



**WESTERN CAPE COLLEGE OF NURSING (WCCN) STANDARD OPERATIONAL PROCEDURE (SOP) ASSESSMENT TASKS**

<b>STANDARD OPERATIONAL PROCEDURE (SOP) ASSESSMENT TASKS</b>	
<b>Compiled by: WCCN HOC's, HOD's</b>	<b>Date: 2015</b> <b>Revised: October 2021</b>
	<b>6 October 2021</b> <b>Revised 4 April 2022</b> <b>Revised 9 May 2022</b> <b>Revised 28 March 2022</b>
<b>Signature:</b>	<b>Revised and rebranded 17 April 2024</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 <u>Teaching exercise or as preparation for a continuous summative assessment</u> (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 (SDA)</b></p>



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 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%.

### **Deferred/Supplementary Assessment**

A student who fails or defers the Primary assessment has the opportunity to take the Supplementary or Deferred assessment opportunity. This assessment will have the same content, format and duration as the Primary assessment.

### **The following rules for deferment shall apply to theory and practical continuous summative assessments:**

- The College Management may grant a deferment to a student who is unable to take a continuous summative assessment and who has applied for such a deferment according to the prescribed procedure below.
- A student shall apply in writing to the Head of Campus for a deferment.
- The Head of Campus/HOD must receive the application within **five (5)** working days after the date of the primary assessment/continuous summative assessment. The deadline is 16:00 on the 5<sup>th</sup> day.
- In the case of ill health, a student shall submit an authentic medical certificate from a registered practitioner and/or verifiable supporting documents;
- In the case of reasonable and verifiable circumstances, a student shall submit supporting documents such as a police case number or a certificate of death of a nearby family member or in the event of religious and cultural events.
- If a student fails a deferred assessment in a subject, there will not be another opportunity until a next assessment cycle to take a further assessment in that particular subject.

### **Re-assessment**

- **One** re-assessment per assessment\assignment\ project\portfolio **may be** provided at the discretion of the lecturer in consultation with the HOD based upon the following:
- The undergraduate, Advanced Diploma and Postgraduate Diploma students have obtained a mark in the subject below 48% for the summative assessments.
- Final year undergraduate students, Advanced Diploma and Post Graduate Diploma students with one outstanding subject will be granted an opportunity for re-assessments if the integrated mark for that subject is between 35-48%, to complete programme.

### **Exam schedule:**

- Excel spreadsheet depicting timelines for assessment activities



	<p><b>Consistency in marking:</b></p> <ul style="list-style-type: none"> <li>• Inter-rater reliability, inter-rater agreement, or concordance is the degree of agreement among raters. Agreement must be obtained to ensure that marking is consistent.</li> <li>• This can either be obtained by marking of one script by all markers or by communicating via WhatsApp when credits are assigned for relevant aspects not contained in the memorandum.</li> <li>• Markers must agree and the marks must be allocated to all respective students.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Assessor:</b> means a person (s) who is appointed to mark an assessment script/transcript for an oral or practical assessment.</li> <li>• <b>Assessment script:</b> means the piece of work in the form of a written assessment, assignment or other piece of work submitted by a student for the purpose of evaluation.</li> <li>• <b>Assessment committee</b> means the HOD and lecturers across all campuses involved in the setting of the assessment paper for a particular subject.</li> <li>• <b>Hard Copy</b> is a paper copy of an external question paper or memorandum or any other assessment material.</li> <li>• <b>Soft Copy</b> is an electronic copy of the assessment paper.</li> <li>• <b>Marking</b> means assessing and evaluating an assignment, test or piece of work to add a value or competence to it based on a set memorandum.</li> <li>• <b>Assessment (Examination) clerk</b> person designated at central administration to distribute assessment papers and scripts to all campuses prior to the assessment.</li> </ul> <p><b>Online assessment</b> also known as a digital or virtual assessment, is a computer-based assessment (Malguri, 2021).</p> <p><b>Proctored</b> examination/assessment is a timed examination/assessment via an online platform in which the candidate`s desktop activity, webcam video, and audio are monitored by proctoring software (edX LLC, 203).</p>
<b>Purpose:</b>	To ensure that assessments tasks adhere to quality requirements, assessments are standardized across campuses regarding content and are available to ensure uniformity in implementation.
<b>Information to students</b>	<p>The following must be provided in the subject guides, logbooks and or clinical learning guides\workbooks:</p> <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>
<b>Planning the assessments</b>	
<b>Preparing the examination schedule and planning the assessments</b>	<ol style="list-style-type: none"> <li>1. Determine the coordinators for different tasks such as theory or Work Integrated Learning (WIL) in each subject\year group.</li> <li>2. Use the exposition\breakdown of learning time, master educational plan, and timetable\teaching roster to plan the assessment schedule.</li> <li>3. Develop an assessment (examination) schedule for each subject to guide lecturers – subject coordinators to complete tasks. This will ensure adherence to timelines. The assessment schedule must be completed the previous academic year, signed by the Academic Head.</li> </ol>



