




**WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD OPERATIONAL PROCEDURE (SOP)  
ASSIGNMENT/PROJECT/CASE STUDY INSTRUCTIONS**

<b>STANDARD OPERATIONAL PROCEDURE (SOP) ASSIGNMENT/PROJECT/CASE STUDY INSTRUCTIONS</b>	
<b>Compiled by: WCCN HOC's, HOD's</b>	
<b>Date:</b>	<b>16 April 2024</b> <b>1 August 2024</b> <b>16 October 2024</b>
<b>Signature:</b>	
<b>Definitions</b>	<p><b>Assessments consist of:</b></p> <p><b>Continuous assessments (CA)</b>            CA is the assessment of students' progress throughout a course of study, rather than exclusively by examination at the end of it. CA is thus an umbrella term, indicating an approach to assessment that includes both formative and summative elements. Continuous Summative Assessments (CSA) (i.e., assessment tasks, assignments, tests, written or orals, etc.) counts towards students' final continuous assessment mark record (WCCN Assessment Policy 2016).</p> <p><b>Formative assessment (FA)</b>            FA is an assessment task (e.g., a 'quiz', a draft of an essay or report in a writing process, or a 'mock exam') intended as a Teaching exercise or as preparation for a continuous summative assessment (e.g., test, assignment, essay, report, assessment). No marks, or a low mark for purposes of encouragement, are allocated to FA exercises (WCCN Assessment Policy 2016).</p> <p><b>Summative assessment</b>            Is the assessment of students' progress at the end of a section of work (e.g., assessment tasks, assignments, tests, written or oral assessments), rather than exclusively by final assessment or examination at the end of the semester/year? A minimum of two and maximum of three assessments will be performed for a semester subject. A minimum of three and a maximum of five assessments will be conducted for year subjects. Assessments will contribute equal weight (percentage) towards the final mark.</p> <p><b>Primary assessment</b>            The 1st Opportunity to undertake an assessment is considered to be the "primary" assessment.</p> <p><b>Senate Discretionary Assessment (SDE)</b>            A Senate Discretionary Assessment may be granted by the Head of Campus with permission of the Senate in cases where:            A student owes no more than one (1) subject to complete a programme; provided that the student has written the final</p>



	assessment or second opportunity assessment and has obtained an overall aggregate of at least 40% for the module. The final mark for the module shall not exceed 50%.
<b>Purpose:</b>	To ensure that the assignment/project/case study adhere to quality requirements. To ensure assignment/project/case study instructions are standardised across campuses and are available to ensure uniformity in implementation.
<b>Information to students</b>	<ul style="list-style-type: none"> <li>• General assignment/project/case study instructions uploaded on iLearn.</li> <li>• Specific assignment instructions (for the assessment) to be uploaded on iLearn and hard copies to students in case the iLearn platform is under construction.</li> <li>• Assignment/project/case study cover page available on iLearn.</li> <li>• The following must be provided in the subject guides, logbooks and or clinical learning guides\workbooks: <ul style="list-style-type: none"> <li>• The date, weight, type of assessment task, unit\’s covered as indicated in qualification templates.</li> <li>• Summary of assessment definitions and important principles applied in the programme.</li> <li>• How feedback regarding the assessment will be provided.</li> </ul> </li> </ul>
<b>Planning the assessments</b>	
<b>Preparing the examination schedule and planning the assessments</b>	See SOP: Compilation of an assessment schedule.
<b>Timelines</b>	Assessment tasks are prepared six months in advance to: <ul style="list-style-type: none"> <li>• Ensure availability 14 days before assessment date.</li> <li>• Allow input from all campuses in developing questions, compilation of task and quality assurance.</li> <li>• Allow for pre-and post-assessment moderation by internal\external moderators.</li> <li>• Ensure that changes in teaching approaches can be accommodated (alignment of teaching and assessment).</li> </ul>
<b>Procedure for developing assessment tasks</b>	See SOP: Assessment tasks
<b>The student must fulfill the requirements and submitting assignments/projects according to the assignment/project/case study instructions</b>	
<b>Assignment/project/case study instructions.</b>	<ol style="list-style-type: none"> <li>1. <b>Assignment/project/case study format</b> <ul style="list-style-type: none"> <li>• Use Times New Roman, font size 12.</li> <li>• Font size and type will be included in the different Headings. <ul style="list-style-type: none"> <li>• <b>HEADING ONE</b> all Capitals Bold</li> <li>• <b>Heading two</b>, sentence case in Bold.</li> <li>• All headings must be numbered.</li> </ul> </li> <li>• Include a title page, table of contents and page numbers. <ul style="list-style-type: none"> <li>• Roman numerals for Title and Table of Content Page.</li> <li>• Page numbers: page 1 will start from page 3.</li> <li>• Page number alignment bottom left.</li> <li>• Line spacing must be 1½.</li> </ul> </li> </ul> </li> </ol>

