



# Policy

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## Teaching and Learning

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## ACRONYMS

CHE	Council on Higher Education
CSHE	Centre for the Study of Higher Education
DEAFSA	Deaf Federation of South Africa
DHET	Department of Higher Education and Training
DPSA	Disabled People South Africa
HE	Higher Education
HEQF	Higher Education Qualification Framework
INDS	Integrated National Disability Strategy
NCSNET	National Commission on Special Needs in Education and Training
NCESS	National Committee on Education Support Services
SAFCD	South African Federal Council on Disability
SAQA	South African Qualifications Authority
TPM	Teaching and Practice Management

## 1. PURPOSE OF THE POLICY

The purpose of this policy is to ensure that the manner in which teaching and learning is carried out at MANCOSA supports the above vision and overall values. The policy encapsulates MANCOSA's philosophy of teaching and learning and also creates a framework for the strategic management of teaching and learning at MANCOSA.

One of the outcomes of the teaching and learning policy is the nurturing of graduates who fit the "graduate of MANCOSA" profile, which focuses on:

- producing developed and well-rounded graduates whose potential is enhanced to the fullest
- educating and shaping students to be competent and equipped for his/her personal and professional life
- educating students to be adaptable and equipped for lifelong learning
- teaching students to play leadership roles in society as responsible and critical citizens in a democratic social order
- training students to be capable and equipped, through the application of their high-level skills, to play a constructive role in the responsible and sustainable development of their country and society, and who, in so doing, contribute to the wellbeing and quality of life of all people
- shaping students who are equipped to function effectively in a multilingual context.

This policy gives substance to MANCOSA's goal of gaining national and international standing on the basis of producing graduates who are sought after for their well-roundedness, their creative and critical thinking ability and to adapt their methods to environment changes.

## 2. GENERAL POLICY AND LEGISLATION (OVERVIEW)

The post-apartheid South Africa legislative framework for higher education is made up of:

- The Constitution of the Republic of South Africa (1996)
- White paper 3 – A Programme for the Transformation of Higher Education (July 1997)
- Higher Education (HE) Act 101 of 1997 as amended
- Framework and Criteria for Programme Accreditation (CHE, 2004)
- Framework and Criteria for Institutional Audits (CHE, 2004)
- National Qualifications Framework Act No 67 of 2008
- Level Descriptors for the South African National Qualifications Framework (SAQA, November 2012)
- The Higher Education Qualifications Sub-Framework (January 2013)
- White Paper for Post-School Education And Training (November 2013)

There is no provision in any of the legislative Acts or documents in question that specifically deals with tuition or teaching and learning policy. As such, the policy is a discretionary matter and the responsibility of each institution.

The Higher Education (HE) Act as amended states: 'to provide higher education means the taking of responsibility for the provision and delivery of the curricula, and the assessment of students regarding their learning programmes'.

In the enabling legislative and policy framework there are a number of important provisions which impact and provide direction for the development of a teaching and learning policy. Briefly:

### 3.1. The Constitution

Section 29 (1) (b) of the Constitution of 1996 restricts the right to education to 'basic education' and 'further education'. 'Further education is defined in the General and Further Education and Training Quality Assurance Act 58 of 2001 as education above general education and below higher education, i.e. as education from NQF

levels 2 to 4. (By contrast, 'higher education' is defined in the HE Act as "all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework".) This means that higher education does not fall within the scope of the rights protected in the Bill of Rights. However, the HE Act firmly situates higher education within the broader ambit of the Constitution and the Bill of Rights. ""

The preamble to the Act states explicitly that 'higher education' is regulated by the Act, inter alia, in order to secure that higher education should 'promote the values which underlie an open and democratic society based on human dignity, equality and freedom'. This key phrase is taken from section 36 of the Constitution (the so-called limitation clause) and must be understood against the background of the pre-amble to, and section 1 of the Constitution (the so-called core provisions of the Constitution).

