

# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

OUTLINE OF ASSESSMENT PRINCIPLES	1
PRINCIPLES	1
CONSIDERATIONS FOR THE ASSESSMENT OF A DIVERSITY OF STUDENTS	2
INTRODUCTION TO PROCEDURES	2
ASSESSMENT FRAMEWORK	4
Assessment methods and procedures for practical subjects	4
Assessment methods and procedures for theory subjects	5
EXTERNAL ASSESSMENTS FOR FINAL YEAR STUDENTS	9
STUDENT RESULTS	10
EXAMINATION BOARD	11
SUPPLEMENTARY ASSESSMENT	11
GRIEVANCE PROCEDURES	12
BREACHES IN ASSESSMENT	12
DEFERRED ASSESSMENT	12
ACADEMIC BOARD	13
APPLICATION REQUIREMENTS	13
SPECIAL CONSIDERATION	14
ACADEMIC BOARD APPEAL	14

#### OUTLINE OF ASSESSMENT PRINCIPLES

The purpose of assessment is to provide evaluation and feedback regarding students learning and performance within the Programme that they are registered. The institution makes use of assessment practices to ensure learner competence and the mastering of knowledge and skills at the levels set out by the institution, Programme and NQF.

Assessment practices are designed to ascertain students' knowledge, understanding and skills in relation to specified learning outcomes while feedback practices offer guidance to students regarding improvement in their learning and performance. All assessment and feedback practices are either formative or summative depending on when in the year the practice takes place and what the purpose is, in relation to the specific Programme and subject.

All assessment practices aim to ensure the fair treatment of individual students and the student body whilst upholding the standards of the School and the NQF.

The assessment policy is designed to assist all staff and students who engage in assessment and feedback practices at the Ruth Prowse School of Art NPC to implement and maintain practices of the highest quality. The policy is intended to assist in upholding valid, reliable and transparent assessment and feedback practices in alignment with the standards of Ruth Prowse School of Art and the CHE.

#### PRINCIPLES

1. Both formative and summative assessments are integral to the programme design, development and delivery whilst aligning to the learning outcomes and the NQF.
2. Assessment practices are designed to be achievable, inclusive and fair for a diverse student body.
3. The procedures and methods are designed to be explicit and transparent.
4. The procedures and methods are designed to be valid and reliable.
5. All feedback practices are to take place in a timely fashion and support learning.



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

6. All marking criteria must be communicated clearly and consistently on the briefs and mark sheets.
7. The assessment load should be appropriate and realistic for both staff and students in terms of volume and timing.
8. The Academic Board takes the role of resolving appeals against assessment decisions, requesting alternative assessment practices and breaches in assessment practices including plagiarism.
9. The School will ensure that staff involved in the assessment of students, are competent to undertake their roles and responsibilities.

#### **CONSIDERATIONS FOR THE ASSESSMENT OF A DIVERSITY OF STUDENTS**

Assessment tasks and procedures should be inclusive of all students and not inherently disadvantage any group or individual. Consideration must be given on how assessment may impact on:

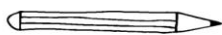
- Students with disabilities
- Students of different ethnic groups
- Students of different religions and belief
- Students of different ages
- Students with different entry qualifications
- Students with different degrees of access to resources

Adjustments to submission deadlines and alternative forms of assessment may be applied for through the Academic Board. Students must follow the appeal process as stipulated in the Academic Board policy. Alternative assessment options may be offered by the Academic Board on a 'case by case' basis with the agreement that any option is done so without compromising academic standards.

#### **INTRODUCTION TO PROCEDURES**

Assessment procedures take the form of either formative or summative practices which may be performed by either internal, external or a combination of assessors. Assessments are broken up into theoretical and practical procedures with all internal assessments done by either the lecturer concerned and/or another lecturer such as a Course Co-ordinator or the Executive Head.

Design, knowledge and techniques are assessed internally on an ongoing basis using a system of continuous evaluation. The assessment procedure is content specific as the subjects are either theoretical, practical or a combination of both. Examiners are required to use the full range of marks from 0% - 100% within the assessment framework.