- No borders around page
- Margins: Normal
- Include the completed assignment/project/case study cover page available on iLearn (Addendum 2).
- All assignments/project/case studies must be accompanied by an assessment criteria grid and or information literacy rubric.
- Writing no more than the maximum word or page limit.
- Spell checker to be utilised before submission of assignment to check spelling, grammar, and punctuation.
- Alignment of document: the text of your paper should be justified. References should be left aligned.
- Ensure any diagrams, screen shots, and PowerPoint presentation fit correctly on the page and are referenced.
- Use the WCCN referencing guide based on the Harvard method throughout the assignment/project/case study. References should be left aligned.
- Check if there are specific requests in the assignment/project/case study regarding referencing e.g., specific questions.
- Minimum reference requirements e.g., five, ten, fifteen.
- Include a Reference list based on the applicable referencing method (using the WCCN Referencing Technique Guide) at the end of the assignment/project/case study. References should be left aligned.
- Do not send/upload in PDF format. If sent in pdf format the assignment will not be marked and the student will receive zero marks.
- Send/upload as one Word document only, not as separate documents.
- The assignment/project/case study must be labeled correctly with name and student number before electronic submission.
- **Lecturers can only be contacted between 8H00 and 16H00.**
- Assignment/project/case study must be submitted /uploaded electronically via iLearn. **ASSIGNMENT/PROJECT/CASE STUDY MUST BE UPLOADED ON OR BEFORE 23H59 ON THE DUE DATE, THE SYSTEM WILL BE CLOSED AFTER THIS TIME.**
  - In the case where the student is unable to upload the assignment/project/case study in time e.g., if the iLearn site is down/unavailable or it is load shedding etc., proof must be send via email to the subject lecturer **IMMEDIATELY** in the form of a (screenshot) with evidence that the student has tried but was unsuccessful to upload the assignment/project/case study.
- Ensure that the correct assignment/project/case study is uploaded.
- Add the Declaration of Authenticity (Addendum 3).
- **Assignments without a cover page, student name and signed declaration of authenticity will not be marked.**
- Prevent plagiarism.