	<ol style="list-style-type: none"> <li>4. An assessment committee consisting of the HOD and lecturers (represented by all campuses) involved in a subject will be responsible for setting the assessment.</li> <li>5. All members of the assessment committee will sign a clause of confidentiality.</li> <li>6. Subdivide tasks and allocate responsibility for setting assessment tasks to the team members.</li> <li>7. Determine the content to be assessed in each assessment task – according to exposition, teaching roster and qualification template.</li> <li>8. Determine the allocation of marks per content (period per subject x marks / total number of periods). <ul style="list-style-type: none"> <li>• Multiple choice, matching and true and false questions, one (1) mark allocated per question (see addendum 1 for format)</li> <li>• Any other questions, ½ mark per fact (see addendum 1 for format).</li> </ul> </li> <li>9. Determine the knowledge, principles, concepts and competencies that are key and core to the subject and assess these in an applied way.</li> <li>10. Determine the type of questions to be formulated. Questions should be designed according to Blooms Taxonomy and NQF level.</li> <li>11. Reading time of 15 minutes must be built into all written tests.</li> <li>12. Determine timelines/ dates for submission of questions to collator.</li> <li>13. Collator is responsible for adherence to timeliness to ensure that assessment is completed as per exam schedule.</li> </ol>
<b>Timelines</b>	<p>Assessment tasks are prepared six months in advance to:</p> <ul style="list-style-type: none"> <li>• Ensure availability <b>14</b> 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>	<ol style="list-style-type: none"> <li>1. An assessment committee consisting of the HOD and lecturers (represented by all campuses) involved in a subject will be responsible for setting the assessment.</li> <li>2. A collator will be identified for each assessment\subject.</li> <li>3. Assessments may be set electronically on a computer which is not linked to the network or a hard copy if preferred.</li> <li>4. Collator compile assessment task when questions and answers are received from colleagues (see management of soft copies below), within 5 days of receipt. <ol style="list-style-type: none"> <li>a. Soft/electronic copies: <ul style="list-style-type: none"> <li>▪ Shall be encrypted with a password and saved on a flash drive and handed over to the HOD of the subject as well as an encrypted version sent as an e-mail attachment to the HOD.</li> </ul> </li> <li>b. Hard copies: All hard copies and notes regarding assessment will be put in an envelope and handed to the HOD for shredding.</li> </ol> </li> <li>5. The Assessment Collator sends the assessment task to the Moderator (inform HOD assessment task has been sent and Central Administration office in case of external moderation) at least 30 working days prior to assessment. The assessment must be clearly identified e.g., subject, type of assessment, assessment number according to subject guide, number of pages, date of assessment, course name, assessors, weight of assessment and total of assessment, moderators etc.</li> </ol>



