION SCRIPTS

This form should be completed by a student who wishes to request the remarking of an examination script.

Name and Surname	
ID Number	
Student Number	
Contact Number	
Email address	
Module name and code for remark	
Exam mark for module to be remarked	
Programme enrolled for	

Re-marking means your entire script is marked again by a person other than the original marker. Re-marking of examination scripts is allowed, subject to the following conditions:

- A written application for re-marking of an examination script must be submitted within 3 working days after the examination result(s) (not the supplementary examination) have been released;
- A re-marking will only be considered with a minimum examination mark of 35% or higher;
- The mark(s) awarded after re-marking will be the final mark(s), even if lower than the original mark(s);
- The non-refundable fee for re-marking a script is R150.00;
- Re-marking results will be made known as quickly as possible.

This application can be emailed to support@sants.co.za at SANTS' head office.

The following documents must accompany this request:

- Proof of payment of the R150-00 re-marking fee, with your ID no as reference
- This completed form.

Bank account details for SANTS:
Account holder: SANTS
Bank: First National Bank
Branch: Menlyn
Branch Code: 252-445
Account Number: 6243 887 2261
Reference: Applicant's ID number and surname.

Mrs M Joubert
Administration Manager

ANNEXURE A2: PROCEDURE FOR APPLICATION FOR RE-MARKING

1. Students apply for a remark by contacting the Administration Department. They can send an email to support@sants.co.za or log an enquiry on their MySANTS enquiry platform.

2. The application for re-marking an examination script must be submitted within 3 working days after the result(s) have been made public (published). As an example, if results are published on 17 June 2022 (after the ratification meeting), students have until 22 June 2022 to request a re-mark.

3. The mark(s) awarded after re-marking will be the final result(s), even if lower than the original mark(s).

4. The fee for re-marking a script is a non-refundable fee of R150.00.

5. Students will not be entitled to an additional supplementary examination by virtue of marks awarded to them for the examination as a result of re-marking.

6. Re-marking results will be made known as soon as practically possible.

SANTS

Academic Division
P O Box 72328
Lynnwood Ridge, 0040
Tel: 087 353 2504
Fax: 012 348 7037
Email: judite@sants.co.za

Date: 03 March 2021

IMPORTANT NOTICE TO ALL FIRST-YEAR SANTS STUDENTS: ASSESSMENT IRREGULARITIES

Dear First-Year Student,

SANTS prides itself on developing students and future teachers who are honest and professional and as such will become ethical leaders in their communities. For this reason it is very important to us that you always submit your own work and correctly reference where necessary if you use words or ideas from another author or source, such as a Curriculum and Learning Guide (CLG).

SANTS defines an irregularity as any form of Academic Dishonesty that has occurred during a formative and/or summative assessment period, i.e. assignments and/or examinations (including e-Examination and e-Supplementary examination) period.

Academic Dishonesty is referred to as Plagiarism in SANTS' Assessment and Moderation policy, which is available to students on MySANTS (SANTS website). This information is also included in the front matter or first pages of each CLG.

Plagiarism can include the following aspects:

1. Copying from text as if it is your own work without referencing the author or person(s) that has written it. We encourage you to write answers in your OWN words. If you do use another person's words, then reference the person(s) correctly. Please see Addendum A attached to this letter for examples of correct referencing and your CLGs for further examples.
2. Copying answers from another person or student.

Plagiarism is defined as *intellectual theft* (Thomas & De Bruin, 2015)[1]. Furthermore, Moffett (2014)[2] asserts that plagiarism does not merely involve only taking someone else's work as your own, but also occurs when the author or writer deliberately uses information and ideas of other writers and/or researchers and does not reference these ideas or the work correctly and fully. Note that plagiarism also includes the copying of students' work from each other.

TELEPHONE: 087 353 2555; FAX: 012 348 7037; EMAIL: exec@sants.co.za; POSTAL ADDRESS: P O Box 72328, Lynnwood Ridge, 0040

Director: BP Barnard   L Barnard

Plagiarism in academia is regarded as a serious transgression or wrongdoing and may result in the awarding of a zero mark for plagiarised responses or even the suspension of a student from an educational institution. This may appear to be harsh, but remember that plagiarism is regarded as a form of theft. When a student commits plagiarism, he or she is actually stealing the writer's or researcher's intellectual property by pretending (intentionally or unintentionally) that the work presented in the assignment is indeed his or her own work.

As our first-year student, this letter is sent to you so that you can understand the high value we place on academic honesty at SANTS, and so that you are also aware of the serious consequences for those who engage in plagiarism and/or copying. Such consequences include a minimum of a letter of warning; the placement of student names on a database for further monitoring of transgressions; reduction in marks for assessments; cancellation of a module or even year of study; cancellation of a student's registration; and in some cases, the prosecution in a court of law.

We acknowledge that many, if not most, students do not plagiarise and continue to display integrity and honesty in their assessments and overall academic life. We thank you for this and for the example that you show to other future teachers.

Plagiarism is explained in the Student Orientation Booklet which is on MySANTS. *Addendum A* at the end of this letter is taken from this booklet and we urge you to read it carefully.

For further enquiries and/or clarification regarding the aforementioned, please contact SANTS at support@sants.co.za.

Sincerely,

Judite Ferreira-Prévost
Assessment and Student Affairs Committee Chairperson

Professor Ina Joubert
Executive Academic
Director

1. Thomas A, De Bruin GP. Plagiarism in South African management journals. South African Journal of Sciences.111(1/2)
2. Moffett, K. 2014. Plagiarism: Frequently asked questions. Document compiled for the Department of Political Science at Southern Illinois University, Edwardsville.

Students need to understand that they are **NOT** allowed to copy the words directly from the CLG in their assignments, nor use text from another source without comprehensive and proper acknowledgement (according to the Harvard referencing method). Should sit-down examinations be viable and conducted, they are also **NOT** allowed to bring any notes into or use their cell phones at the venues during the examinations.

The following information is very important:

PLAGIARISM WARNING: A warning to students about plagiarism and academic dishonesty

Plagiarism is a form of academic misconduct and/or dishonesty which can lead to disciplinary action, and in some cases even civil or criminal prosecution. Plagiarism can include the following aspects:

- Copying from text as if it is your own work without referencing the person(s) that has written it. We encourage you to write answers in your OWN words.
- Copying from another person.

One is therefore guilty of plagiarism if something is copied from another author's work (e.g. a book, an article or a website) without acknowledging the source and thereby passing it off as one's own work or intellectual property. This is considered to be theft, in other words, stealing someone else's work or ideas. In addition, submitting any work as one's own original work, even if it is one's own but already used elsewhere (thus not "original"), is also a form of plagiarism, known as auto-plagiarism which occurs, for example, when one submits the same assignment for two modules.

Avoiding plagiarism by being academically honest is not difficult. For example:

- Submit only your <u>own</u> and <u>original</u> work.
- Indicate clearly, precisely and accurately when you have used another person's actual words, sentences or paragraphs, or entire work. This means that referencing must be done in accordance with the Harvard Referencing system, and quotation marks ("...") must be used.
- Indicate clearly, precisely and accurately when using another person's ideas, opinions or theory (even if completely paraphrased in one's own words) which likewise requires full referencing.
- Indicate that you have downloaded information from the Internet by providing the URL link ("web address") and the date on which the item was downloaded.
- Never allow other students to use your work or copy from you and present it as their own work.
- Never copy what other students have written to present as your own.
- Submit assignments completed for one module for that module only, and not for another module.
- Always list the other students who were part of the team of contributors in a group assignment and never submit it as done by you only (even if the other students submit it as their own).
- Please refer to the section 6 below for a detailed explanation on how to reference.