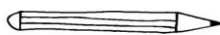


# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

PERCENTILE	SYMBOL	DEFINITION	OUTCOMES
81 - 100	A+	Distinction (Pass)	An exceptional level of original and creative ability and research.
			An exceptional level of performance.
			Exceptional subject specific/professional practice skills that meet the required outcomes.
			Can exceed project expectations
			Professional Industry level
76 - 80	A	Excellent (Pass)	An exceptional level of creative ability and research
			Excellent level of performance
			Excellent subject specific/professional practice skills that meet the required outcomes.
71 - 75	B+	Very Good (Pass)	An excellent level of creative ability and research
			Excellent level of performance
			Excellent subject specific/professional practice skills that meet the required outcomes.
66 - 70	B	Commendable (Pass)	A very good level of ability and research
			Very good level of performance
			Very good subject specific/professional practice skills that meet the required outcomes
61 - 65	C+	Good (Pass)	A commendable level of creative ability and research
			Commendable level of performance
			Commendable subject specific/professional practice skills that meet the required outcomes.
56 - 60	C	Satisfactory (Pass)	A good level of ability
			A good level of performance
			Good subject specific/professional practice skills that meet the required outcomes
51 - 55	D+	Acceptable (Pass)	A satisfactory level of ability
			A satisfactory level of performance
			Satisfactory subject specific/professional practice skills that meet the required outcomes.
50	D	Pass	A minimum level of ability
			Minimum level of performance
			Minimum subject specific/professional practice skills that meet the required outcomes.
45 - 49	E+	Inadequate (Fail) may be eligible for a supplementary	An inadequate level of ability
			An inadequate level of performance
			An inadequate subject specific/professional practice skills that do not meet the required outcomes.
40 - 44	E	Very Poor (Fail)	A very poor level of ability
			An very poor level of performance
			Very poor subject specific/professional practice skills that do not meet the required outcomes.
0 to 40	F	Unacceptable (Fail)	An unacceptable level of ability
			Unacceptable level of performance
			Unacceptable subject specific/professional practice skills that do not meet the required outcomes.
0	F	Unacceptable (Fail)	Non- submission
			Severe plagiarism textual or visual



# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

#### ASSESSMENT FRAMEWORK

##### Assessment methods and procedures for practical subjects

Each practical project is assessed by the subject lecturer and is subject to a specific deadline.

Work that is not submitted by the specific deadline is subject to the outcome of an application to the Academic Board.

#### GENERAL ASSESSMENT CRITERIA

1. The originality of the concept and the suitability of the concept in relation to the brief.
2. The successful realization of the concept with the applicable media.
3. The professionalism demonstrated during the working process and of the final presentation, and the standard of the execution.

##### Assessment Criteria for Practical Subjects

The production of each practical project is assessed based on the following:

##### - Knowledge and Understanding -Cognitive Skills

Through verbal interaction and discussion with the student, the brief is discussed and the student's understandings of the project in terms of critical and creative thinking requirements are assessed. A mark is allocated for '**concept**' which is by definition the interpretation and production of a concept relative to a particular brief. The student is assessed on the identifying and solving of problems associated with the conceptual process.

##### - Practical Skills -Demonstrating Techniques

Through observation of the student in the process of generating the set project, the student's understanding and application of techniques, methodologies and materials are assessed. The end product is also assessed as an accumulative of this understanding and mastering of the particular outcome required for each project. A mark is allocated for the '**realisation**' of the final product relative to ideal concept. By definition this mark encompasses the bridge between concept and realisation.

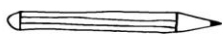
##### - Intellectual Skills -Interpretive and Conceptual skills

As revealed by the final project outcome, the originality of the concept and the suitability of the concept in relation to the specific brief are assessed.

As evidenced the questions put forward by the student, student debates and lecturer-student debates reveal the integration of knowledge and skills that lead to a cross-pollination of ideas and media from other subjects. This indicates the recognition that problem-solving contexts do not exist in isolation. The students reflect on and explore a variety of strategies in order to learn more effectively. The mark allocated which would indicate the outcome of this process would fall under '**technique**'.

##### - Key/transferable skills -Professionalism and Time-management

As evidenced by the final presentation with the required standard of execution to a specific deadline. A mark is allocated under the banner of '**presentation**' which indicates the outcome of a students organising and managerial skills. It also indicates the student's sense



# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

of responsibility and effectively relative to an entrepreneurial standard of client based, sales ready items.