	<p>must be edited so that technically and grammatically correct documents (i.e., question paper / memorandum/ assignment instruction sheet/ OSCE instruction sheet) are submitted to the moderator. Memoranda must contain references and clear guidelines for mark allocation memoranda must contain a cognitive analysis table.</p> <ol style="list-style-type: none"> <li>6. Moderator returns assessment task and completes Section 1 of the <i>Moderation report</i> to Assessment Collator (Subject coordinator keeps moderation report and resubmits it for completion of post-assessment report). The Moderator's finding is binding.</li> <li>7. Assessment Collator makes corrections and send to Examination Clerk (Central Administration) within 3 days.</li> <li>8. The Examination Clerk (Central Administration), photocopy the assessment papers (The photocopier may not be connected to the internet, nor should it store a memory of the document photocopied.).</li> <li>9. All campuses will be responsible for photocopying of formative assessments. Formative assessments can also be shared online in class.</li> <li>10. The Examination Clerk (Central Administration) distribute the assessment task and memoranda, printed, to HOC's of campuses for replication and safekeeping, 14 working days prior to assessment.</li> </ol>
<b>Marking assessments</b>	See SOP: Marking assessments
<b>Moderation</b>	See SOP: Moderation
<b>Storage and distribution of question papers \ assessments</b>	
<b>Storage and distributions of question papers and assessments</b>	<ol style="list-style-type: none"> <li>1. Storage and distribution of question papers: Norms and Standards: <ul style="list-style-type: none"> <li>• Assessment papers must always prior to the assessment be stored in a sealed envelope in a fireproof safe even when compiling the assessments, hard copies must be kept in the safe.</li> <li>• Assessment papers should be transported between campuses via a smart lock courier system (to ensure delivery on the mornings of the assessments) to ensure the integrity of the assessments.</li> <li>• Distribution of assessment papers to all campuses should be dealt with via the Examination Clerk (Central Administration).</li> </ul> </li> <li>2. Principles for the distribution of assessment papers: <ul style="list-style-type: none"> <li>• The distribution chain should be as short as possible.</li> <li>• The number of people involved in the distribution process should be restricted to the minimum.</li> <li>• The transfer of the question papers from one responsible officer to the other should be carefully checked and controlled on receipt.</li> <li>• Any discrepancies that are detected during the transfer and transport process should be reported to the Head of Campus who would notify the Academic head immediately.</li> <li>• All people involved in the distribution process should complete a contract of confidentiality.</li> <li>• Removing assessment documents (scripts and assessment papers) from the premises of the Campus: <ul style="list-style-type: none"> <li>▪ Assessment scripts and assessment papers are the property of the WCCN and may only be removed from the premises for moderation purposes.</li> </ul> </li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>▪ A lecturer who requests to continue marking scripts at home or after hours or over weekends, must apply to the subject HOD before removing the scripts from the campus.</li> <li>▪ Permission may only be granted by the HOD.</li> <li>• The following will apply to marking after hours\at home (Also see SOP Marking and circular regarding marking at home): <ul style="list-style-type: none"> <li>▪ Scripts may not be left in a vehicle.</li> <li>▪ Scripts will be transported directly home.</li> <li>▪ Scripts may not be marked in a public area.</li> <li>▪ Scripts should preferably not be transported in public transport.</li> <li>▪ Scripts should be transported out of sight such as in the locked boot of the vehicle.</li> </ul> </li> <li>3. Coordination of assessments (Multi campus): <ul style="list-style-type: none"> <li>• The same formative and summative assessments must be written on all campuses.</li> <li>• These assessments must take place at the same time.</li> <li>• These assessments must take place on the same day.</li> </ul> </li> </ul>
<b>Post- assessment</b>	
<b>Post-assessment, moderation, uploading</b>	<ol style="list-style-type: none"> <li>1. The assessment schedule <i>must be followed and adherence to timelines as per schedule</i> is of the utmost importance.</li> <li>2. All assessors (all campuses) involved in marking the scripts must ensure that they stay in contact with each other so that marks are awarded in a similar manner via (TEL/SMS/WhatsApp/Virtual)</li> <li>3. Seven working days for marking including compilation, five working days for moderation, working day 13 meeting with HOD and working day 14 publication.</li> <li>4. Assigned lecturers (Internal monitoring): <ul style="list-style-type: none"> <li>• Correlate names and number of scripts with mark sheet</li> <li>• Check marking allocation and if correct.</li> <li>• Recount all marks and sign on front page of script (signature of original marker and signature of person who checked must be on the script) <ul style="list-style-type: none"> <li>○ <i>Each campus must send:</i></li> <li>○ Clinical learning guides\Workbooks in hard copy format via courier services to Central Administration Examination office timeously. Central Administration Examination office will courier the scripts (hard copies) to the moderator.</li> <li>○ Written tests and clinical assessments must be scanned and send in pdf format via email to Central Administration Examination office which will forward the assessments to the moderator.</li> <li>○ Assignments, case studies, portfolios and projects are online submitted and must be sent via email to Central Administration Examination office which will forward the assessments to the moderator.</li> </ul> </li> <li>• Marker's report - summary of student performance, problem areas etc.</li> <li>• Uniform mark sheets (See Addendum SOP Moderation)</li> <li>• Assessment task and memorandum (memorandum must contain references and clear guidelines for marking and credited content not on original memorandum)</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• <i>Moderation report</i> with questions 1-5 completed.</li> <li>• Assessment collator will combine the reports for electronic submission to the moderator.</li> <li>• Scripts in alphabetical order</li> <li>• Uniform mark sheets with a space for the moderator's mark (NB: check correctness of entries for all students who did the assessment and indicate absentees) <ul style="list-style-type: none"> <li>○ The assessment collator sends Clinical learning guides\Workbooks in hard copy format via courier services to Central Administration Examination office timeously. Central Administration Examination office will courier the scripts (hard copies) to the moderator.</li> <li>○ Written tests and clinical assessments must be scanned and send in pdf format via email to Central Administration Examination office which will forward the assessments to the moderator.</li> <li>○ Assignments, case studies, portfolios and projects are online submitted and must be sent via email to Central Administration Examination office which will forward the assessments to the moderator.</li> </ul> </li> </ul> <p>5. The moderator:</p> <ul style="list-style-type: none"> <li>• Completes questions 6-8 of section 2 of the <i>Comprehensive Moderation report</i> from the different campuses and informs the assessment collator and the HOD of any inconsistencies.</li> <li>• Signs electronically and sends the completed section 2's of the <i>Comprehensive Moderation report</i> to the Assessment Collator</li> <li>• Sends the completed MAS generated mark sheets to the Assessment Collator.</li> <li>• Sends the scripts to the examination clerk.</li> </ul> <p>6. The HOD conducts a meeting, day <b>13</b>, to discuss marks and moderation report; identify subjects and students at risk. Devise quality improvement measures. The method of assessment feedback to the students is discussed as well as the date before deferred or re-assessment.</p> <p>8. Day <b>14</b> the final assessment marks will be published on iLearn and MASS on the final publication date as indicated on the Academic calendar.</p> <p>9. This uploaded final mark sheet for publication will be sent via email to the Heads of Campuses, Head of Academia, Head of Department, Head of student matters and Learning and Teaching.</p>
<p><b>Handling of scripts after the assessment</b></p>	<p>1. Paper based scripts</p> <ul style="list-style-type: none"> <li>• Before leaving the assessment venue all paper-based scripts must be counted and tallied up against the number of students who took the assessment. This also applies to the hard copies of assessments done at the bedside in the clinical facilities.</li> <li>• Scripts will be issued to the respective assessors and an account of which script is allocated to which assessor must be made available.</li> <li>• Assessors will sign for receipt of these scripts; clinical assessors will sign for handing assessment sheets to the coordinator.</li> <li>• Scripts must be transported in sealed envelopes when removing them off the premises.</li> <li>• Scripts should be transported in the boot of the vehicle and should not be easily identifiable as assessment scripts during transit.</li> </ul>