### **3.2. The Higher Education Act 101 of 1997 as amended**

The Act sets out the objectives, which the legislative framework that deals with higher education seeks to achieve. The overall aim is to ensure that programme-based higher education should:

- respond to South Africa's human resource, economic and development needs
- ensure representivity and equal access
- respect freedom of religion, belief and opinion
- respect and encourage democracy, academic freedom, freedom of speech and expression, creativity, scholarship and research
- pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity
- respond to the needs of the Republic of South Africa and of the communities served by the institutions
- contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality
- ensure public accountability and provide the national need for advanced skills and scientific knowledge.

### **3.3. The National Qualifications Framework Act No 67 of 2008**

The objectives of the National Qualifications Framework (NQF) as set out in paragraph 5 of the Act:

- The objectives of the NQF are to-
  - create a single integrated national framework for learning achievements;
  - facilitate access to, and mobility and progression within, education, training and career paths;
  - enhance the quality of education and training;
  - accelerate the redress of past unfair discrimination in education, training and employment opportunities.
- The objectives of the NQF are designed to contribute to the full personal development of each student and the social and economic development of the nation at large.
- SAQA and the QCs must seek to achieve the objectives of the NQF by-
  - developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements;
  - ensuring that South African qualifications meet appropriate criteria, determined by the Minister as contemplated in [section 8](#), and are internationally comparable; and ensuring that South African qualifications are of an acceptable quality.

### **3.4. The Higher Education Qualifications Sub-Framework ( 2013)**

As noted in paragraph 7, the purpose of the HEQSF is to integrate and enable coherence of all higher education qualifications:

The revised HEQSF, in line with the previous framework, provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF). It provides a basis for standards development and quality assurance. It provides a mechanism for improving the coherence of the higher education system and

indicates the articulation routes between qualifications, thereby enhancing the flexibility of the system and enabling students to move more efficiently over time from one programme to another as they pursue their academic or professional careers.

The teaching and learning policy of MANCOSA must therefore ensure that higher education at MANCOSA is aligned with the broad legislative objectives and policy statements mentioned above.

#### **4. FLEXIBLE TEACHING AND LEARNING**

MANCOSA recognises that excellence in teaching and learning requires students to be active participants in their educational experience. MANCOSA seeks to produce graduates who are personally and professionally successful, and who hold the requisite graduate attributes of knowledge, skills and attitudes appropriate to the relevant qualification. It upholds the ethos that in addition to MANCOSA's role of awarding formal academic qualifications to students, MANCOSA enters into a partnership with its students. This involves a wide range of mutual obligations and responsibilities.

One of MANCOSA's primary teaching and learning foci is to further improve MANCOSA's practice of flexible teaching and learning including collaboration and technology assisted learning.

MANCOSA has a primary concern for the effectiveness of its teaching and acknowledges that, in an era of rapid change with a need for lifelong learning, it is more appropriate to move towards a diverse approach to learning. Examples of diverse learning approaches include: student-centred learning, self-directed learning, active learning, and problem-based learning.

Flexible learning at MANCOSA is based on the knowledge of how students learn most effectively and encourages greater student responsibility to learning. In support of this ethos MANCOSA has introduced, institution wide, a student led active learning approach to education.

Traditional lecturing approaches have tended to be academic-centred, with the academic directing learning (i.e. the academic as instructor). MANCOSA recognises that this approach does not take into account the knowledge and experience students bring with them to the learning environment and that retention in learning is proven to be significantly higher when students participate in active learning.

With this in mind MANCOSA encourages its students, through the utilisation of active teaching learning techniques which incorporate a student-centred approach, self-directed learning and problem-based learning to take more responsibility for their learning.

#### **5. ACTIVE LEARNING**

Active learning is learning by doing.

Active learning is about making teaching and training student-centred, and involving the student in all aspects of the learning process. Student-centred learning starts with the students' own needs, abilities, learning styles, existing skills and experiences.