1. Thomas A, De Bruin GP. Plagiarism in South African management journals. South African Journal of Sciences, 111(1/2)
2. Moffett, K. 2014. Plagiarism: Frequently asked questions. Document compiled for the Department of Political Science at Southern Illinois University, Edwardsville.

The **Examination Regulations and Procedures policy** contains the following in Section 7.10:

Students may not act in a dishonest way with regard to any examination assessment, as well as with regard to the completion and/or submission of any other academic task or assignment. Dishonest conduct includes, among other things, **plagiarism, as well as the submission of work by a student for the purpose of assessment, when the work in question is, with the exception of group work as decided by the Assessment and Student Affairs Committee, the work of somebody else either in full or in part, or where the work is the result of collusion between the student and another person or persons**.

Plagiarism will be investigated. Examples of forms of disciplinary action which may result if a student is found to have committed the alleged misconduct include: Marks for the assignment or other task may be reduced to 50% or to zero; the module may be cancelled; the entire year may be cancelled; the student's registration may be cancelled and in some cases prosecution in a court of law may be instituted.

It is important <u>and required</u> that every assignment carries the standard declaration that the assignment is your work (**Declaration of Original Work**) as indicated at the top of each assignment which students must confirm.

The irregularity should be reported by completion of the appropriate form, accompanied by all evidence. The severity of the offence is measured against the following:

i.   Some acts of plagiarism may arise out of genuine ignorance regarding the use of academic conventions and in such cases, students will be given a warning regarding this offence.

ii.   Severe acts of plagiarism, which may include among other aspects, large portions of text are copied verbatim from the book, or article without proper in-text citing and/or referencing done and the acknowledgement of the author.

1. Thomas A, De Bruin GP. Plagiarism in South African management journals. South African Journal of Sciences. 111(1/2)
2. Moffett, K. 2014. Plagiarism: Frequently asked questions. Document compiled for the Department of Political Science at Southern Illinois University, Edwardsville.

ANNEXURE B2: LETTER TO STUDENTS REGARDING ACADEMIC HONESTY AND IRREGULARITIES *(2 PAGES)*

Academic Division
P O Box 72328
Lynnwood Ridge, 0040
Tel: 087 353 2504

Date: 26 April 2021

IMPORTANT NOTICE TO ALL SANTS STUDENTS

ACADEMIC INTEGRITY

Dear Student

SANTS holds academic integrity in high regard and expects its students to always submit work that is original and free of plagiarism. As future teachers it is imperative that you hold yourselves up to high moral principles and engage in ethical behaviour at all times.

Academic integrity has been defined as "a commitment to six fundamental **values**: honesty, trust, fairness, respect, responsibility, and courage" (ICAI, 2021, p.4). This means:
- **Honestly** acknowledging work when it is not your own;
- Being transparent and **trustworthy** with what you communicate to others;
- Following rules and experiencing **fair** treatment for the work you provide;
- **Respecting** yourself, your work and that of others;
- Acting **responsibly** and being accountable for what you do or do not do; and
- **Courageously** persevering in defending and doing what is right.

SANTS prides itself on developing students and future teachers who display the above-mentioned values of academic integrity. For this reason it is very important to us that you always submit your own work and correctly reference where necessary if you use words or ideas from another author or source, such as a Curriculum and Learning Guide (CLG).

SANTS defines an **irregularity** as any form of **academic dishonesty** that has occurred during a formative and/or summative assessment period, i.e. assignments and/or examinations (including e-Examination and e-Supplementary examination) period.

Irregularities or plagiarism can entail:
- Copying from text as if it is your own work without referencing the author or person(s) that has written it; and
- Copying answers from another person or student and submitting it as your own.

Plagiarism and copying in academia are regarded as **serious transgressions** which may result in detrimentally impacting your results and future academic career. Students found guilty of plagiarism or copying could receive the minimum of a letter of warning; the placement of their names on a database for further monitoring of transgressions; reduction in marks for assessments; cancellation of a module or even year of study; cancellation of their registration at SANTS; and in some cases, even the prosecution in a court of law.

We encourage you to write answers in your OWN words, but also acknowledge the words of others where necessary through proper referencing. Please make use of the following support material to help you avoid plagiarism and remain academically honest:

❖ Read the section on plagiarism in the Student Orientation Booklet which is on MySANTS or in the front matter of each of your CLGs
❖ Study the support material (presentations in pdf format) available on MySANTS regarding SANTS General Referencing Support and SANTS General Academic Writing
❖ Revisit the content you learnt in Academic Literacy (ALI module) in which plagiarism is addressed

We acknowledge that many students do not plagiarise and indeed display academic integrity and honesty in their assessments and overall academic life. Thank you for this and for the example that you show to other future teachers.

For any further enquiries you may have regarding the contents of this letter, please contact SANTS at support@sants.co.za.

Sincerely

Judite Ferreira-Prévost
Assessment and Student Affairs Committee Chairperson

Professor Ina Joubert
Executive Academic Director

International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic*

ANNEXURE C1:   IRREGULARITY REPORT FORM – COPYING FROM EACH OTHER (IR-C)

IRREGULARITY REPORT FORM – COPYING FROM EACH OTHER (IR-C)

This form is to be completed by a marker when an irregularity of copying between or among students has occurred and/or there is reasonable cause to suspect that such students have been dishonest, as explained in SANTS *Assessment and Moderation Guidelines.* This applies to assignments and exam assessments.

NOTE: **This form must be accompanied with evidence which will be verified by the coordinating lecturer.**

NAME & SURNAME OF MARKER	
CONTACT NUMBER	
MODULE ASSESSED	
ASSESSMENT TYPE e.g. Assignment 1, Exam	
ASSESSMENT CYCLE e.g. Semester 2/2021	

STUDENT DETAILS (more rows can be inserted)		VERIFICATION BY <u>LECTURER ONLY</u>
NAMES OF STUDENTS REPORTED	**CORRESPONDING ID NUMBERS**	**Tick ✓ to verify this irregularity**
1.		
2.		
3.		

Describe the irregularity, e.g. copying from each other word for word

Name and ID of Marker: _____   **Date:** _____

Name and ID of Lecturer: _____

Name and ID of Academic Head: _____

Date verified by Academic Dept.: _____

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ANNEXURE C2: IRREGULARITY REPORT FORM – PLAGIARISM (IR-P)

IRREGULARITY REPORT FORM – PLAGIARISM (IR-P)

This form is to be completed by a marker when an irregularity of plagiarism has occurred and/or there is reasonable cause to suspect a student has been dishonest, as explained in SANTS *Assessment and Moderation Guidelines*. This applies to assignments and exam assessments.

NOTE: This form must be accompanied with evidence which will be verified by the coordinating lecturer.

NAME & SURNAME OF MARKER	
CONTACT NUMBER	
MODULE ASSESSED	
ASSESSMENT TYPE e.g. Assignment 1, Exam	
ASSESSMENT CYCLE e.g. Semester 2/2021	

STUDENT DETAILS (more rows can be inserted)		VERIFICATION BY LECTURER ONLY
NAMES OF STUDENTS REPORTED	**CORRESPONDING ID NUMBERS**	**Tick ✓ to verify this irregularity**
1.		
2.		
3.		

Describe the irregularity, e.g. copying directly from CLG without referencing

Name and ID of Marker: _____   **Date:** _____

Name and ID of Lecturer: _____

Name and ID of Academic Head: _____

Date verified by Academic Dept.: _____

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ANNEXURE C3: IRREGULARITY REPORT FORM – STUDENT RESPONSE (IR-S)

IRREGULARITY REPORT FORM – STUDENT RESPONSE (IR-S)

This form is to be completed by a student reported for allegedly displaying dishonesty during assessment, as explained in SANTS Examination Regulations and Procedures. This applies to assignments and examination assessments.