-An Understanding of the relationship between theory and practice

As evidenced by the successful realization of the concept with the applicable media to product. Between the group critical and an allocated '**comment**' column, students are given feedback related to project outcomes, processes and aspects of professional practice for each project.

#### Assessment methods and procedures for theory subjects

Each theoretical assignment is assessed by the subject lecturer and is subject to a specific deadline. Work that is not submitted by the specific deadline is subject to the outcome of an application to the Academic Board.

#### Assessment Criteria Theory Major (NQF5)

Subject Objectives:

By the end of the year students should demonstrate the following:

1. Fundamental base knowledge of the expanse of the theory of practical techniques relative to the specific subject and the relevant terminology used.
2. Fundamental base knowledge of the various concepts and shifts in attitudes constituting the specific Theory within a post-colonial and de-colonized perspective pertaining to visual language.
3. Fundamental base knowledge of the principles of the specific Theory discourse within the framework of the specific context.
4. An Understanding of manufacturing processes for the purpose of visual communication within the required context.
5. A solid understanding of the interpretive process: Beginning with the identification of various mythologies and techniques.
6. The ability to interpret a clear and detailed brief pertaining to a challenging conceptual understanding of visual communication.
7. The ability to do conduct effective research through gathering, interpreting and converting information.
8. The ability to explore, problem solve, make conscious decisions, develop and argue sound concepts informed by a post-colonial and de-colonized perspective of visual communication, research, and interpretation.
9. The ability to apply a variety of conceptual understanding and research methods, utilizing a variety of media (library, internet, magazines, journals, newspapers) to specific written assignments and class discussions.
10. Evidence of coherent communication and research skills in written and verbal contexts.
11. Demonstration of a professional of execution and presentation of work.
12. A sound work ethic, professional practice and appreciation of the importance of working according to deadline.



# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

13. Evidence of autonomous learning through taking responsibility and initiative for self-study, ability to problem solve, identify personal needs and assists fellow students.

#### Written Assignments:

The students are given clear and detailed briefing, during which the task objectives, outcome and assessment criteria are made explicit.

The students are engaged in theoretical discussion, made aware of relevant areas of information covered in class lectures, and directed to or shown relevant examples or sources of research. Time is given for group discussion, questions in order to establish clarity, comprehension as well as complexity of the given topic.

Procedures and methods relevant to the task are discussed.

Continued communication is maintained either on a class or individual level between the students and the lecturer. All students have equal access to School Library, computers and internet during school hours.

#### Assessment methods:

- Written Assignments: (comprising of 2500 words each, 12 point, double spacing)
- A Seminar Presentation with a Powerpoint..

#### Assessment criteria:

- The student must demonstrate understanding and interpretation of the above topic.
- The student must demonstrate integration and transference of information relevant to the topic from personal research, class discussions and lectures and videos shown in class.
- The student must analyse information relevant to the above topic
- The student must refer to relevant evidence/sources of information
- The student must demonstrate ability to create a list of cited works according to the Harvard Method and do the required referencing by using resources available in at least 3 books.

#### Assessment Criteria for Theory Major (NQF6)

##### Subject Objectives:

By the end of the year students should demonstrate the following:

1. Fundamental base knowledge of the expanse of Visual Discourse and its theories, Methodologies, its terminology and be able to identify shifts in attitudes informed by feminist, post-colonial and de-colonized perspectives pertaining to visual language.
2. Fundamental base knowledge of the various concepts constituting Art and Design Theory within informed by shifts in attitudes informed by feminist, post-colonial and de-colonized perspectives pertaining to visual language .
3. Fundamental base knowledge of the principles of Art Theory discourse informed by shifts in attitudes informed by feminist, post-colonial and de-colonized perspectives pertaining to visual language.
4. An Understanding of Art for the purpose of visual communication in Art and Design informed by shifts in attitudes informed by feminist, post-colonial and de-colonized perspectives pertaining to visual language.



# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

5. A solid understanding of the interpretive process: Beginning with the identification of an example of visual language, a formal and conceptual analysis of an example of visual language in context and informed by shifts in attitudes informed by feminist, post-colonial and de-colonized perspectives pertaining to visual language and the ability to support through research.
6. The ability to interpret a clear and detailed brief pertaining to a challenging conceptual understanding of artworks.
7. The ability to conduct effective research through gathering, interpreting and converting information.
8. The ability to explore, problem solve, make conscious decisions, develop and argue sound concepts informed by the art historical context, research, and interpretation.
9. The ability to apply a variety of conceptual understanding and research methods, utilizing a variety of media (library, internet, magazines, journals, newspapers) to specific written assignments and class discussions.
10. Evidence of coherent communication and research skills in written and verbal contexts.
11. Demonstration of a professional of execution and presentation of work.
12. A sound work ethic, professional practice and appreciation of the importance of working according to deadline.
13. Evidence of autonomous learning through taking responsibility and initiative for self-study, ability to problem solve, identify personal needs and assists fellow students.

#### Written Assignments:

- The students are given clear and detailed briefing, during which the task objectives, outcome and assessment criteria are made explicit.
- The students are engaged in theoretical discussion, made aware of relevant areas of information covered in class lectures, and directed to or shown relevant examples or sources of research. Time is given for group discussion, questions in order to establish clarity, comprehension as well as complexity of the given topic.
- Procedures and methods relevant to the task are discussed.
- Continued communication is maintained either on a class or individual level between the students and the lecturer. All students have equal access to the School Library, computers and internet and wi-fi during school hours.

#### Assessment methods:

- 2 x Written Assignments (the first comprising of 2 500 words and the second comprising of 5000 words, 12 point, double spacing)
- 2 x Oral Seminar Presentations.

#### Assessment criteria:

- The student must demonstrate understanding and interpretation of the above topic.
- The student must demonstrate integration and transference of information relevant to
  - The topic from personal research, class discussions and lectures and videos shown in class.
- The student must analyse information relevant to the above topic
- The student must refer to relevant evidence/sources of information



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

-The student must demonstrate the ability to create a list of cited works and perform the required referencing according to the Harvard Method by using resources available in at least 5 books.

#### **Assessment Criteria for the Extended Essay (NQF7)**

Assessment methods:

- Written assignment consisting of an 8 500 word research document.
- 2 Seminar Presentations
- Assessment is done on the basis of continuous evaluation as well as a final assessment via internal and external assessment.
- Assessment is relative to the students learning ability as students may apply to be assessed on a submission consisting of a 40% written and 60% verbal examination

Assessment methods: Weekly submissions which contribute towards the extended essay  
One-to-one consultations which offer theoretical and conceptual development

Assessment methods: Continuous evaluation

- The student must adhere to hand-in dates
- The student must complete the weekly assignments adequately according to the given - criteria.
- The student must exhibit the ability to transfer and integrate ideas accumulated from practical and theoretical/research as well as from one-to-one Consultations with the Assessor/Lecturer.
- The student must exhibit self-motivation and involvement through attendance and class discussion.
- The student must exhibit self-motivated research and questioning/investigation of topic of students own choice.
- The student must exhibit ability to make necessary adjustments, supported by adequate research within the focus field.

#### **Assessment Criteria for Verbal Presentations for theoretical subjects (NQF7 for second and third year students)**

Assessment methods: Seminar Presentation - Verbal (with visual aids)

- presentation presented verbally and submitted in a power point format, 1000 word written descriptor, peer review.

Assessment criteria:

1. The student must demonstrate ability to interpret the area of research
2. The student must demonstrate the ability to transfer knowledge from a Visual Discourse and apply to the topic of their choice which correlates and is informed by their practical research and developing industry identity.
3. The student must demonstrate ability to do personal research in the Library to support their statements
4. The student must demonstrate personal motivation





# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

#### 5. The student must demonstrate Team Work

##### Assessment methods:

- The student must be prepared on their day. (Dates given in advance in Extended essay Time -Line)
- The student must communicate clearly to their audience of fellow students the essence as well as complexities of their chosen topic.
- The students must demonstrate a balance between peer appeal and research content supported by research.
- The students must communicate the ability to transfer and integrate ideas accumulated from practical and theoretical/research as well as from one-to-one Consultations with the Assessor/Lecturer.
- The student must exhibit self-motivation and involvement through attendance and class discussion.
- The student must exhibit self-motivated research questioning/investigation of topic of students own choice.
- The student must exhibit ability to make necessary adjustments, supported by adequate research in conjunction with Assessor advice, self-assessment and topic growth.