	<ul style="list-style-type: none"> <li>• Scripts must be transported directly from the assessment venue to where it will be marked.</li> <li>• Scripts may not be marked on public transport such as busses, trains or aeroplanes.</li> <li>• All scripts should always be kept together to prevent any losses of single scripts.</li> <li>• Every person to whom scripts are issued will be held accountable for the safekeeping and safeguarding of the scripts.</li> </ul> <p>2. Electronic scripts</p> <ul style="list-style-type: none"> <li>• Electronic scripts will be received by the lecturer/subject coordinator (if more than one lecturer per subject).</li> <li>• The lecturer/subject coordinator will create different folders for each assessor and download the electronic scripts/assignments into the respective folders.</li> <li>• Folders will be downloaded on a flash drive and kept in the safe.</li> <li>• The lecturer will receive and sign for receipt of the flash drive (if received from subject coordinator) and the list of (Names of candidates) for assessments allocated to her. Not applicable in case of one lecturer per subject.</li> <li>• The flash drive must be kept in safekeeping on the person of the assessor responsible for marking, until such time as the assessor will commence with marking.</li> <li>• The flash drive may not be used on a computer in an internet café.</li> </ul>
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<b>Deferred and Re-assessment tasks</b>	Deferred\Re- assessment and SDE assessments - Repeat steps.
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**ONLINE ASSESSMENTS**