Active learning occurs when students have opportunities to apply the skills and knowledge they are seeking to develop. For example, by using problem solving and group activities students are provided with opportunities to use collaborative techniques such as discussion, questioning, trial and error, and negotiation to construct knowledge and make learning more engaging and meaningful.

Using meaningful materials and taking into account the principles of multi-sensory learning are important elements in creating an active learning environment.

## 5.1. Application

MANCOSA applies this principle through its academics/tutors:

- Use of everyday resources from student experiences, e.g. newspapers, bills, instructions for the DVD, recipes, home reticulation, etc.
- Reflecting on how the concept may be taught utilising a hands-on approach – learning is more rewarding when students take an active part or even control of the task and process. (This also enables the academic to get to know the students' preferred learning style, e.g. do they like reading and taking notes, asking people, drawing information in diagrams or listing it in tables). This process is also called learning by doing or learning through experience.
- Starting with what students like and are good at or feel comfortable with and then building on it. This gives the student a sense of achievement. By providing collaborative and shared learning experiences and setting achievable tasks students will see their own success and be more competent in their studies and in applying the knowledge within their work place.
- Creating a shared learning experience. Here students work in pairs or small groups to assist one another, exchange ideas, proof read each other's work, and for problem solving tasks. Working in groups, they will hear the learning outcomes from more than one source, which assists in the retention of learning. Between them, students may come up with a definition or example that is more memorable and meaningful to them than the academic may have given.

## 5.2. Good Practice

Good practice includes the academics:

- Spending time working on opening questions and warm up activity. If the students do not respond and start talking immediately check for understanding or interest and that they have been properly briefed.
- Summarising the main points and restating the learning outcomes when concluding each lecture.
- Observing and listening for the points that they want covered in the discussion and to encourage participation by all the students.
- Using problem solving for work groups.
- Allowing the students to brainstorm with points noted onto a whiteboard, newsprint, etc.
- Allowing the students to lead with little interruption,
- Allowing the students to group themselves (until they are ready to be stretched past their comfort zones. The students may be already involved with collaborative learning with friends in the class).

## 5.3. Multisensory Learning

Active learning involves multisensory learning:

- MANCOSA encourages its academics to utilise a range of strategies, activities, clicker systems and media to reinforce the skills and knowledge being learned.
- Academics use collaborative strategies such as group activities and/or pair groups.
- Academics support their explanations, integrating the learning activity through the use of varied media – whiteboard, smart board, video clips, pictures etc.
- Academics do not assume that their students have understood a skill or have attained the relevant knowledge through their lectures; diagrams etc., but give them opportunity to physically practice it.

## 5.4. Feedback

Active learning involves feedback.

MANCOSA fosters:

### *Feedback from the students*

- This allows academics to reflect on their teaching methods, materials and student understanding.
- It shows openness to the student opinions and allows the academic to monitor the effectiveness of their lectures or facilitation and gives them opportunity to respond to their learning needs.

### *Feedback to the student from the academic*

- This gives the student an indication of their progress as they develop their knowledge and skills.

## **6. WORK-INTEGRATED LEARNING – WIL**

MANCOSA recognises the value of experiential learning (also known as 'in-service learning or cooperative education.' It is reflection on learning by doing.

This particularly plays an important part of MANCOSA's MBA programme and fits the profile of MANCOSA's target student markets that are already in the work place and can gain the required mentoring within their work environment. For the few students who are not in the relevant environment or who are unemployed MANCOSA will assist them where possible in procuring suitable internships or seeking simulated learning through, for example, more use of case studies. However, the use of case studies at postgraduate level is a desirable features of linking theory to practice.

