

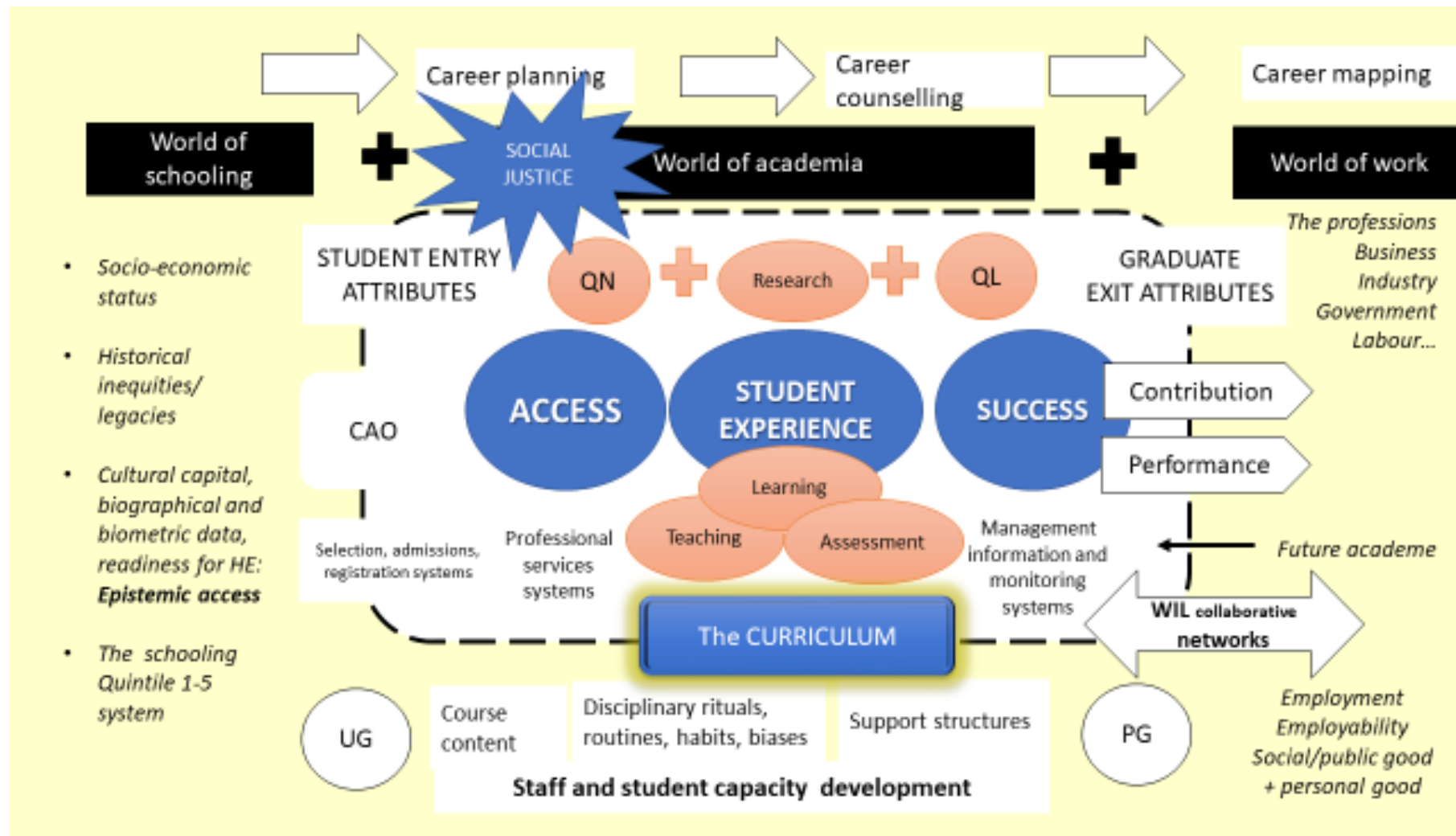
UNIVERSITY OF
KWAZULU-NATALTM
INYUVESI
YAKWAZULU-NATALI



Siyaphumelela Convening

October 2022

Access and Success Advisory Forum (ASAF) Conceptual Framework



Some Highlights

- **First Year Experience** Programme Development: Curriculum and Materials Design Completed and is being piloted
- **SASSE/LSSE** Engagement in progress: Encouraging findings
- **Academic Advising:** UFS Partnership established
- **Collaboration on Student Epistemic Access and Success** with University of Johannesburg
- **Appointment of 5 Instructional Designers:** Focus on curriculum re-design for student success
- **Data Analytics Support Group:** Friday meetings – research groups engage with “critical friends”
- **2022 UKZN E-Learning Symposium:** Forum for disseminating Siyaphumelela/ASAF projects – upscaled to a conference in 2023