<b>Planning online assessments</b>	<p><b>1. Formative</b></p> <ul style="list-style-type: none"> <li>• See procedure for developing assessment tasks nr. 1-9.</li> <li>• Students can attempt the assessment remotely using their own equipment or using campus resources.</li> <li>• Testing equipment: Students are responsible for arranging their own equipment prior to their online assessment. The equipment should be tested in advance of the online assessment.</li> <li>• Students are responsible for checking that they have the correct software/package installed prior to the assessment. For web-based assessment environments, a Windows system on a laptop or desktop will be required and the latest version of the web browser. Internet connection: High-speed fibre connection or similar (minimum bandwidth of 5 MB). Adequate data access to complete the assessment.</li> <li>• Students are advised to check for any pending system updates before the start of any assessment.</li> <li>• WCCN cannot be deemed liable for any technical issues which occur with the student's equipment.</li> <li>• If a technical issue occurs during the online assessment, students should keep a record of the occurrence and how long it has affected them.</li> <li>• It is advised that screenshots and/or photos be taken for record purposes.</li> <li>• No additional time will be given during the assessment.</li> <li>• Students are advised to complete their assessment to the best of their ability.</li> <li>• Power supply: It is the student's responsibility to keep up to date with load shedding and any planned maintenance schedules and to inform the institution well in advance if the assessment will be affected by load-</li> </ul>
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	<p>shedding schedules. It is the student's responsibility to ensure that they have adequate power supply for the duration of the assessment.</p> <ul style="list-style-type: none"> <li>• Students need to ensure that they are skilled regarding the iLearn platform before they attempt an assessment.</li> </ul> <p><b>2. Summative</b></p> <ul style="list-style-type: none"> <li>• See procedure for developing assessment tasks nr. 1-9.</li> <li>• <u>In case of proctoring examinations\assessments:</u> <ul style="list-style-type: none"> <li>○ Testing equipment: Students are responsible for arranging their own equipment prior to their online assessment. The equipment should be tested in advance of the online assessment.</li> <li>○ Students are responsible for checking that they have the correct software/package installed prior to the assessment. For web-based assessment environments, a Windows system on a laptop or desktop will be required and the latest version of the web browser. Internet connection: High-speed fibre connection or similar (minimum bandwidth of 5 MB). Adequate data access to complete the assessment.</li> <li>○ Students are advised to check for any pending system updates before the start of any assessment.</li> <li>○ WCCN cannot be deemed liable for any technical issues which occur with the student's equipment.</li> <li>○ If a technical issue occurs during the online assessment, students should keep a record of the occurrence and how long it has affected them.</li> <li>○ It is advised that screenshots and/or photos be taken for record purposes.</li> <li>○ No additional time will be given during the assessment.</li> <li>○ Students are advised to complete their assessment to the best of their ability.</li> <li>○ Power supply: It is the student's responsibility to keep up to date with load shedding and any planned maintenance schedules and to inform the institution well in advance if the assessment will be affected by load-shedding schedules. It is the student's responsibility to ensure that they have adequate power supply for the duration of the assessment.</li> <li>○ Students need to ensure that they are skilled regarding the iLearn platform before they attempt an assessment.</li> <li>○ Students must have their student card with them when attempting an assessment. The software will prompt the student to display their proof of identity to the webcam prior to the start of the assessment.</li> <li>○ During the assessment, 15 minutes will be allocated for the for a check which includes the Webcam Check, Software Instructions, Guidelines, Student Photo, Identification Display, Environment Check and Facial Detection.</li> </ul> <p><u>Computer laboratories</u></p> <ul style="list-style-type: none"> <li>○ In case of a summative assessment taking place in the computer laboratory, the rules of WCCN Invigilation policy will apply.</li> <li>○ During the computer laboratory assessment, 15 minutes will be allocated for Software Instructions and Guidelines and identification check.</li> </ul> </li> </ul>
<p><b>Online Assessment rules</b></p>	<p><b><u>General:</u></b></p> <ul style="list-style-type: none"> <li>• The assessment will only be available during a certain time frame, as communicated, for example, a specific day for a specific period.</li> </ul>