NOTE: This form must be accompanied with relevant evidence.

STUDENT NAME & SURNAME	
ID NUMBER	
STUDENT NUMBER	
STUDENT'S CONTACT NUMBER	
MODULE ASSESSED	
ASSESSMENT TYPE e.g. Assignment 1, Exam	
ASSESSMENT CYCLE e.g. Semester 2/2021	
Name & Surname of Staff member alleging dishonesty	

Describe the irregularity of which you are being accused.
Explain what you think led the staff member to believe you were being dishonest.
Add any other comments you think are important to your case.

Signature of student: _____ **Date:** _____

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ANNEXURE D: IRREGULARITY SEVERITY SCALE

Severity Scale	Extent of irregularity indicated by proctoring software	Action taken by Responsible person
Mild	• **Less than 30%** of marks affected by plagiarism	All lecturers address #plagiarism by amending marks as clearly instructed on the assessments and memoranda, i.e. informing the student (and marker) how many marks in a question will be allocated to using own words, referencing, etcetera.
Moderate	• **Between 30% and 50% of marks** affected by plagiarism	The lecturer is also encouraged to include a comment on the relevant script alerting the student to avoid plagiarism.
Serious	• **More than 50% but less than 75%** of marks affected by plagiarism	The lecturer or marker responds in the same way as described above for mild and moderate. However, if the lecturer wishes, he or she also has the option to request the Head: AQEU to include the student's details on the IR-register in order to be recorded as a first offence. In this case the lecturer must complete and email an IR-P form to the Head: AQEU (in which the plagiarism is verified and described) and explain with evidence the reason for placing this student on the IR-register.
Severe	• **More than 75%** of marks affected by plagiarism and/or • **Copying from another student** (duplication of answers) • **Copying from an AI source and presenting it as one's own**. • **More than twice offended in same module.**	The lecturer must escalate the case to the AQEU. In this case the lecturer must: - Ensure that the script is marked for further investigation and pushed through to the Head: AQEU via the Irregularities and Plagiarism platform; and - Complete an IR-C or IR-P form for the student(s), indicating clearly what the transgression entails and providing evidence. The Head: AQEU engages in further investigations and possible penalties. This may entail disciplinary hearings and/or reducing the percentage attained by the student by half (50%) as communicated to all students in a general letter regarding copying, in Semester 2 of 2022; or imposing a full penalisation of 100% (zero mark attained) as communicated to all students in a letter in Semester 1 of 2023.

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ANNEXURE E: APPLICATION TO APPEAL

APPLICATION TO APPEAL

I, _____, (name and surname of the appellant/student) hereby wish to appeal against the outcome of an assessment.

FIRST APPEAL		
Student Name		
ID Number		
Assessment Date		
Year of Study		
Module and code		
Reason for appeal against Assessment Report (Brief outline)		
Student	*(Signature)*	*(Date)*
OUTCOME OF FIRST APPEAL		
Chair: Assessment and Student Affairs Committee (ASAC) considered decisions and rationale. (Attach a detailed report if required)		
Chair: ASAC	*(Signature)*	*(Date)*
The above decision has been explained to me and I accept the assessment decision is final.		
	(Signature)	*(Date)*

The above decision has been explained to me and I wish to submit a second appeal.		
Student	*(Signature).*	*(Date)*

Signature of Student: _____   Date: _____

Signature: Chair (ASAC): _____   Date: _____

Signature: Chair of Teaching and Learning: _____   Date: _____

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ANNEXURE F: APPLICATION FOR ACCOMMODATIONS

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TAKING EDUCATION TO THE PEOPLE

APPLICATION FOR ACCOMMODATIONS

This form is to be completed by a student who wishes to explore if they qualify for receiving accommodations at SANTS.

Name and Surname				
ID Number				
Student Number				
Contact Number				
Email address				
Programme currently enrolled				
Impairment and/or Special Needs diagnosed				
Accommodations requested (mark with X)	Additional time in exams	Study material received earlier	Reader and/or Scribe (for sit-down exams only)	Other (describe below)
If you indicated 'Other', please elaborate alongside:				

The following must accompany this application:

- A formal and signed report from an appropriate healthcare professional (e.g. registered medical specialist, educational psychologist) outlining what specific findings were made (e.g. diagnosis) and specifying the accommodations recommended (e.g. additional time). The report must be presented on an official letterhead with the health professional's HPCSA registration and contact details.
  The report cannot be older than two years
- Proof (if applicable) of the receipt of accommodations at your previous educational institution or school, e.g. formal letter from dean or school principal verifying this.

Please submit this form signed as well as the above-mentioned documentation to the Academic Quality Enhancement unit via support@sants.co.za or to judite@sants.co.za

_____   _____
Student Signature   Date

TELEPHONE: 087 353 2555; FAX: 012 348 7037; EMAIL: exec@sants.co.za; POSTAL ADDRESS: P O Box 72328, Lynnwood Ridge, 0040
Directors   FB Bernard   J Bernard
* SANTS Private Higher Education Institution is registered with the Department of Higher Education and Training until 31 December 2026 as a Private Higher Education Institution under the Higher Education Act, 1997. Registration No.2012/ HE07/ 003

ANNEXURE G: APPLICATION FOR SPECIAL (EXTRAORDINARY) EXAM

APPLICATION FOR ADMISSION TO A SPECIAL / SICK EXAMINATION

This form must be completed by a student who for: (1) medical reasons was unable to sit for the examination and has medical proof, or (2) any other valid reason (with evidence), approved by the Assessment and Student Affairs Committee: (see the *Student Orientation Booklet* available on *the MySANTS* platform). The form must be submitted not later than **3 days after the date** on which you should have written the **specific** examination(s).

Note that these papers will be marked up to 100% and formative assessments (Assignment) marks will be considered in awarding the final mark. There is however no access to a supplementary exam after a special examination has been granted.

Surname	
Initials	
ID Number	
Student Number	
Cellphone Number	
Email address	
Programme enrolled for	

Please indicate the module(s) you missed as well as the date(s) they were written:

Module(s) (e.g. B-ALI 110)	Date/s of the examination missed

The relevant documents (e.g. Medical certificate, affidavit) must be attached. No application will be processed without the required supporting documentation.

Student Signature:.. Date:.......................

TELEPHONE: 087 353 2504; EMAIL: info@sants.co.za; ADDRESS: 3rd Floor Landmark building, 13 Umgazi str, Menlo Park, Pretoria, 0081

* SANTS Private Higher Education Institution is registered with the Department of Higher Education and Training until 31 December 2026 as a Private Higher Education Institution under the Higher Education Act 1997. Registration No 2013/ HE07/ 003.

ANNEXURE H: PROGRESSION RULES AND MODULE PRE-REQUISITES AND CO-REQUISITES

Progression rules, Pre-requisites and Co-requisites for modules from 2020 for the following programmes:

Dip (Grade R Teaching)
BEd (Foundation Phase Teaching)
BEd (Intermediate Phase Teaching)

1. SANTS aims to follow an inclusionary principle that will allow students, who have demonstrated sufficient competency in one level to progress to the next level. However, students may be excluded if the number of modules outstanding will require the programme to be extended by more than 2 years beyond the normal end of the programme plan.

2. A student can register for a maximum of only SIX (6) modules per semester (excluding WIL).

3. Depending on the programme and the year in which the student is, as well as the pre-requisites of the modules they have to repeat, students may repeat up to two additional modules during the current semester (current semester modules + 2 module ≤ 6).

