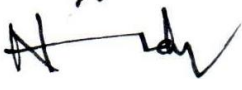




**Deputy Vice-Chancellor: Academic**

**SUBMISSION**

**TO:** Mr Morné du Toit  
*Chairperson: SENEX*

**FROM:** Dr Andrew Niikondo   
*Deputy Vice-Chancellor: Academic*

**DATE:** 30 April 2020

**RE: REQUESTING PERMISSION TO CONVERT EXAM-BASED COURSES TO CONTINUOUS ASSESSMENT COURSES AND REDUCE THE NUMBER OF ASSESSMENTS FOR CONTINUOUS ASSESSMENT COURSES**

**1. Recommendation**

This submission recommends to SENEX to approve that:

- a. exam-based courses are converted to continuous diversified assessment courses;
- b. the number of assessments for both existing continuous assessment courses and converted exam-based courses to continuous assessment courses be reduced from a minimum of four (4) assessments as per current regulation to three (3) assessments to ensure a consistent and equal number of assessments for all students; and
- c. the maximum number of continuous assessments be restricted to only three (3) for courses without any assessment administered by the time of the mid-term semester break to ensure successful and timely completion for such courses within the approved Revised Academic Calendar.

**2. Background**

During meetings of the NUST COVID 19 Academic Committee held on Friday, 20 March 2020 and Wednesday 25 March 2020 respectively, thorough consultations took place with the subsequent recommendation to move exam-based courses to continuous assessment courses. This was to avoid the coming together of many students in the examination venue for writing their final exams and to secure additional teaching time as a result of the lockdown. Through the Programme Development Unit (PDU), the Namibian Qualification Authority (NQA) was consulted on this matter. The NQA advised NUST that it is to change exam-based courses to continuous assessment courses since both types of assessments are stated as NUST assessment strategies in the programme documentation in Section 14.2 submitted to the NQA. However, the NQA advised NUST to take precautionary measures to avoid the quality of assessment from being compromised.

**3. Motivation**

It was expected that, because examination-based courses have a minimum of two assessments as per AC4.5.1.2 DETERMINATION OF SEMESTER MARK (Yearbook 1: General Rules and Regulations) during the semester with a final examination at the end, to keep the total number of assessments for such a converted course still at three (3).

According to rule AC7.1 on PROMOTION REGULATIONS: CONTINUOUS AND DIVERSIFIED ASSESSMENT, continuous assessment courses should have a minimum of four (4) assessments per semester. To keep the

number of assessments uniformed for all courses offered during semester 1 of 2020, as well as keeping in mind that the revised calendar has been approved with only 9 weeks of lecturing in mind, it was suggested to have for all courses only a minimum/maximum of three (3) assessments to ensure successful completion of learning and assessment through Remote Teaching Methodologies.

Rules AC7.1 further stipulates that: *“To ensure authenticity of assessment evidence, at least 50% of the weight of the assessments making up the final mark should be conducted under controlled conditions similar to those under which institutional examinations are conducted. Should examination conditions not be appropriate for the nature of the assessment, the lecturer and department must take appropriate and rigorous steps to ensure such authenticity”*.

As a result of COVID-19 restrictions and requirements to practice social distancing, the above part of Rule AC7.1 will still be administered by Faculties to ensure the authenticity of assessments through appropriate and rigorous steps and accordingly, allocate 50% of the weight thereof towards the allocation of the final mark, instead of a mere average of the three (3) assessments.

#### **4. Financial and staffing implications**

None

AN/nn