	<ul style="list-style-type: none"> <li>• Students need to take note that the assessment has a time limit and that no extra time will be awarded.</li> <li>• Once the assessment time limit has been reached, all questions that have been answered will be automatically submitted for grading.</li> <li>• <b>There shall be only one attempt for the scheduled online assessments.</b></li> <li>• Should there be any connection issues experienced during the assessment, an immediate request, including evidence and reason for the loss of connection, is to be made via the assessment coordinator.</li> <li>• Students will only be allowed back into the assessment if it is still within the allocated timeframe and adequate proof of connection loss is provided.</li>   <li>• The time limit of the assessment will not be amended; additional attempts or additional time will not be given unless specifically approved.</li> <li>• No additional time will be provided for slow typists.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Students are not permitted to discuss their assessment with others.</li> <li>• Students are not permitted to consult any learning material, whether printed or online, during assessments, unless specifically instructed to do so.</li> <li>• Students are not permitted to use the internet during un-proctored assessments, other than for activities directly related to and specified in the assessment.</li> <li>• Students are not permitted to use their phones or other electronic devices, excluding permitted calculators.</li> <li>• Students are not permitted to share any pre-assessment work materials they have done on the platform.</li> <li>• Students are not permitted to have any help or support while attempting the assessment.</li> <li>• Students are not permitted to share their login details.</li> <li>• Students are to remain seated while attempting the assessment.</li> </ul>
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Addendum 1: Example front page of assessment



WESTERN CAPE COLLEGE OF NURSING



SUBJECT	COMMUNITY NURSING SCIENCE	CODE	CNS300BD
	Assessment 1		
	WRITTEN TEST		
	MEMORANDUM		

QUESTIONS	3 Questions	TIME	90 Minutes
PAGES	9 pages (excluding cover page)	DATE	12 February 2020
ANNEXURES	None		

COURSE	BACHELOR'S DEGREE IN NURSING AND MIDWIFERY, R174
EXAMINER	Dr Truter
HEAD OF DEPARTMENT	Dr Bock
MODERATORS (INT)	
MODERATORS (EXT)	Mrs L Jonker

INSTRUCTIONS

1. ANSWER QUESTION ONE AND TWO.
2. MARK ALLOCATION ½ MARK PER FACT UNLESS INDICATED DIFFERENTLY.
3. START EACH QUESTION IN A NEW BOOK.
4. ASSESSMENT WEIGHT 25%

FULL MARKS = 50



## Examples of questions and memoranda

### Multiple Choice Questions

#### Example question paper

1. Choose the correct alternative from the statements below to suit the description.

Write the only the correct number in your answer book e.g., 3.3 = 1

1.1 Dyspnoea and breathlessness may be indicative of:

- a. asthma
  - b. pulmonary embolism
  - c. angina pectoris
  - d. hiatus hernia
  - e. nephrotic syndrome
- 1. b + d
  - 2. a + b + d + e
  - 3. only a
  - 4. a + b + c
  - 5. all of above

(1)

1.2 Side-effects of B2 stimulant inhaler, include:

- a. tremors
  - b. dyspepsia
  - c. tachycardia
  - d. nausea and vomiting
  - e. urinary retention
- 1. b + c + d
  - 2. a + b + c + e
  - 3. b + e
  - 4. a + c + d
  - 5. only d

(1)