Access and Success Advisory Forum (ASAF) SoTL Projects

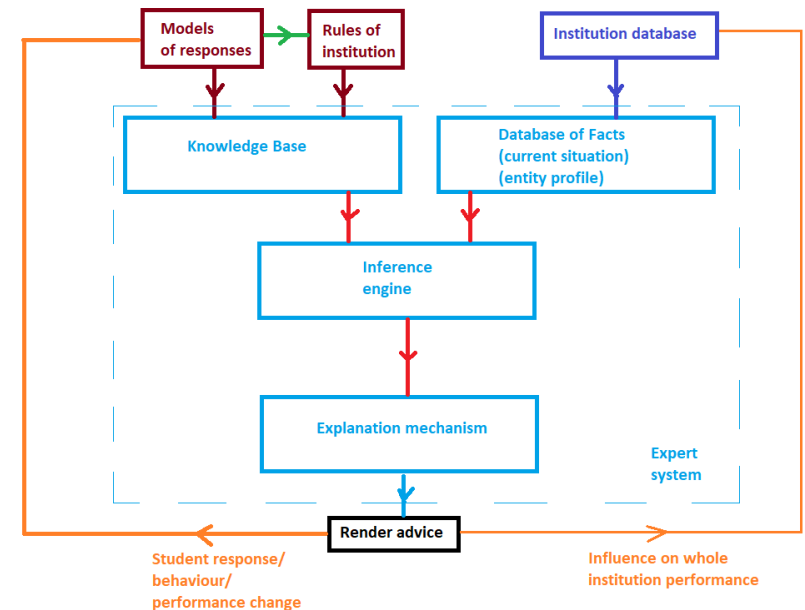
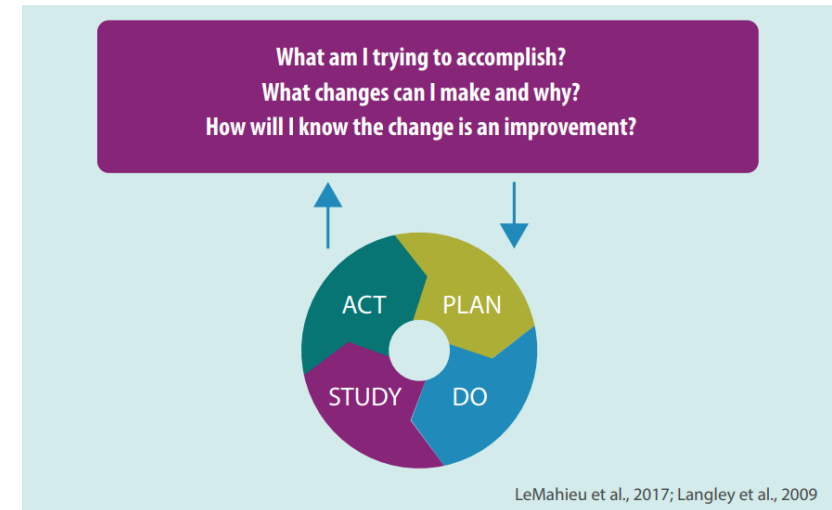
	Project Title	Team Leader
1.	Graduate Attributes	Prof Nirmala Gopal
2.	Curriculum redesign for academic success	Prof Labby Ramrathan
3.	Activating and engaging the student voice	Ms Sethu Nguna
4.	At-risk identification & At-Risk Advising	Prof Randhir Rawatlal
5.	Students' Attitudes Towards E-learning	Prof Msizi Mkhize
6.	Student and staff expectations and experiences of student success	Prof Sadhana Manik
7.	Cum Laude Tracking	Dr Samukelisiwe Khumalo
8.	Entrenching the “blended” into blended learning	Mr Ashwin Manival
9.	Blended Integrated Student Support and Engagement	Prof Sinegugu Duma
10.	Innovations in transitioning to remote/online assessments	Dr Upasana Singh