4. As explained in the front matter of each CLG, up to two repeating modules may be carried beyond the programme requirement of a semester subject to the condition that registration for modules in a given semester follows the following priority order:
   (i)   Repeat Fundamental modules
   (ii)   Repeat Education Studies modules
   (iii)   Repeat Professional Studies modules
   (iv)   Other repeat modules
   (v)   Fundamental modules
   (vi)   Education Studies modules
   (vii)   Professional Studies modules
   (viii) Phase-specific Content knowledge modules to a maximum number of 2 more than the semester plan for the semester.

5. The approved pre-requisite list of a module takes precedence over generic rules.

6. Modules that have previously not been passed take precedence over new modules for registration in each semester.

7. SANTS must ensure the appropriate NQF level progression of modules in order to protect the accreditation of its programmes:
   a. If a student has earned admission to a supplementary examination in a module, (obtained 40% - 47% as a final result), he/she may register for the immediately succeeding cognate module, according to the pre-requisites for the specific module. This is known as the Supplementary Admission Progression Rule (SPR). However, the SPR rule does not apply for progression beyond one module (with that SPR condition) in the sequence. A module must be passed in order for admission to a module beyond the immediately succeeding module.
   b. However, a student is not allowed to complete a module at a higher NQF level, when the immediately lower NQF level module has not been passed.
   c. If several modules in a cognate sequence are at the same NQF level, and at least one of these module has been passed (or has gained approved SPR admission) at that NQF level, then the student may progress to the higher NQF level module.

8. Condoning of marks: All final results for 48% and 49% will be condoned to 50%. All final results for 73% and 74% will be condoned to 75%. Examination results for 37%, 38% and 39% will be condoned to 40%.

9. The following criteria will be applicable when awarding a student a distinction for a programme:
   a. 75% or above in each WIL module throughout the total (three or four) years of study;
   b. An average of 75% or above for the remaining modules across the total (three or four) years of study, exclusive of the above criterion;
   c. All modules must have been passed on their first attempts.

10. Students who have failed all modules, or have no results (including no submission of assessment papers and no communication with SANTS) for all enrolled modules, must be confirmed with Finance regarding studies discontinued, or fees not paid, and if they want to continue, can only be enrolled for the relevant semester modules.

11. Any deviations from the above will only be considered if so ratified by the Assessment and Student Affairs Committee and will be based on the academic record of the relevant student(s) and the availability of modules.

Examination admission:
E1   Marks for both formative assessment tasks count towards the final promotion mark: the norm is equal weight for each of the two formative assessment tasks.
E2   Further to this, the formative assessment tasks have a weighting calculated at 60% and the summative examinations weigh 40% towards the final cumulative module mark.
E3   A student must submit both formative assessment tasks in a module, to qualify to write the examination in that module.
E4   The examination subminimum mark for each module is 40%, to pass a module. In the case of oral examinations for the Language of Conversational Competency, a sub minimum of 40% is required for both the formal written examination and the oral competence
E5   The pass mark for a module is 50%. Failure to attain this mark will result in the student having to repeat the module.

Supplementary Examination

S1 A student must have achieved a final cumulative module mark (assignments and examination) of 40% to 47% in order to qualify for a supplementary examination. (Please see examples below for Students A and B)

S2 The examination subminimum mark to pass a module is 40%, irrespective of the higher marks scored in the Assignments. If the exam mark is below 40%, with the Assignment marks resulting in a final mark as a pass (50% or above), a Supplementary exam must be awarded. (Please see examples below for Students C and D).

S3 Students who write the supplementary examination can attain a maximum of only 50% for that module, which serves as the final mark for that module. There is no access to a supplementary examination after a student has been allowed to write a special examination.

Examples to explain S1

	Assignment 1	Assignment 2	Exam	Final result	Action taken
Student A	44%	70%	32%	47%	Supplementary Examination awarded due to 40-47% final result (despite fail in exam)
Student B	50%	0%	78%	46%	Supplementary Examination awarded due to 0-47% final result (0% in Assignment 2 negatively impacted final result despite the high exam mark)

Examples to explain S2

	Assignment 1	Assignment 2	Exam	Final result	Action taken
Student C	50%	70%	36%	50%	Less than 40% in exam but final result is 50% or above, Supplementary Examination awarded
Student D	69%	68%	36%	56%	Less than 40% in exam but final result is 50% or above, Supplementary Examination awarded

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Diploma in Grade-R Teaching

	Module Names	NQF Level	Module Code	Pre-requisites [1]	Co-requisites [2]
1	Academic Literacy	5	R-ALI 110		
2	Fundamental Mathematics	5	R-FMA 110		
3	Computer Literacy	5	R-CLI 110		
4	Education Studies 1: Theories of Child Development in Context	5	R-EDS 111		
5	Education Studies 2: Theories of Teaching and Learning in Context	5	R-EDS 122	R-EDS 111 = 40%, R-ALI 110 = 40%	
6	Education Studies 3: Curriculum, Pedagogy and Assessment	6	R-EDS 223	R-EDS 111, R-EDS 122 = 40%	
7	Education Studies 4: Education Policy and Practice	6	R-EDS 324	R-EDS 111, R-EDS 122	
8	Introduction to Mathematics Learning in Grade R	5	R-MAT 120	R-FMA 110 = 40%	
9	Mathematics Learning in Grade R 1	6	R-MAT 211	R-FMA 110, R-MAT 120 =40%	
10	Mathematics Learning in Grade R 2	6	R-MAT 312	R-FMA 110, R-MAT 120, R-MAT 211 = 40%	
11	Introduction to Life Skills in Grade R	5	R-LSK 120		
12	Life Skills in Grade R 1	6	R-LSK 211	R-LSK 120	
13	Life Skills in Grade R 2	6	R-LSK 312	R-LSK 120, R-LSK 211 = 40%	
14	Professional Studies 1: The Teacher and the Child Friendly Environment	5	R-PFS 211	R-ALI 110, R-EDS 111, R-EDS 122 = 40%	
15	Professional Studies 2: Grade R Curriculum in Practice	6	R-PFS 222	R-PFS 211	
16	Professional Studies 3: Early Years Teacher Identity and the Profession	6	R-PFS 313	R-PFS 211, R-PFS 222 = 40%	
17	Professional Studies 4: Critical Issues in Education	6	R-PFS 324	R-PFS 222 , R-PFS 313 = 40%	

	Module Names	NQF Level	Module Code	Pre-requisites [1]	Co-requisites [2]
18	Introduction to the Language and Literacy Learning Landscape in Grade R	5	R-LLL 120	R-ALI 110 = 40%	
19	English Home and First Additional Language and Literacy Learning in Grade R 1	6	R-EHF 211	R-ALI 110, R-LLL120 = 40%;	
20	English Home and First Additional Language and Literacy Learning in Grade R 2	6	R-EHF 312	R-EHF 211 = 40%	
21	Home Language and Literacy Learning in Grade R 1: isiZulu	6	R-HLZ 211	R-ALI 110, R-LLL120 = 40%;	
22	Home Language and Literacy Learning in Grade R 2: isiZulu	6	R-HLZ 312	R-HLZ 211 = 40%	
23	Home Language and Literacy Learning in Grade R 1: Sepedi	6	R-HLS 211	R-ALI 110, R-LLL120 = 40%;	
24	Home Language and Literacy Learning in Grade R 2: Sepedi	6	R-HLS 312	R-HLS 211 = 40%	
25	Home Language and Literacy Learning in Grade R 1: isiXhosa	6	R-HLX 211	R-ALI 110, R-LLL120 = 40%;	
26	Home Language and Literacy Learning in Grade R 2: isiXhosa	6	R-HLX 312	R-HLX 211 = 40%	
27	Home Language and Literacy Learning in Grade R 1: Afrikaans	6	R-HLA 211	R-ALI 110, R-LLL120 = 40%;	
28	Home Language and Literacy Learning in Grade R 2: Afrikaans	6	R-HLA 312	R-HLA 211= 40%	
29	Home Language and Literacy Learning in Grade R 1: Setswana	6	R-HLT 211	R-ALI 110, R-LLL120 = 40%;	
30	Home Language and Literacy Learning in Grade R 2: Setswana	6	R-HLT 312	R-HLT 211= 40%	
31	English First Additional Language and Literacy Learning in Grade R 1	5	R-FLE 221	R-ALI 110, R-LLL120 = 40%;	
32	English First Additional Language and Literacy Learning in Grade R 2	6	R-FLE 322	R-FLE 221 = 40%	
33	First Additional Language 1: isiZulu	5	R-FLZ 221	R-ALI 110 , R-LLL120 = 40%;	
34	First Additional Language 2: isiZulu	6	R-FLZ 322	R-FLZ 221 = 40%	
35	First Additional Language 1: Sepedi	5	R-FLS 221	R-ALI 110, R-LLL120 = 40%;	
36	First Additional Language 2: Sepedi	6	R-FLS 322	R-FLS 221 = 40%	
37	First Additional Language 1: isiXhosa	5	R-FLX 221	R-ALI 110, R-LLL120 = 40%;	