#### Submission Deadlines and Assessment

Students are required to submit all practical and theoretical work by the required deadline. Assessment follows upon submission of work. This ensures that assessment is fair and valid and that all students are assessed based on the same criteria. Students are motivated to complete requirements within the specified time allocation and provide for evidence of time-management and academic professionalism.

RPSA supports the opportunity to have work assessed that may have been impacted by an unforeseen delay and adverse personal circumstances.

Though students may feel that a project or essay do not meet their personal expectations, students are advised to always hand in work by the required deadline. This will be seen to be a positive motivation for any applications to the Academic Board to remediate or redress this submission. Students are requested to consider the statement: "Something is better than nothing".

There will be a set process for the submission of work beyond the specified deadline:

- 10%** per day will be deducted for late submissions to a maximum of 50% representing 5 days. This will include a Saturday.
- The student will be give **0%** if the work is submitted after 6 days.

If the student wishes to have these marks reconsidered, they may apply to the Academic Board whilst taking into consideration Academic Board criteria and processes.

#### EXTERNAL ASSESSMENTS FOR FINAL YEAR STUDENTS

It is a prerequisite that all final year students are assessed by an external assessor for their major practical body of work as well as a different theoretical external for their extended essay. This



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

assessment is done at the end of the student's final year. The external examiner is part of the quality assurance system and to ensure fairness to individual students. External examiners are invited based on their standing in the visual communication industry, their qualifications and their experience as moderators and connection with other credible art institutions.

Final year students have two internal moderators and one external moderator for their practical major body of work. A mark is given by the Subject Lecturer, a mark by the Executive Head and a mark by the External Examiner. The assessment of the work is discussed at length if the marks vary by more than 10%. The three marks are proportionally logged onto the spreadsheet and averaged.

The written extended essay is evaluated by three examiners, two internal and one external. A mark is given by the extended essay Supervisor, a mark by the Executive Head and a mark by the External Examiner. The assessment of the work is discussed at length if the marks vary by more than 10%. The three marks are proportionally logged onto the spreadsheet and averaged. An additional External Examiner may be requested if an agreement is not reached.

When deemed necessary an external examiner may be used to moderate the assessment of second or third year students during the year. This is usually to affirm or verify input from both external sources and internal lecturers regarding the student's practical and theoretical bodies of work.

The external examiners may recommend the moderation of marks. If the marks are outside of a 10% difference then those marks may be moderated up or down in consultation and agreement with the academic staff and management.

When deemed necessary an external examiner may be used to moderate the assessment of second or third year students during the year. This is usually to affirm or verify input from both external sources and internal lecturers regarding the student's practical body of work.

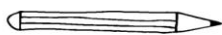
The external examiners may recommend the moderation of marks. If the marks are perceived to be too harsh or too generous then all the marks of all the students may be moderated up or down in consultation with the staff.

#### **STUDENT RESULTS**

The school's policy of clear communication with the parents/guardian is communicated firstly at the application interview with the applicant and the parents/guardian. In this interview it is made clear that when and if it is necessary the parents/guardian will be contacted via email or telephonically regarding their child. This pertains to negative feedback such as attendance or progress that is not of the standard required by the School.

Students are e-mailed copies of their marks and may collect a hard copy from administration, one on completion of both mid-year and year-end moderation. Each mark sheet is broken up into fundamental and core theoretical subjects and clearly defines aggregates, credits and NQF level. Every projects mark is loaded onto the spread sheet and an overall average is calculated on the excel spread sheet.

All students are monitored in attendance and assessment. The attendance record is recorded daily by each student in the school register and by each lecturer for each subject. The record is a critical reference when there are students whose performance is below the pass rate or not fulfilling their potential. A student must fulfil the attendance requirements in order to submit work for assessment.



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

Each student's progress is highlighted within the monthly Academic meetings. Information includes attendance, medical issues, performance of students or financial issues. This information is included in the minutes of each meeting with a revisiting of each student in the follow up meetings. This enables the teaching staff to have a record of the progress of students.

Students are made aware of the required outcome and assessment criteria for each project on the brief which is lodged on the notice board. After the summative assessment, critique sessions are held which provide feedback to the students and a discussion of the marks. Students have the opportunity to discuss if the assessment is fair and valid.