Student Success Workshops

Are We Using Institutional Research Optimally?	30/07/2021	link
Key Big Data Opportunities for End- Users in Higher Education	27/08/2021	link
The Power of Data for Decision Making and The Appropriate Use of Analytics in Higher Education Settings	30/09/2021	
Transitioning Students to Higher Education: The Role of The UKZN First Year Experience (FYE) Programme	26/10/2021	
Designing the Higher Education System for Student Success	22/03/2022	link
Understanding students: A key to systemic success	07/04/2022	link
Strength in numbers: working together to harness useful data for student success	05/05/2022	link
Why Data Matters for Student Success	21/07/2022	link

Advising at Scale

- ❖ Prompts from Siyaphumelela, Kresge, GSU – Student Advising
- ❖ Focus on student advising in respect of student success (Cum Laude group) and Automation, student assessment (automation)
- ❖ Realisation of advising at scale through automation to ease cost effectiveness
- ❖ Human-AI interface optimality
- ❖ Some drawbacks but overall more positives



Student Advising (AutoScholar Student Central)

Students records

Student selector

- William Darryl Robinson 201757676
- Ralph Cecil Clark 201818575
- April Dora Diaz 201800054
- Terrance Barry Lopez 201809459**
- Curtis Jacob Foster 201852625
- Melinda Velma Ross 201866786
- Adrienne Kathryn Turner 201870331
- Derrick Fernando Lopez 201803504
- Herbert Lee Sanchez 201861164
- Joseph Jon Scott 201818268
- Tyrone Gordon Gutierrez 201922967
- Jared Hugh Jones 201994399
- Esther Yolanda Brooks 201906987
- Marshall Cory Castillo 201959005
- Nancy Robin Scott

Terrance Barry Lopez 201809459

Currently on track to graduate with a **Lower Second** degree (credit wt av = 69.87%).
To reach a degree class of **Upper Second**, achieve an average of **70.36%** in the remaining **132** credits.

NGCH421
Need to maintain an average of **77.78%** in the remaining in the remaining assessments.
quiz1: quiz1 (5% of final) **71%**
practical: practical (10% of final) Not available (not written?)
test2: test2 (10% of final) Not available (not written?)
test1: test1 (10% of final) **7%**
assignment: assignment (10% of final) Not available (not written?)
exam: exam (50% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)
[Improve my results](#)


NGCH422
Need to maintain an average of **73.95%** in the remaining in the remaining assessments.
quiz1: quiz1 (5% of final) **84%**
exam: exam (70% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)
test2: test2 (10% of final) Not available (not written?)
test1: test1 (10% of final) **33%**
[Improve my results](#)

NGCH423
Need to maintain an average of **72.48%** in the remaining in the remaining assessments.
exam: exam (70% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)
quiz1: quiz1 (5% of final) **27%**

NGCH523
Need to maintain an average of **74.19%** in the remaining in the remaining assessments.
test1: test1 (10% of final) **44%**

- ❖ Shift student interest from mere final pass to class of pass
- ❖ Original – cum laude advising
- ❖ Everyone was on track for summa cum laude at some stage
- ❖ When exit, class pass improvement still possible
- ❖ Track down to individual course assessments
- ❖ Specific and clear action
- ❖ “Improve my results”

Student self-evaluation



QueryIssue-ENCH3PO

2019-12-01 09:51:06, Subject: QueryIssue-ENCH3PO

Form a study group

Message type

FormStudyGroup-ENCH3PO

My academic records
Self Evaluation
Let's identify areas to improve on

I don't understand some concepts in my courses

I have difficulty completing assessments on time

I'm not making good use of my study time

My studies are not well organised

I am facing personal challenges

Issues identified

Nothing chosen as yet

Remove selected issue

Action

Write to lecturer

Counsellor Email

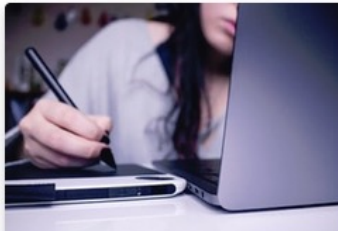
Notes/message

I am facing personal challenges

Note issue

Add "todo" action

Take action



Student Central

..helps students stay on top of their studies, understand the gaps in knowledge and organise towards a successful graduation.