	Module Names	NQF Level	Module Code	Pre-requisites [1]	Co-requisites [2]
38	First Additional Language 2: isiXhosa	6	R-FLX 322	R-FLX 221 = 40%	
39	First Additional Language 1: Afrikaans	5	R-FLA 221	R-ALI 110, R-LLL120 = 40%	
40	First Additional Language 2: Afrikaans	6	R-FLA 322	R-FLA 221 = 40%	
41	First Additional Language 1: Setswana	5	R-FLT 221	R-ALI 110, R-LLL120 = 40%;	
42	First Additional Language 2: Setswana	6	R-FLT 322	R-FLT 221 = 40%	
43	Language of Conversational Competence: isiZulu	5	C-LCZ 120		
44	Language of Conversational Competence: Sepedi	5	C-LCS 120		
45	Language of Conversational Competence: isiXhosa	5	C-LCX 120		
46	Language of Conversational Competence: Setswana	5	C-LCT 120		
47	Workplace Integrated Learning Year 1	5	R-WIL101		
48	Workplace Integrated Learning Year 2	6	R-WIL 202	R-WIL 101	R-EHF 211/ R-HLA 211/ R-HLX 211/ R-HLZ 211/ R-HLS 211/ R-HLT 211
49	Workplace Integrated Learning Year 3	6	R-WIL 303	R-WIL 202, R-EHF 312/ R-HLA 312/ R-HLX 312/ R-HLZ 312/ R-HLS 312/ R-HLT 211	

SANTS

Bachelor of Education in Foundation Phase Teaching

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
1	Academic Literacy	5	B-ALI 110		
2	Fundamental Mathematics	5	B-FMA 110		
3	Computer Literacy	5	B-CLI 110		
4	Critical Literacies for Teachers	5	B-CLT 120		
5	Education Studies 1: Theories of Child Development	5	B-EDS 111		
6	Education Studies 2: Theories of Learning and Teaching	6	B-EDS 122	B-EDS 111, B-ALI 110	
7	Education Studies 3: Curriculum, Pedagogy and Assessment	6	B-EDS 213	B-EDS 111, B-EDS 122 = 40%	
8	Education Studies 4: History of Education and Education Policies	6	B-EDS 224	B-EDS 122 , B-EDS 213 = 40%	
9	Education Studies 5: Sociology of Education	7	B-EDS 315	B-EDS 213, B-EDS 224 = 40%	
10	Digital Pedagogies for Teachers	5	B-DPT 410	B-CLT 120, F-WIL 101, F-WIL 202	
11	Research in Education	7	B-RED 400	B-EDS 315	
12	Introduction to Mathematics Teaching in the Foundation Phase	5	F-MAT 120	B-FMA 110 = 40%	
13	Mathematics Teaching in the Foundation Phase 1	6	F-MAT 221	B-FMA 110, F-MAT 120 = 40%	
14	Mathematics Teaching in the Foundation Phase 2	6	F-MAT 312	F-MAT 120 , F-MAT 221 = 40%	
15	Mathematics Teaching in the Foundation Phase 3	6	F-MAT 323	F-MAT 221, F-MAT 312 = 40%	
16	Mathematics Teaching in the Foundation Phase 4	7	F-MAT 424	F-MAT 312, F-MAT 323 = 40%	
17	Introduction to Life Skills Teaching in the Foundation Phase	5	F-LSK 120		
18	Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	6	F-LSK 211	F-LSK 120	

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
19	Life Skills Teaching in the Foundation Phase 2: Physical Education	6	F-LSK 312	F-LSK 211 = 40%	
20	Life Skills Teaching in the Foundation Phase 3: Creative Arts	6	F-LSK 323	F-LSK 211, F-LSK 312 = 40%	
21	Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	7	F-LSK 414	F-LSK 312, F-LSK 323 = 40%	
22	Life Skills Teaching in the Foundation Phase 5: Social Sciences	7	F-LSK 425	F-LSK 323	
23	Professional Studies 1: Foundation Phase Classroom Practice	5	F-PFS 121	B-ALI 110	
24	Professional Studies 2: School and Classroom Management	6	F-PFS 212	F-PFS 121	
25	Professional Studies 3: Social Justice and Current Issues in Education	6	F-PFS 223	F-PFS 212 = 40%	
26	Professional Studies 4: Teacher Identity and the Profession	7	F-PFS 324	F-PFS 212	
27	Introduction to the Language and Literacy Landscape in the Foundation Phase	5	F-LLL 110		
28	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1	6	F-EHF 211	B-ALI 110, F-LLL 110 = 40%	
29	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2	6	F-EHF 222	F-LLL 110, F-EHF 211 = 40%	
30	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3	6	F-EHF 313	F-EHF 211, F-EHF 222 = 40%	
31	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4	7	F- EHF 414	F-EHF 222 , F-EHF 313 = 40%	
32	Home Language and Literacy Teaching in the Foundation Phase 1: isiZulu	6	F-HLZ 211	B-ALI 110, F-LLL 110 = 40%	
33	Home Language and Literacy Teaching in the Foundation Phase 2: isiZulu	6	F-HLZ 222	F-LLL 110, F-HLZ 211 = 40%	
34	Home Language and Literacy Teaching in the Foundation Phase 3: isiZulu	6	F-HLZ 313	F-HLZ 211, F-HLZ 222 = 40%	

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
35	Home Language and Literacy Teaching in the Foundation Phase 4: isiZulu	7	F-HLZ 414	F-HLZ 222, F-HLZ 313 = 40%	
36	Home Language and Literacy Teaching in the Foundation Phase 1: Sepedi	6	F-HLS 211	B-ALI 110, F-LLL 110 = 40%	
37	Home Language and Literacy Teaching in the Foundation Phase 2: Sepedi	6	F-HLS 222	F-LLL 110, F-HLS 211 = 40%	
38	Home Language and Literacy Teaching in the Foundation Phase 3: Sepedi	6	F-HLS 313	F-HLS 211, F-HLS 222 = 40%	
39	Home Language and Literacy Teaching in the Foundation Phase 4: Sepedi	7	F-HLS 414	F-HLS 222, F-HLS 313 = 40%	
40	Home Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	6	F-HLX 211	B-ALI 110 , F-LLL 110 = 40%	
41	Home Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	6	F-HLX 222	F-LLL 110, F-HLX 211 = 40%	
42	Home Language and Literacy Teaching in the Foundation Phase 3: isiXhosa	6	F-HLX 313	F-HLX 211, F-HLX 222 = 40%	
43	Home Language and Literacy Teaching in the Foundation Phase 4: isiXhosa	7	F-HLX 414	F-HLX 222, F-HLX 313 = 40%	
44	Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	6	F-HLA 211	B-ALI 110 , F-LLL 110 = 40%	
45	Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	6	F-HLA 222	F-LLL 110, F-HLA 211 = 40%	
46	Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	6	F-HLA 313	F-HLA 211, F-HLA 222 = 40%	
47	Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans	7	F-HLA 414	F-HLA 222, F-HLA 313 = 40%	
48	Home Language and Literacy Teaching in the Foundation Phase 1: Setswana	6	F-HLT 211	B-ALI 110 , F-LLL 110 = 40%	