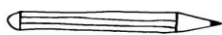
#### **EXAMINATION BOARD**

An Examination Board comprising the programme Co-ordinators of each programme, the Executive Head and the designated Member of the Board of Directors review the overall marks achieved by each student after the final moderation. The meeting is minuted for the School's records. Upon review and acceptance that the evaluation and assessment of each student has fulfilled the School's policy for assessment, the marks are sent to be logged and the student is notified of the outcome.

#### **SUPPLEMENTARY ASSESSMENT**

After final moderation in November, Supplementary Assessments may be awarded by the Academic and/or Examination Board based on the following criteria:

1. Any major subject that a student achieves above 45% but below 50% will be eligible for supplementary submission.
2. Any minor subject that a student achieves less than 50% but more than 40% will be eligible for a supplementary submission.
3. Any fundamental minor subject with less than a 10 credit allocation that a student achieves less than 50% but more than 25% may be eligible for a supplementary submission upon the decision of the Exam Board.
4. Consideration is given to students has attended no less than 60% of contact lectures with the exception of students who have successfully submitted to the academic board for illness or unforeseen adverse circumstances and within an allocated time frame and submission date.
5. Students will be required to resubmit supplementary projects as required for evaluation of knowledge and skills related to the subject outcomes.
6. Supplementary submissions may be awarded based on exceptional adverse personal or medical circumstances if motivated by the programme Co-ordinator and the Executive Head to the Examination Board.
7. A minor subject with less than 3 credits may be awarded a condoned pass if the aggregate is above 48% and there are adverse personal or health circumstances and the knowledge outcomes are in place.
8. The Course Co-ordinator can apply to the Exam Board on behalf of a student for special consideration for supplementary assessment based on proven medical grounds.
9. Exceptions- subjects that involve site specific learning such as DTP for GD1, GD2 and GD3; Rhino for JD1, JD2 and JD3 will require remedial attendance and a further skills evaluation thereafter.
10. Exceptions- credit weighting-if the unsuccessful subjects exceed 60 credits which indicated not fulfilling required learning such as a Practical major and a Second major even if the overall aggregate is above 50%.



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

#### **GRIEVANCE PROCEDURES**

Grievance procedures exist for students who are in disagreement with the outcomes of an assessment.

Students are made aware of the defined system for grievances- the student may consult with the subject lecturer on a specific project outcome or marks. If the matter is not resolved to both parties satisfaction, the student may request a meeting pertaining to the issue with the Co-ordinator. The student has the choice of whether to have the subject lecturer present. If the matter is not resolved to both parties satisfaction, the student may request a meeting pertaining to the issue with the Executive Head. The student has the choice of whether to have the subject lecturer present but the Co-ordinator will be present at the meeting with the student and the Executive Head. The student may invite their parents/guardians to any of the meetings.

If a student, parent or guardian has a query about a student's mark/s or progress, a meeting can be requested either between the Course Co-ordinator and the interested parties or the Executive Head and the above mentioned group. Minutes of the meeting will be placed in the student's file for referencing. All issues and solutions to the grievances will be noted with a follow up date or further contact via e-mail or phone calls to be made if all solutions are satisfactory. When this process is not adequate then the interested party is requested to write a letter of complaint to the Board of Directors. This then makes it incumbent on the Board to hold a meeting with all interested parties with the intention of resolving the issue. Notes are also made when students are held in conversation with a lecturer, a Co-ordinator or the Executive Head concerning their performance, attitude or attendance.

Students may raise any issues of concern via their Student Representative Council.

#### **BREACHES IN ASSESSMENT**

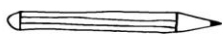
Staff are vigilant in pointing out any plagiarism they detect to the student, however minor, so as to avoid more serious and severe plagiarism that may amount to a disciplinary offence. Where it occurs in a minor context, it may be treated as an example of a lapse of ethics or lack of understanding. If it is substantive, it will be referred to the Co-ordinator or the Executive Head. The subject lecturer will write a brief report and preferably identify the source of plagiarism.

Any other breaches in assessment such as the handing in of work which is deemed to be your own but has actually be completed by another, copying of other students work and submitting it as your own, etc. will be deemed as cheating and brought before the Co-ordinator and the Executive Head. These incidents are not taken lightly as they would not be a valid assessment of a students' knowledge base.