	<ul style="list-style-type: none"> <li>• <b>Run the assignment/project/case study through the plagiarism detector software, Turnitin, before submission.</b></li> </ul> <p><u>Assessor:</u> Information literacy mark including technical aspects, 10% of assignment/project/ case study total mark.</p>
<b>Embedded knowledge and skills required of students.</b>	<p><b>2. Embedded knowledge and skills required of students.</b></p> <ul style="list-style-type: none"> <li>• Report-writing skills</li> <li>• Ability to analyse scenarios and case studies.</li> <li>• Ability to apply knowledge.</li> <li>• The ability to integrate theory and clinical practice.</li> <li>• Referencing skills.</li> </ul>
<b>Resource requirements</b>	<p><b>3. Resource requirements</b></p> <ul style="list-style-type: none"> <li>• Internet access for research if needed.</li> <li>• Personal computer or computer laboratory</li> <li>• Prescribed and recommended resources.</li> </ul>
<b>Delivery requirements of assignments/projects/ case studies</b>	<p><b>4. Delivery requirements of assignments/projects/case studies</b></p> <ul style="list-style-type: none"> <li>• A typed assignment</li> <li>• The plagiarism detector software originality report.</li> </ul>
<b>Minimum reference requirements</b>	<p><b>5. Minimum reference requirements</b></p> <ul style="list-style-type: none"> <li>• Student to check assignment instructions for minimum reference requirements.</li> <li>• Printed textbooks/e-books</li> <li>• Printed/online journal articles.</li> <li>• Academic journals in electronic format accessed via EBSCO host or other databases.</li> <li>• Periodical articles, e.g., business/health magazine articles</li> <li>• Information or articles from relevant websites</li> <li>• Other information sources, e.g., geographic information (maps), census reports, interviews etc.</li> </ul>
<b>Plagiarism</b>	See WCCN Plagiarism policy
<b>Compilation of an assessment schedule</b>	See SOP: Compilation of an assessment schedule.
<b>Clinical Assessments</b>	See SOP: Clinical Assessments
<b>Reference guide</b>	WCCN Referencing Guide
<b>Marking assessments</b>	See SOP: Marking assessments
<b>Moderation</b>	See SOP: Moderation
<b>Reassessment and student feedback</b>	See SOP for student feedback, reassessment, and remedial actions to be completed
<b>Storage and distribution of question papers\assessments</b>	
<b>Storage and distributions of question papers and assessments</b>	See SOP: Assessment tasks
<b>Post- assessment</b>	
<b>Post-assessment, moderation, uploading</b>	See SOP: Assessment tasks
<b>Handling of scripts after the assessment</b>	See SOP: Assessment tasks
<b>Deferred and Re-assessment tasks</b>	See SOP: Assessment tasks

**Addendum 1:** Example front page of an assignment/project/case study.

**WESTERN CAPE COLLEGE OF NURSING**

<b>SUBJECT</b>	<b>COMMUNITY NURSING SCIENCE</b> <b>Assessment 1</b> <b>Assignment/project/case study</b> <b>MEMORANDUM</b>	<b>CODE</b>	<b>CNS300BD</b>
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<b>QUESTIONS</b>	<b>3 Questions</b>	<b>TIME</b>	<b>90 Minutes</b>
<b>PAGES</b>	<b>9 pages (excluding cover page)</b>	<b>DATE</b>	<b>12 February 2020</b>
<b>ANNEXURES</b>	<b>Assessment criteria grid and or information literacy rubric.</b>		

<b>COURSE</b>	<b>BACHELOR'S DEGREE IN NURSING AND MIDWIFERY, R174</b>
<b>EXAMINER</b>	Dr Truter Dr
<b>HEAD OF DEPARTMENT</b>	Bock
<b>MODERATORS (INT)</b>	
<b>MODERATORS (EXT)</b>	Mrs L Jonker
<b>INSTRUCTIONS</b>	
1. ASSESSMENT WEIGHT 25% 2. SEE ASSIGNMENT INSTRUCTIONS.	
<b>FULL MARKS = 50</b>	

**Addendum 2:** Example Assignment/Project/Case study cover page available on.



**WESTERN CAPE COLLEGE OF  
NURSING**

**FULL NAME OF STUDENT:**

**STUDENT NUMBER:**

**STUDENT CONTACT NUMBER:**

**PROGRAMME:**

**SUBJECT:**

**SUBJECT CODE:**

**CAMPUS:**

**ASSINGMENT NAME:**

**SUBMISSION DATE:**

**LECTURERS NAME:**

**Addendum 3: DECLARATION OF AUTHENTICITY**



**DECLARATION OF AUTHENTICITY**

By submitting this research assignment electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the authorship owner thereof and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

**Date**

**Name:**

**Student Number**

**Signature:**