### Example in memorandum

1. Choose the correct alternative from the statements below to suit the description.

Write the only the correct number in your answer book e.g., 3.3 = 1



1.1 Dyspnoea and breathlessness may be indicative of:

- a. asthma
- b. pulmonary embolism
- c. angina pectoris
- d. hiatus hernia
- e. nephrotic syndrome

- 1. b + d
- 2. a + b + d + e
- 3. only a
- 4. a + b + c
- 5. all of above**

(1)

*Objective: The student should be able to describe and understand patho physiology of the respiratory system.*

Bickley, L. & Szilagyi, P.G. 2016. Bates' guide to physical examination and history-taking. (303)

Soweto Trust for Nurse Clinical Training. 2016. Primary clinical care manual. (72)

University of Cape Town Lung Institute. 2018. PACK guideline. (107)

National Department of Health. 2018 Standard treatment guidelines and essential medicines list for South Africa: primary health care level. (17- 19)

Unit 1 Assessment criteria 1.1

1.2 Side-effects of B2 stimulant inhaler, include:

- a. tremors
- b. dyspepsia
- c. tachycardia
- d. nausea and vomiting
- e. urinary retention

- 1. b + c + d
- 2. a + b + c + e
- 3. b + e
- 4. a + c + d**
- 5. only d

(1)

*Objective: The student should be able to describe and understand patho physiology of the respiratory system.*

Bickley, L. & Szilagyi, P.G. 2016. Bates' guide to physical examination and history-taking. (303)



Soweto Trust for Nurse Clinical Training. 2016 Primary clinical care manual. (72)

University of Cape Town Lung Institute. 2018 PACK guideline. (107)

National Department of Health. 2018 Standard treatment guidelines and essential medicines list for South Africa: primary health care level. (17- 19)

Unit 1 Assessment criteria 1.1

**Summarise marks in memorandum for marker and moderator**

- 1.
- 1.1 5
- 1.2 4
- (1x2=2)

**Example in question paper**

**2. Choose the correct answer.**

2.1 Write the only the correct number in your answer book e.g., 3.3 = E

- A child's weight is normal when:
- A. It is above the +2 line.
  - B. It is above the 0 line.
  - C. It is between the -2 and +2 lines.
  - D. It is below the -2 line.

(1)

**Example Memorandum**

**2. Choose the correct answer.**

Write the only the correct number in your answer book e.g., 3.3 = E

- 2.1 A child's weight is normal when:
- A. It is above the +2 line.
  - B. It is above the 0 line.
  - C. **It is between the -2 and +2 lines.**
  - D. It is below the -2 line.

*Objective: The student should be able to identify the normal weight curve of a child.*

Department of Health. Road to Health Booklet. (13,17)

Unit 1 Assessment criteria 1.2

**Summarise marks in memorandum for marker and moderator**

- 2.
- 2.1 C
- (1x1=1)

**TRUE AND FALSE:** Example question paper

**3. Indicate if the following statements are True or False.  
Only write the number with True or False e.g., 2.1.9 True**

3.1 Radio -dense or radio-opaque indicates greater transparency or "transradiancy"



(1) to X-ray photons.

3.2 The percentage of inspired gas oxygen concentration that ranges from 0.21-1.0 is referred to as fraction inspired oxygen. (1) (1x2=2)

**Example in memorandum**

**3. Indicate if the following statements are True or False. Only write the number with True or False e.g., 2.1.9 True**

3.1 Radio-dense or radio-opaque indicates greater transparency or "transradiancy" to X-ray photons.

3.2 The percentage of inspired gas oxygen concentration that ranges from 0.21-1.0 is referred to as fraction inspired oxygen.

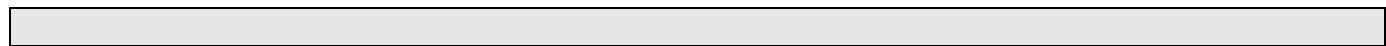
3.1 True  
3.2 True

(1x 2 = 2 )

**The student should be able to choose whether the following statement is true or false.**

Urden L.D., Lough, M.E. and Stacy, K.N. 2017. Critical care nursing, diagnosis and management. 8th edition. London: Mosby Elsevier. (322, 523)

Unit 1, Assessment Criteria 1.2



**MATHCING Questions: Example**

**Question paper**

4. Match the causes of birth defects in COLUMN B (1-4) with the appropriate abnormality in COLUMN A (3.2-3.6).

Write only the correct number in your answer book e.g. (1.9 = 1).