## **7. QUALITY MANAGEMENT OF TEACHING AND LEARNING ACTIVITIES**

The successful management of MANCOSA's teaching and learning activities depends significantly on the inter-relationship between MANCOSA's management structure (comprising the principal, the directors, and heads of departments) and the academic collegial structure (the dean, academic directors and managers, academics, and academic governance and management committees). The system provides for a balance between central and devolved authority, and executive and collegial responsibility.

A corollary of this is that quality control is exercised in both decision-making streams: faculty exercise traditional academic quality control over programmes, examinations and admission standards; the academic governance committee, such as Senate, and other committees exercise broad academic quality control; and MANCOSA's management structure exercises quality control through the planning and budget processes, the management of staff and physical resources, and mainly through the quality assurance office.

## **8. TEACHING AND LEARNING COMMITTEE**

MANCOSA's Teaching and Learning Committee is a standing committee of the Academic Committee and has a significant central role in the overall planning and management of MANCOSA's teaching and learning activities. The Committee is chaired by the Teaching and Learning Director.

The Teaching and Learning Committee is committed to the continued encouragement of excellence in teaching and learning.

## **9. QUALITY TUITION**

MANCOSA's highest strategic priority objective, is *"to recruit, develop and retain the highest quality staff."*

MANCOSA is committed to ensuring the quality of its tuition through the provision of:



### **9.1. Continued academic skill development**

*"MANCOSA is committed to optimising opportunities for all staff to improve their levels of skills and knowledge to improve the quality of workplace productivity and staff satisfaction."*

### **9.2. External includes:**

- Education training and development practice
- Teaching and practice management (TPM)

### **9.3. Internal includes:**

Teaching and learning workshops

(Any reasonable requests for training are usually taken into consideration and granted by the dean.)

### **9.4. Performance reviews**

Evaluation of academic facilitation (lecturing or tutoring) skills (here a variety of information sources and evidence are used):

- Student feedback and evaluation.
- Academic teaching portfolios, this is a summary of major activities and accomplishments documenting the nature and extent of an academic's contribution as well as their role and achievements. The Portfolio incorporates three major components - teaching, research and community engagement, and is supported by their curriculum vitae.

## **10. RECOGNITION OF QUALITY TEACHING AND LEARNING**

MANCOSA recognises academic staff achievement through:

- Student Nominated Awards
- Individual Awards
- Research Supervision and Publication Awards
- Peer or Self-Nominated Awards.

## **11. INFRASTRUCTURE, FACILITIES AND INFORMATION TECHNOLOGY**

MANCOSA's budget is the principle vehicle for addressing the physical infrastructure necessary to enable MANCOSA to achieve its goals in teaching and research.

MANCOSA's planning and management practices take account of changes in requirements for teaching and learning, including those brought about by developments in educational technology.

All students enrolled at MANCOSA are automatically given a basic, web-based email address and access to journal databases such as:

- MarketLine
- Emerald
- EBSCO
- Informing Science
- Directory Open Access Journal
- MBA Depot
- Data Monitor
- Sabinet Online Services.

They are also pointed to free online resources such as:

- Google Scholar
- questia.com
- mapnp.org
- ilp.org

MANCOSA is currently researching online learning management systems, such as open source (Moodle) or proprietary (BlackBoard), with a view to implementing the most suitable platform.

MANCOSA's research department runs impact studies, longitudinal studies, reviews, etc., to monitor the effectiveness of structures and programmes being used.

## **12. CHARTER OF STUDENT RIGHTS**

The Charter of Student Rights upholds the fundamental rights of students and recognises that students are central to a dynamic institution's community. Furthermore, MANCOSA recognises the importance of student rights and opinion and encourages diversity of opinion within the student body.

## **13. TEACHING WITH DIVERSITY**

MANCOSA's student population is characterised by diversity with regard to, amongst other characteristics, gender, race, age, disability, sexual orientation, cultural background and socio-economic status. MANCOSA takes this into consideration in its strategic provision of teaching and learning.