Awards and certificates

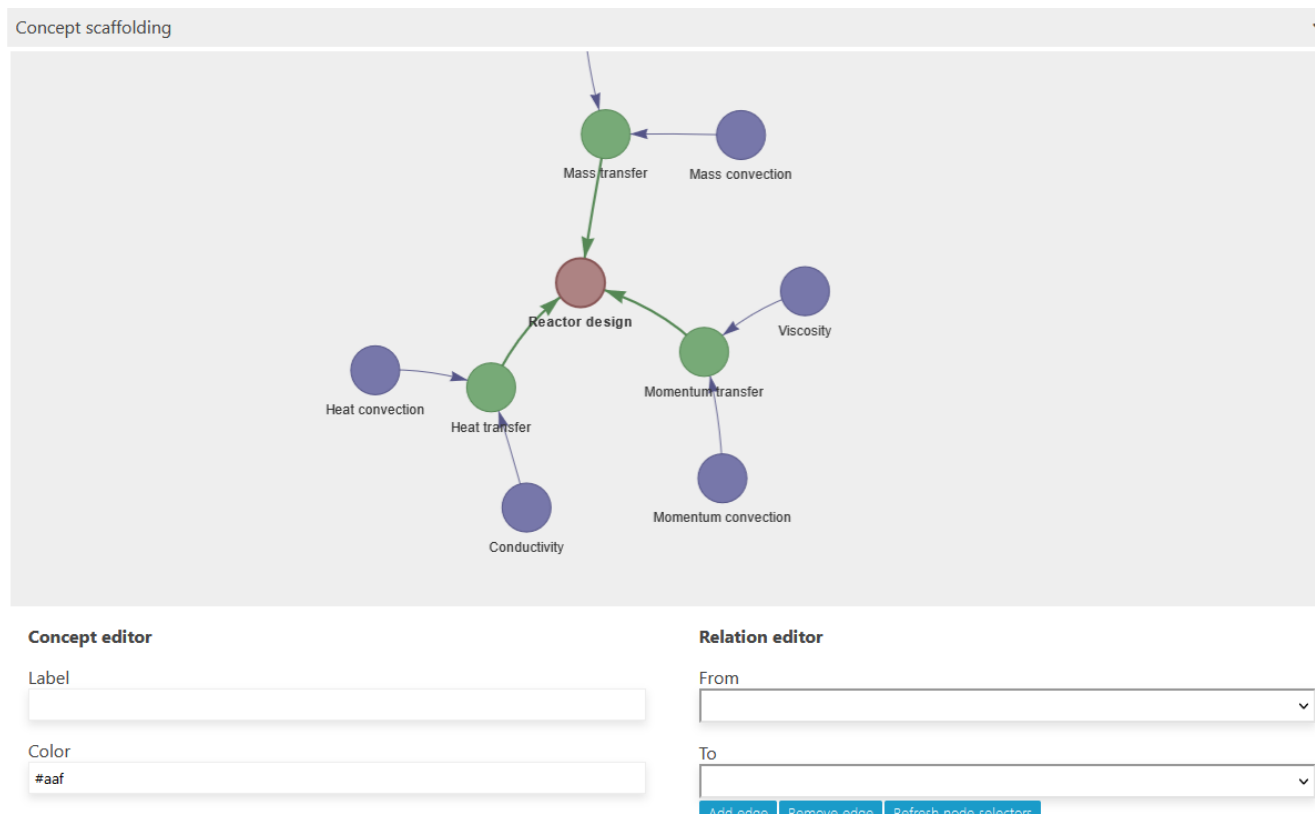
My status

Resources

Attendance

- ❖ Student evaluates performance to find reasons
- ❖ Academic
 - ❖ Identify knowledge gaps
 - ❖ Direct to specific T&L content
 - ❖ Connect with lecturer
 - ❖ Connect with classmates
- ❖ Non-academic
 - ❖ Direct to correct support
 - ❖ Bridge gap to counselling