COLUMN A		COLUMN B
4.1	Down Syndrome-translocation	1. Environmental influence
4.2	Spina bifida	2. Autosomal recessive inheritance
4.3	Cystic fibrosis	3. Multi-factorial disorders
4.5	Cleff-lip	4. Structural chromosomal disorders
4.6	Albinism	

1x5=5

**Example Memorandum**



4. Match the causes of birth defects in COLUMN B (1-4) with the appropriate abnormality in COLUMN A (3.2-3.6).

Write only the correct number in your answer book e.g. (1.9 = 1).

Memorandum	COLUMN A		COLUMN B
4	4.1	Down Syndrome-translocation	1. Environmental influence 2. Autosomal recessive inheritance 3. Multi-factorial disorders 4. Structural chromosomal disorders
3	4.2	Spina bifida	
2	4.3	Cystic fibrosis	
3	4.5	Cleft-lip	
2	4.6	Albinism	

(1x5=5)

4.1 4

4.2 3

4.3 2

4.5 3

4.6 2

Objective: The student should be able to match the cause of birth defects with the appropriate abnormality.

Clarke, M. 2013. *Vlok's Community Health*. 6th edition. Cape Town: Juta. (299-302)

Unit 1, Assessment Criteria 1.3

### Example Question paper

4.1 Ms Heineke is admitted in the high care labour ward after an emergency caesarean section due to Pre-eclampsia. She is obese and is at risk of developing deep vein thrombosis and pulmonary embolism. Compose the midwifery interventions for preventing thrombus formation.

( $\frac{1}{2} \times 7 = 14$ )

### Example Memorandum

4.1 Ms Heineke is admitted in the high care labour ward after an emergency caesarean section due to Pre-eclampsia. She is obese and is at risk of developing deep vein thrombosis and pulmonary embolism. Compose the midwifery interventions for preventing thrombus formation.

Prevention of thrombus formation:

- ✓ Monitor for complications of cardiogenic shock and right ventricular failure
- ✓ due to the effect of pulmonary embolism on the cardiovascular system
- ✓ Monitor for pulmonary hypertension and right ventricular failure
- ✓ Health Education: Early mobilisation
- ✓ Patient not to sit too long, must rather walk short distances





- ✓ Stop smoking
- ✓ Obese: get rid of excess weight
- ✓ Avoid use of combined oral contraceptives
- ✓ Educated patient on how to prevent venous stasis
- ✓ Turn and do leg exercises while on bedrest
- ✓ Do not stand too long in one place
- ✓ Do not sit with cross legs
- ✓ Not to use pillows under in bed
- ✓ To wear Elastic compression stockings to ensure venous blood flow
- ✓ Adequate fluid intake to avoid hemo concentration

$\frac{1}{2} \times 14 = 7$  (Mark only 14x $\frac{1}{2}$  marks)

*The student should be able to discuss the nursing interventions in preventing thrombus formation.*

Lowdermilk, D.L., Perry, S.E., Cashion, K., Alden, K.R., Olshansky, E.F. 2016. Maternity & women's health care. 11<sup>th</sup> edition. London: Mosby- Elsevier. (810-812)



## Example of Cognitive analysis table

COGNITIVE ANALYSIS							
QUESTION	Remember	Understand	Apply	Analyse	Evaluate	Create	Comment
1.1.1	2½						High
1.1.2.1				2			Difficult
1.1.2.2				4			Difficult
1.1.2.3				1½			Difficult
1.1.3					8		Difficult
2.1						8	High
2.2.1				1½			Moderate
2.2.2				1½			Moderate
2.2.3				1½			Moderate
2.3					6½		High
3.1						7	Moderate
3.2					6		Moderate
<b>TOTAL</b>	2½			12	20½	15	
<b>PERCENTAGE</b>	5%			24	41	30	