## **14. GRIEVANCE AND APPEALS POLICIES AND PROCEDURES**

MANCOSA has a number of policies and procedures dealing with student grievances and appeals in specific areas.

MANCOSA places a high value on its relationship with the student body and promotes student interaction and input into the governance of MANCOSA in general and the management of teaching and learning in particular.

## **15. POSTGRADUATE EDUCATION**

It is clear from MANCOSA's mission and role statements that MANCOSA's striving to be a high quality, broad-based institution is central to its teaching and learning activities. The priority given to research and postgraduate activity and the commitment to the teaching and research nexus makes postgraduate education and training a particularly important part of MANCOSA's academic profile:

- Education that allows academics and students to participate in research develops the appreciation of knowledge, the respect for accuracy of thought, the refinement of technique and the power of critical analysis essential for true scholarship; and
- Teaching that is informed by knowledge gained by research and by the flow of information through international research networks is essential to maintaining MANCOSA's standing as an internationally competitive Institution.

MANCOSA sees the supervision of postgraduate research students as the primary means of ensuring that these students are the focus of regular individual attention.

The academic administration and oversight of MANCOSA's postgraduate research training is the responsibility of the Research Director.

## **16. INTERNATIONAL ASPECTS OF TEACHING AND LEARNING**

To achieve international excellence, MANCOSA enhances its contributions to international scholarship and participate fully in the development of global education by the internationalisation of its curricula and student and staff bodies. Prospective employers are increasingly demanding graduate skills, knowledge and training that are internationally transferable and graduates who are cross-culturally adept.

The principal dimensions of MANCOSA's international activities include the following teaching and learning activities:

- The provision of educational programmes to international students, both locally and internationally, and the consequent recruitment of undergraduate and postgraduate students into those programmes
- The provision of specific support services for international students including referrals for English-language programmes
- The commitment to inclusive, cross-cultural policies in the design and delivery of curricula, student support services and facilities.

## **17. SUPPORT SERVICES**

Effective student support contributes to the achievement of student learning outcomes. Overall measures of student success, such as the continuing attraction of MANCOSA to applicants, good overall progress, retention and completion rates and times and positive graduate outcomes, all indicate effective student support as well as good teaching and learning processes.

The following are indicative of the direct academic support services available in support of teaching and learning:

- MANCOSA library has a firm commitment to supporting students at all levels in the effective use of the its resources
- MANCOSA provides a network of advisers to assist students to make the correct choice of academic units and achieve optimum performance in examinations. The network comprises senior academics and administrative officers.
- Significant resources continue to be committed to sustaining effective computer networking.
- MANCOSA's Student Support Services section provides a range of support services, including the following:
  - Learning skills and strategies - undergraduate and postgraduate
  - Language skills - international and local students
  - Counselling service (with a HPCSA registered psychologist to provide counselling for both students and staff, study skills workshops, life skills workshops).

## **18. EQUITY**

MANCOSA's Strategic Plan outlines MANCOSA's objectives, strategies and performance indicators in support of MANCOSA's primary goal for equity and access. MANCOSA is committed to a policy of equal opportunity, and to the mainstreaming of equity matters throughout its institutional structures and practices.

## **19. MONITORING AND EVALUATION OF TEACHING AND LEARNING**

The mechanisms for review and evaluation in the teaching and learning activities of MANCOSA are many and varied and range from student evaluation of teaching and courses to the formal external review and accreditation of whole programmes or disciplines. MANCOSA encourages self-evaluation at every level but recognises that as an institution with a role and mission pitched at national and international standards, strong external evaluation is a necessary component of its review processes. Some of the processes, both internal and external, which impact on teaching and learning activities, are as follows:

### **a. Internal Processes**

- Student evaluation and review
- Reviews of programmes. The purpose of programme reviews is to evaluate whole courses.
- Academic Committee Reviews. Academic Committees commission reviews of various academic policies and processes from time to time.
- Advisory Boards. External members on advisory boards, which have input into the review of programmes.