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
49	Home Language and Literacy Teaching in the Foundation Phase 2: Setswana	6	F-HLT 222	F-LLL 110, F-HLT 211 = 40%	
50	Home Language and Literacy Teaching in the Foundation Phase 3: Setswana	6	F-HLT 313	F-HLT 211, F-HLT 222 = 40%	
51	Home Language and Literacy Teaching in the Foundation Phase 4: Setswana	7	F-HLT 414	F-HLT 222, F-HLT 313 = 40%	
52	English First Additional Language and Literacy Teaching in the Foundation Phase 1	6	F-FLE 221	B-ALI 110 , F-LLL 110 = 40%	
53	English First Additional Language and Literacy Teaching in the Foundation Phase 2	6	F-FLE 322	F-LLL 110, F-FLE 221 = 40%	
54	English First Additional Language and Literacy Teaching in the Foundation Phase 3	7	F-FLE 423	F-FLE 221, F-FLE 322= 40%	
55	First Additional Language and Literacy Teaching in the Foundation Phase 1: isiZulu	6	F-FLZ 221	B-ALI 110, F-LLL 110 = 40%	
56	First Additional Language and Literacy Teaching in the Foundation Phase 2: isiZulu	6	F-FLZ 322	F-LLL 110, F-FLZ 221 = 40%	
57	First Additional Language and Literacy Teaching in the Foundation Phase 3: isiZulu	7	F-FLZ 423	F-FLZ 221, F-FLZ 322 = 40%	
58	First Additional Language and Literacy Teaching in the Foundation Phase 1: Sepedi	6	F-FLS 221	B-ALI 110, F-LLL 110 = 40%	
59	First Additional Language and Literacy Teaching in the Foundation Phase 2: Sepedi	6	F-FLS 322	F-LLL 110, F-FLS 221 = 40%	
60	First Additional Language and Literacy Teaching in the Foundation Phase 3: Sepedi	7	F-FLS 423	F-FLS 221, F-FLS 322 = 40%	
61	First Additional Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	6	F-FLX 221	B-ALI 110, F-LLL 110 = 40%	
62	First Additional Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	6	F-FLX 322	F-LLL 110, F-FLX 221 = 40%	

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
63	First Additional Language and Literacy Teaching in the Foundation Phase 3: isiXhosa	7	F-FLX 423	F-FLX 221, F-FLX 322 = 40%	
64	First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	6	F-FLA 221	B-ALI 110, F-LLL 110 = 40%	
65	First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	6	F-FLA 322	F-LLL 110, F-FLA 221 = 40%	
66	First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	7	F-FLA 423	F-FLA 221, F-FLA 322 = 40%	
67	First Additional Language and Literacy Teaching in the Foundation Phase 1: Setswana	6	F-FLT 221	B-ALI 110, F-LLL 110 = 40%	
68	First Additional Language and Literacy Teaching in the Foundation Phase 2: Setswana	6	F-FLT 322	F-LLL 110, F-FLT 221 = 40%	
69	First Additional Language and Literacy Teaching in the Foundation Phase 3: Setswana	7	F-FLT 423	F-FLT 221, F-FLT 322 = 40%	
70	Language of Conversational Competence: isiZulu	5	C-LCZ 120		
71	Language of Conversational Competence: Sepedi	5	C-LCS 120		
72	Language of Conversational Competence: isiXhosa	5	C-LCX 120		
73	Language of Conversational Competence: Setswana	5	C-LCT 120		
74	Workplace Integrated Learning Year 1	5	F-WIL101		
75	Workplace Integrated Learning Year 2	6	F-WIL 202	F-WIL 101	F-MAT 120, F-LSK 120, F-EHF 211/ F-HLA 211/ F-HLX 211/ F-HLZ 211/ F-HLS 211/ F-HLT 211
76	Workplace Integrated Learning Year 3	6	F-WIL 303	F-WIL 202	F-MAT 221, F-LSK 211, F-EHF 313/

	Module Names	NQF Level	Module Code	Pre-requisites	Co-requisites
					F-HLA 313/ F-HLX 313/ F-HLZ 313/ F-HLS 313/ F-HLT 313
77	Workplace Integrated Learning Year 4	7	F-WIL 404	F-WIL 303, F-MAT 323, F-LSK 323, F-EHF 313/ F-HLA 313/ F-HLX 313/ F-HLZ 313/ F-HLS 313/ F-HLT 313	n/a

Bachelor of Education in Intermediate Phase Teaching

	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
1	Academic Literacy	5	B-ALI 110		
2	Fundamental Mathematics	5	B-FMA 110		
3	Computer Literacy	5	B-CLI 110		
4	Critical Literacies for Teachers	5	B-CLT 120		
5	Education Studies 1: Theories of Child Development	5	B-EDS 111		
6	Education Studies 2: Theories of Learning and Teaching	6	B-EDS 122	B-EDS 111, B-ALI 110	
7	Education Studies 3: Curriculum, Pedagogy and Assessment	6	B-EDS 213	B-EDS 111, B-EDS 122 = 40%	
8	Education Studies 4: History of Education and Education Policies	6	B-EDS 224	B-EDS 122 , B-EDS 213 = 40%	
9	Education Studies 5: Sociology of Education	7	B-EDS 315	B-EDS 213, B-EDS 224 = 40%	
10	Digital Pedagogies for Teachers	5	B-DPT 410	B-CLT 120, F-WIL 101, F-WIL 202	
11	Research in Education	7	B-RED 400	B-EDS 315	
12	Introduction to the Language and Literacy Landscape in the Intermediate Phase	5	I-LLL 110		
13	Introduction to Mathematics Teaching in the Intermediate Phase	5	I-MAT 120	B-FMA 110 = 40%	
14	Mathematics Teaching in the Intermediate Phase 1	6	I-MAT 221	B-FMA 110; I -MAT120 = 40%	
15	Mathematics Teaching in the Intermediate Phase 2	6	I-MAT 312	I-MAT 120, I-MAT 221 = 40%	
16	Mathematics Teaching in the Intermediate Phase 3	6	I-MAT 323	I-MAT 221, I-MAT 312 = 40%	
17	Mathematics Teaching in the Foundation Phase 4	7	I-MAT 424	I-MAT 312, I-MAT 323 = 40%	
18	Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	5	I-NST 120		