In cases of severe plagiarism, that involve passing off the written or practical work of someone else with only minor changes, will result in the matter being referred to the Academic Board and Board of Directors. The student may not only be given '0' for the project or submission, but '0' for the entire subject that may result in a student failing.

#### **DEFERRED ASSESSMENT**

A student may apply for deferred examinations based on proven medical grounds or proven adverse personal circumstances. This application needs to be submitted within a one month period of the



# RUTH PROWSE

## SCHOOL OF ART

### ASSESSMENT POLICY AND PROCEDURES 2023

issue at hand. Students are required to submit formal documentation to the Academic Board which includes a signed appeal and written proof from a legitimate source such as a medical Doctor, religious/ spiritual leader or someone with a good standing in the community.

RPSA may recommend a deferred assessment based on awareness of adverse medical grounds or personal circumstances and evaluating the academic results.

Should a student not achieve success at the Deferred Assessment, they will be eligible for a further Supplementary Submission if they have fulfilled assessment criteria

#### WAIVERS

The Executive Head and Course Co-ordinators may waive the marks for a practical project based on the following:

1. The student started the academic year late due to the required delay in registration and commencement of classes whilst waiting for the issue of a valid Study Visa.

##### PROCESS

The Course Co and the Executive Head will confer and agree to the application of policy. The waived mark will be left blank and highlighted in grey.

2. The mark for a project may be waived based on adverse personal circumstances pertaining to ill-health or bereavement.

##### PROCESS

The Course Co and the Executive Head will confer and agree to the application of policy. The waived mark will be left blank and highlighted in grey.

#### EXCLUSIONS

1. No more than one mark may be waived per subject.
2. This only applies to practical subjects and does not apply to theoretical subjects.

#### ACADEMIC BOARD

Students may apply to resubmit work due to illness or unforeseen adverse circumstances. It is vital that students follow the application process for re-assessment or assessment to the Academic Board. Applications must be made via a written application form that is available from administration and must be handed in the day by 12:00 am before each of the scheduled Academic Board prior to each moderation due date.

#### APPLICATION REQUIREMENTS

Only work produced in the timeframe prior to each Academic Board meeting may be applied for. Students for example may not submit an application months after a project was due.

Written applications constitute the following:

- a. In case of illness – the student must provide the RPSA office with one of the following documents:
  - i. The original medical certificate
  - ii. A sick note from parent/guardian signed, dated and contact details.
- b. Unforeseen adverse circumstances – the student must provide the RPSA office with a signed and dated letter providing details and any supporting documents- of the emergency.
- c. Failed work – Concession is given to students who have failed a project and wish to resubmit the project. A letter stating this will be sufficient. Note that the first mark



# RUTH PROWSE

## SCHOOL OF ART

### **ASSESSMENT POLICY AND PROCEDURES 2023**

will be added to the second and the aggregate loaded to the student mark sheet.

- d. No re-submission processes are available for students who have passed well are inclined to resubmit for an even better mark.

The applications for resubmitted work are reviewed by the Academic Board to assess whether the student has a valid reason to resubmit late/failed projects.

The Academic Board's decision is final. Students' work that is not cleared by the Academic Board for resubmission is null and void.

Students are advised that Academic Board submissions are retained and if a student appears to submit numerous applications, the Academic Board will review all submissions to ascertain if there is a pattern of poor academic performance. This review may negatively impact on any subsequent applications.

#### **SPECIAL CONSIDERATION**

Any medically diagnosed physical/ mental impairment that may negatively impact on the education process will be taken into consideration in order to facilitate the education process. This however must be discussed with the programme Co-ordinator prior to submission of projects.

Any disability must be confirmed by a medical practitioner or parent/guardian in writing. The documentation must include a description of the effect that the disability will have on the students' education, an assessment of activities which the student will be facilitated with and timeline of the disability. The disclosure of a disability is advantageous to the student and the School endeavours to be discrete regarding the information.

#### **ACADEMIC BOARD APPEAL**

A student may submit a written appeal to the outcomes of the Academic Board. The Appeal Board is comprised of the Heads of department, the Executive Head and a member of the Board of Directors.