#### **b. External Processes**

- Accreditation. The programmes are involved every five years in accreditation exercises to establish content and standards at national and international levels.
- Benchmarking.
- Collaboration with industry partners.
- Impact studies.

### **20. ISSUES AND PRIORITIES**

Internal and external policies, practices and issues that have and will continue to impact and guide teaching and learning at MANCOSA include ongoing activity:

- Internal
  - Strategic plan
  - Academic Profile
  - Budget – particularly for academic priorities.
  - Academic governance and management structure
  - Operational Priorities Plan
- External
  - CHE documents updates and alignment, where necessary.
  - HEQSF alignment

### **21. STUDENT-LED ACTIVE LEARNING**

MANCOSA has adopted a student-led active learning approach to teaching, learning and assessment. This includes:

- Mastery of the discipline
- English competence and literacy
- Numeracy level
- Information skills competence and literacy
- Research skills
- Other generic skills, or 'soft skills'.
- Development of attitudes, such as respect, honesty, ethical behaviour

### **22. TEACHING AND RESEARCH NEXUS**

*"Enhance the nexus between teaching and research"*

MANCOSA's current strategies to enhance the teaching and research nexus include the following activities:

- Ensuring that research is accessible to undergraduate students;
- Providing opportunities for original student work in undergraduate programmes;

- Enabling undergraduates to develop through research-oriented learning experiences an adequate preparation for postgraduate research;
- Recognising and rewarding academics' excellence in teaching students which is underpinned by a firm theoretical educational framework.

## **23. SPECIAL NEEDS (PERSONS WITH DISABILITIES)**

### **a. Background**

Both the Constitution (RSA 1996) and the INDS (ODP, 1997) provide the basis for the way disability issues and the rights of disabled people are understood and addressed in the legislative and policy framework in South Africa. The policy guiding the public higher education system addresses broad issues of equity and redress within this system. In White Paper 3 on the transformation of the Higher Education System (DHET, 1996), one of the goals of the transformation process is stated. It aims to build a higher education system that promotes equity of access, and fair chances of success, to all who are seeking to realise their potential through higher education. Simultaneously, they aim to eradicate all forms of unfair discrimination and advancing redress for past inequalities. (DHET, 1997:14)

In the past the focus has been on the medical discourse of disability focusing on the nature of the person's impairment and the degree to which the impairment may or may not prevent the person from carrying out various tasks or participating in activities otherwise regarded as normal.

Such definitions focus on the physiology of the impairment and the perceived deficits of the individual person rather than on the barriers in society that prevent him or her from doing these things. They focus, for example, on the nature of a person's spinal injury rather than on the physical barriers that limit his or her mobility as a wheelchair user. Similarly, they focus on the degree of a person's deafness rather than on accommodating the use of sign language as the language of communication and instruction for that person. Further, such understandings of disability are premised on value judgements about what is normal and what is not. People, who carry out various activities in a different way from others or with some form of assistive device, including students in higher education, are seen as abnormal and inferior and thus dependent on goodwill initiatives and interventions to compensate for their perceived deficits.

### **23.2 Inclusivity**

MANCOSA is focused on identifying and implementing ways that make education access totally inclusive. This includes accessible access to all of its facilities to the physically impaired, access to sign language interpreters for the deaf and support to those with cognitive learning needs.

MANCOSA's approach to addressing barriers to learning and exclusion is consistent with their student-centred approach to learning and teaching. It recognises that developing student's strengths and empowering and enabling them to participate actively and critically in the learning process involves identifying and overcoming the causes of learning difficulties.

MANCOSA's approach is also consistent with a systemic and developmental approach to understanding problems and planning action. It is also consistent with new international approaches that focus on providing quality education for all students.

MANCOSA actively reflects on what is needed at both system and institution level to ensure equity for persons with disabilities and to prevent any form of unfair discrimination against them.