	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
19	Natural Sciences and Technology Teaching in the Intermediate Phase 1	6	I-NST 211	I-NST 120	
20	Natural Sciences and Technology Teaching in the Intermediate Phase 2	6	I-NST 312	I-NST 211 = 40%	
21	Natural Sciences and Technology Teaching in the Intermediate Phase 3	6	I-NST 323	I-NST 211, I-NST 312 = 40%	
22	Natural Sciences and Technology Teaching in the Intermediate Phase 4	7	I-NST 414	I-NST 312, I-NST 323 = 40%	
23	Professional Studies 1: Intermediate Phase Classroom Practice	5	I-PFS 121	B-ALI 110	
24	Professional Studies 2: School and Classroom Management	6	I-PFS 212	I-PFS 121	
25	Professional Studies 3: Social Justice and Current Issues in Education	6	I-PFS 223	I-PFS 212 = 40%	
26	Professional Studies 4: Teacher Identity and the Profession	7	I-PFS 324	I-PFS 212	
27	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 1	6	I-EHF 211	B-ALI 110, I-LLL 110 = 40%	
28	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2	6	I-EHF 222	I-LLL 110, I-EHF 211 = 40%	
29	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3	6	I-EHF 313	I-EHF 211, I-EHF 222 = 40%	
30	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4	7	I-EHF 414	I-EHF 222 , I-EHF 313 = 40%	
31	Home Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	6	I-HLZ 211	B-ALI 110, I-LLL 110 = 40%	
32	Home Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	6	I-HLZ 222	I-LLL 110, I-HLZ 211 = 40%	
33	Home Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	6	I-HLZ 313	I-HLZ 211, I-HLZ 222 = 40%	

	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
34	Home Language and Literacy Teaching in the Intermediate Phase 4: isiZulu	7	I-HLZ 414	I-HLZ 222, I-HLZ 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	6	I-HLS 211	B-ALI 110, I-LLL 110= 40%	
36	Home Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	6	I-HLS 222	I-LLL 110, I-HLS 211 = 40%	
37	Home Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	6	I-HLS 313	I-HLS 211, I-HLS 222 = 40%	
38	Home Language and Literacy Teaching in the Intermediate Phase 4: Sepedi	7	I-HLS 414	I-HLS 222, I-HLS 313 = 40%	
39	Home Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	6	I-HLX 211	B-ALI 110, I-LLL 110 = 40%	
40	Home Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	6	I-HLX 222	I-LLL 110, I-HLX 211 = 40%	
41	Home Language and Literacy Teaching in the Intermediate Phase 3: isiXhosa	6	I-HLX 313	I-HLX 211, I-HLX 222 = 40%	
42	Home Language and Literacy Teaching in the Intermediate Phase 4: isiXhosa	7	I-HLX 414	I-HLX 222, I-HLX 313 = 40%	
43	Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	6	I-HLA 211	B-ALI 110, I-LLL 110 = 40%	
44	Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	6	I-HLA 222	I-LLL 110, I-HLA 211 = 40%	
45	Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	6	I-HLA 313	I-HLA 211, I-HLA 222 = 40%	
46	Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans	7	I- HLA 414	I-HLA 222, I-HLA 313 = 40%	
47	Home Language and Literacy Teaching in the Intermediate Phase 1: Setswana	6	I-HLT 211	B-ALI 110, I-LLL 110 = 40%	

	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
48	Home Language and Literacy Teaching in the Intermediate Phase 2: Setswana	6	I-HLT 222	I-LLL 110, I-HLT 211 = 40%	
49	Home Language and Literacy Teaching in the Intermediate Phase 3: Setswana	6	I-HLT 313	I-HLT 211, F-HLT 222 = 40%	
50	Home Language and Literacy Teaching in the Intermediate Phase 4: Setswana	7	I- HLT 414	I-HLT 222, I-HLT 313 = 40%	
51	English First Additional Language and Literacy Teaching in the Intermediate Phase 1	6	I-FLE 221	B-ALI 110, I-LLL 110 =40%	
52	English First Additional Language and Literacy Teaching in the Intermediate Phase 2	6	I-FLE 322	I-LLL 110 , I-FLE 221 = 40%	
53	English First Additional Language and Literacy Teaching in the Intermediate Phase 3	7	I-FLE 423	I-FLE 221, I-FLE 322 = 40%	
54	First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	6	I-FLZ 221	B-ALI 110, I-LLL 110 = 40%	
55	First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	6	I-FLZ 322	I-LLL 110 , I-FLZ 221 = 40%	
56	First Additional Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	7	I-FLZ 423	I-FLZ 221, I-FLZ 322 = 40%	
57	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	6	I-FLS 211	B-ALI 110, I-LLL 110 = 40%	
58	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	6	I-FLS 322	I-LLL 110, I-FLS 221= 40%	
59	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	7	I-FLS 423	I-FLS 221, I-FLS 322 = 40%	
60	First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	6	I-FLX 221	B-ALI 110, I-LLL 110 =40%	
61	First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	6	I-FLX 322	I-LLL 110, I-FLX 221 = 40%	

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	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
62	First Additional Language and Literacy Teaching in the Intermediate Phase 4: isiXhosa	7	I-FLX 423	I-FLX 221, I-FLX 322 = 40%	
63	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	6	I-FLA 221	B-ALI 110, I-LLL 110 = 40%	
64	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	6	I-FLA 322	I-LLL 110, I-FLA 221= 40%	
65	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	7	I-FLA 423	I-FLA 221, I-FLA 322 = 40%	
66	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Setswana	6	I-FLT 221	B-ALI 110, I-LLL 110 = 40%	
67	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Setswana	6	I-FLT 322	I-LLL 110, I-FLT 221= 40%	
68	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Setswana	7	I-FLT 423	I-FLT 221, I-FLT 322 = 40%	
69	Economic and Management Sciences	5	I-EMS 420	B-FMA 110, I-MAT 120	
70	Language of Conversational Competence: Sepedi	5	C-LCS 120		
71	Language of Conversational Competence: isiXhosa	5	C-LCX120		
72	Language of Conversational Competence: isiZulu	5	C-LCZ 120		
73	Language of Conversational Competence: Setswana	5	C-LCT 120		
74	Workplace Integrated Learning Year 1	5	I-WIL101		
75	Workplace Integrated Learning Year 2	6	I-WIL 202	I-WIL 101	I-EHF 211/ I-HLA 211/ I-HLX 211/ I-HLZ 211/ I-HLS 211/ I-HLT 211, I-MAT 120, I-NST 120
76	Workplace Integrated Learning Year 3	6	I-WIL 303	I-WIL 202	I-EHF 313/ I-HLA 313/ I-HLX 313/ I-HLZ 313/ I-HLS 313/ I-HLT 313 I-MAT 221, I-NST 211

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	Module names	NQF Level	Module Code	Pre-requisites	Co-requisites
77	Workplace Integrated Learning Year 4	7	I-WIL 404	I-WIL 303, I-MAT 323, I-NST 323, I-EHF 313/ I-HLA 313/ I-HLX 313/ I-HLZ 313/ I-HLS 313/ I-HLT 313	n/a

[1] A pre-requisite is a requirement that must have been completed.[2] A co-requisite is a requirement that may have been completed, or at least must be taken simultaneously.

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ANNEXURE I: REGULATIONS AND PROCEDURES FOR SIT-DOWN EXAMINATIONS

The handling of examination papers

- Once examination papers have been finalised, the Administration Manager will be responsible for the safe keeping of these until going to print. At this point the Logistics Manager will collect the examination papers and oversee the printing process.
- Printing is done in-house in a secure environment. Once printed, examination papers will once again be kept safely by the Manager Administration. The Manager Logistics will be responsible for the distribution of examination papers to examination centres. The examination papers must be packed in examination envelopes, according to modules and examination centres. Examination envelopes must be sealed.
- Examination papers must be dispatched by courier to the different Venues. These must be sent in sealed plastic bags. The examination papers will be received by the chief invigilator, appointed by SANTS, at the Venues.
- The chief invigilator is responsible for keeping the examination papers in a secure place until the date of the examination. The envelope with the examination papers must only be opened on the set examination date in the presence of the students.

Invigilator and the invigilation process

- The Academic Department must appoint invigilators according to the number of students per examination venue. At least one invigilator per 50 students must be appointed.
- The chief invigilator is responsible for the management of the examination at the specific Venue.
- The chief invigilator draws up a seating plan, indicating the exact seating of students in the examination room.
- The chief invigilator ensures that it is the correct question paper for the specific day. He/she opens the sealed envelope, containing the examination question papers in the presence of the students. He/she remains in the examination room until the question papers have been issued to the students.
- Once the security bag is opened the invigilator will make sure it is the correct question paper. The number of examination papers is counted to match the number indicated on the security bag content sticker
- The chief invigilator must ensure that he/she is in possession of the following items before the examination commences:
  i.   The examination papers in a sealed envelope.
  ii.   Attendance list of students who qualify to write the examination.
  iii.   Attendance registers.
  iv.   Irregularity Report forms.

- Prior to the commencement of an examination session, the chief invigilator must do an inspection of the examination room to ensure that:

    i. A sufficient number of desks and chairs are available to seat the number of students who are to write the examination. The sufficient number to be seated must be in accordance with the examination attendance register and students must be seated alphabetically.

    ii. The desks are arranged in such a manner that proper passages are left for the invigilator(s) to move around freely whilst invigilating.

    iii. Charts, including drawings, formulae and any other written material (if applicable) are removed from the walls or chalkboard.

    iv. There is sufficient ventilation and lighting.

    v. SANTS administration office in Pretoria is available to deal with any entry uncertainty an invigilator might have.

- The chief invigilator must announce the following examination rules before the commencement of the examination:

Sit-down Examination Rules

   ❑ No student shall be allowed into the examination venue later than half an hour after an examination session has commenced, nor shall a student be allowed to leave this venue before the first hour of the examination has elapsed or during the last 15 minutes of the examination session (before all examination books and/or papers have been collected and checked at the end of the examination session). Outside of these times, a student will only be allowed to leave the examination room with the supervision of an invigilator.

   ❑ Students shall place their own valid student card or identity document, in plain sight, in the top right hand corner of their desk. Students shall follow all the instructions of an invigilator immediately.

   ❑ Book-bags, handbags, pencil-cases and other similar containers must be placed in the front of the examination room for the duration of the examination session. The student is only allowed to have the essential items needed for writing the examination on their desk.

   ❑ All unauthorised apparatus, electronic means of communication, or notes of any nature whatsoever or any paper, no matter how small, brought into the examination room, must be placed in the student's bag at the front of the room. All cell phones and other electronic devices must be turned off before being placed in the student's bag, unless this is specifically allowed for a particular module, e.g. un-programmable calculators for Fundamental Mathematics (mobile devices may not be used as a calculating device).

- ❑ Students are responsible to provide their own sources and aids during open book assessments, in accordance with the requirements and specifications set by the Assessment and Student Affairs Committee. Mutual use or exchange of such sources and aids is not permissible.
- ❑ Wearing a cap or a wide brimmed hat during examinations and tests is prohibited.
- ❑ Students shall enter the examination hall quietly and in an orderly fashion. Once the invigilator has announced the commencement of the examination period, all conversations or any other form of communication between students shall cease. Only then will examination booklets and/or question papers be handed out to the students. During the course of the examination there shall be no communication of any nature whatsoever between students.
- ❑ It is important that the surname, full names and signature of the student are entered in the space provided on the cover of the test and examination script.
- ❑ No student shall assist or attempt to assist another student, or obtain help, or attempt to obtain help from another student with regard to any information.
- ❑ Students may not act in a dishonest way with regard to any examination assessment, as well as with regard to the completion and/or submission of any other academic task or assignment. Dishonest conduct includes, among other things, plagiarism, as well as the submission of work by a student for the purpose of assessment, when the work in question is, with the exception of group work as decided by the Assessment and Student Affairs Committee, the work of somebody else either in full or in part, or where the work is the result of collusion between the student and another person or persons.
- ❑ Writing on any paper other than that provided for examination purposes is strictly prohibited. Students shall not write on the blotting paper or on the examination paper, except on fill-in and choose-and-select questionnaires.
- ❑ Rough work shall be done in the examination book and then crossed out. No pages shall be removed from examination books.
- ❑ Students shall not be permitted to leave the hall during the examination in order to smoke outside.
- ❑ Only in exceptional circumstances will a student be given permission to leave the examination hall temporarily, and then only under the supervision of an invigilator.
- ❑ Students shall not take used or unused answer books from the examination hall.
- ❑ When the invigilator announces that the time has expired, students shall stop writing immediately.

❑ All students are to remain seated until all examination scripts have been collected, checked against the attendance register and counted by the invigilator.

❑ Before leaving, students must make sure that they have signed the attendance register and that they have handed in their examination answer book.

❑ The chief invigilator shall visit the examination room/s on a regular basis and ensure that there are no unauthorised persons in and around the examination room.

❑ Students are warned not to contravene any of the above rules and instructions. If found guilty, a student can forfeit all credits for the module concerned and also be suspended from SANTS (and consequently from all South African universities).

Duties of invigilators

• Admit students into the examination room only if the student produces a student card or proof of identity and identity has been confirmed.

• Ensure that the students have the complete question paper.

• Not allow a student to leave the examination room before the first hour of the examination has elapsed or during the last 15 minutes of the examination session.

• Move around in the examination room without disturbing the students.

• Refer any violation of the rules and regulations by a student to the chief invigilator immediately.

• Ensure that the student number /identity number is written on each answer book used by the student during the examination.

• Ensure that the time allocation specified on the examination paper is adhered to.

• Collect all used answer books.

• When students hand in the examination/test papers the invigilator again checks the submitted paper versus the student IDs and student card numbers, which is recorded on the examination attendance register.

• Before the session is concluded the head invigilator and head tutor check that the total number of examination papers and blank examination papers match the total number received to make sure each examination/test paper is accounted for.

• Count the number of answer books received. This must correspond with the amount of papers that were issued.

• At the end of the examination the invigilator must collect all material belonging to the institution, used by the student in the examination.

<u>Procedure after completion of examination</u>

- It is the responsibility of the chief invigilator to send all answer books/examination papers immediately back to Head office in time to be assessed and moderated after the examination has been written.
- The invigilator, under supervision of the Head tutor, packs the security bags to be returned to SANTS' Head Office. The invigilator must use the logistical checklist to make sure all examination papers, attendance registers and examination documentation are packed and sealed in the security bag.
- The invigilator confirms the time the courier will pick up the assessment documents with the Logistical Manager. As soon as the courier picks up the documents, the Logistics Manager is informed of the pickup time in order to start tracking the material return progress. On receipt of the security bags at SANTS' Head Office the Logistics Managers checks that the security bags were not tampered with and records the date, time and condition of all security bags received.

<u>Procedures regarding irregularities, investigation and penalisation</u>

- Should a student appear restless or arouse suspicion and/or try to copy from someone else's work during sit-down examinations, the invigilator must warn the student immediately.
- Should the invigilator establish beyond doubt that a student is in possession of notes or is dishonest in any way, he or she must warn the student that he or she will be charged with dishonesty; take away the answer book and the evidence; avoid disturbing the other students and; make a note of the time.
- The invigilator must report this to the lecturer responsible for the module concerned and complete the necessary applicable official form as well as submit the examination paper of the student involved and any other evidence of dishonesty of the student involved.
- The student should be encouraged to complete all personal details as well as his/her response to the alleged irregularity on the applicable official form and this must be submitted by the invigilator along with the other documentation and evidence.
- This documentation will be used by the head of the Academic Quality Enhancement Unit (AQEU) to investigate the matter further and present this in the ratification of academic results at the Assessment and Student Affairs Committee meeting held at least once a semester.