MANCOSA recognises that one of the most significant barriers to learning arises from aspects of the curriculum, these could include:

- The content (i.e. what is taught)
- The language or medium of instruction
- How the classroom or workshop/facilitation/tutorial is organised and managed
- The methods and processes used in teaching
- The pace of teaching and the time available to complete the curriculum
- The learning materials and equipment that is used
- How learning is assessed.

To achieve this MANCOSA in the design, development and delivery of its curriculum continually accesses, evaluates and revises content and delivery to ensure that:

- The process of learning and teaching is flexible enough to accommodate different learning needs
- The curriculum is flexible enough to make it accessible to all students irrespective of their learning needs.

### **23.3 Dyslexia**

Dyslexia is a common challenge to learning. It causes difficulties in learning to read, write and spell. Short-term memory, mathematics, concentration, personal organisation and sequencing may also be affected and a diagnosis of dyslexia highlighting some of these issues may be described as mild, moderate or severe, depending upon the individual student experience.

Dyslexia usually arises from a weakness in the processing of language based information. Biological in origin, it tends to run in families, but environmental factors may also contribute. Dyslexia can occur at any level of intellectual ability. It is not the result of poor motivation, emotional disturbance, sensory impairment or lack of opportunities, but it may occur alongside any of these.

The following applies only to students who are diagnosed by a licensed professional that has been trained to correctly test for dyslexia:

- All written work submitted for assessment is eligible for sympathetic marking.
- Students are entitled to place a sticker or cover sheet on their examination scripts and all written assessed work which will flag to the examiners that the script should be marked sympathetically; students are entitled to additional time in unseen examinations.

#### **23.3.1 Marking Guidelines**

Examiners should mark in accordance with the following notes of guidance:

When marking dyslexic candidates' scripts, examiners are asked to focus on the clarity of the argument, rather than on details of expression. Try to separate marking of transcription errors and marking of content. However, while sympathetic treatment of assessed work submitted by dyslexic students implies the disregarding of errors of spelling and grammar, the communication itself must be effective. If academic standards are to be safeguarded, sympathetic treatment cannot extend to written expression so poor that coherence and intelligibility are at issue. Do not penalise errors that a good copy editor could put right. The written work of candidates with dyslexia may be characterised by one, or in some cases, several, of the following:

- Omitted words or punctuation
- Excessive or misplaced punctuation
- Repeated information or phrases – this would not be detected by a spellchecker or by a dyslexic student proofreading their own draft
- Unsophisticated language structures – in order to avoid grammatical errors, many dyslexics adopt simplified language structures, which do not necessarily denote unsophisticated thinking
- Simplified vocabulary – in order to avoid spelling errors, many dyslexic students adopt a simplified vocabulary when writing

- Difficulties with sequencing or word-finding may produce a stilted style of writing which may not match the student's oral performance in seminars, etc.

Although assessed work, other than unseen examination scripts, is likely to be word-processed and spell-checked, you should be aware of the limitations of a spellchecker. Some of the problems likely to remain in dyslexic students' work after spell-checking include:

- Homophone substitutions (e.g. There/their, effect/affect, course/coarse)
- Phonetic equivalents (e.g. Fernetec for phonetic, homerfone for homophone)
- Incorrect word substitutions, (distance for disturbance)
- American spelling (e.g. Colorful, fueling).

### **23.3.2 Administration**

For students who have been diagnosed as dyslexic, Student Admissions will make note of it on the student record and ensure that all relevant departments, academic heads and academics are fully briefed.

MANCOSA will arrange for a number of stickers to be printed with the candidate number and with the following statement to be discretely put on the paper:

*"This candidate is dyslexic. Please refer to MANCOSA's guidelines on Sympathetic Marking"*

It is the student's responsibility to discretely attach a sticker to written assessed work.

The student may request extra time in an examination or assistance in having the exam question read and explained to them.