Identifying knowledge gaps




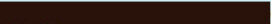
- ❖ During self-evaluation, system guides students to concept(s) with lower understanding
- ❖ Directs to T&L content
- ❖ If high numbers, alert lecturer for revision
- ❖ Lecturer can use editor
- ❖ Need be done once only – same map will apply; can be centralised


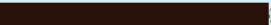







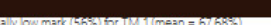
Lecturer Advising

- ❖ Academic advice
- ❖ Also direct to non-academic
- ❖ Promote good class organisation
- ❖ Promote use of modern teaching methods
- ❖ Increase awareness of student risk

Course status
 
99 students
5 students at risk (5.05%)
68.65% unweighted assessment mean
98% unweighted assessment passrate

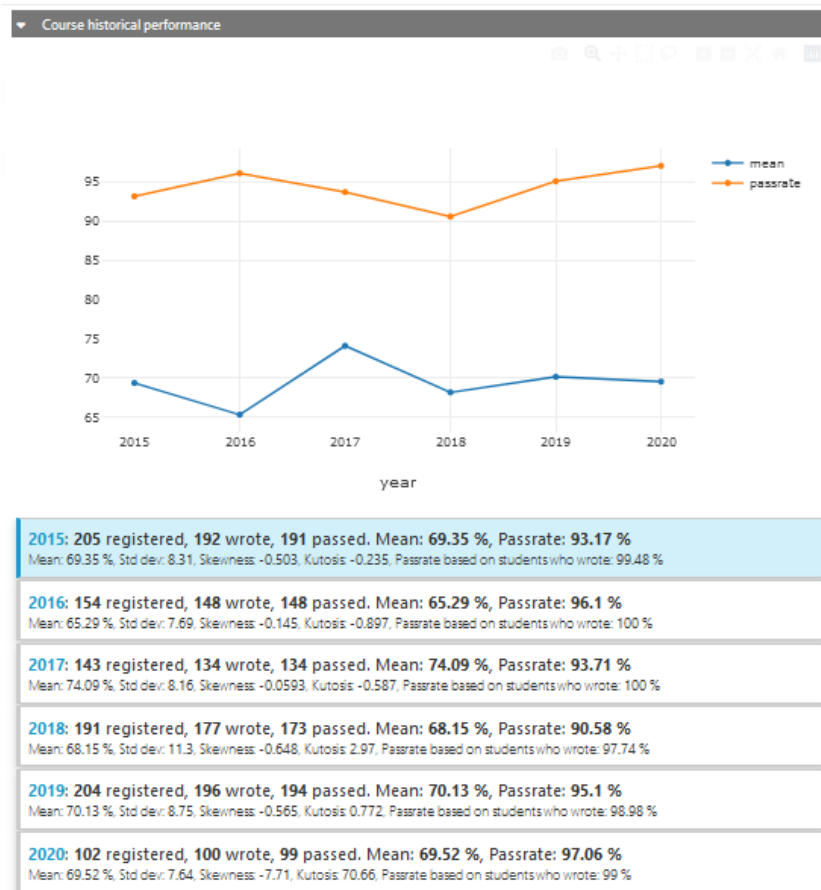
Assessment statistics
TM_1 (99 students)
Passed: 97
Mean: 67.68
Std dev: 11.13
Skewness: -4.65
Kurtosis: 26.79
TM_2 (99 students)
Passed: 97
Mean: 69.62
Std dev: 10.46
Skewness: -6.1
Kurtosis: 39.6

Student performance
High performing students
  (zAlert: -0.189)
> View all results

Students at risk
  (zAlert: 6.62)
Below 50 on TM_1 (0 %)
Unusually low mark (0%) for TM_1 (mean = 67.68%)
Below 50 on TM_2 (0 %)
Unusually low mark (0%) for TM_2 (mean = 69.62%)
> View all results
  (zAlert: 6.62)
Below 50 on TM_1 (0 %)
Unusually low mark (0%) for TM_1 (mean = 67.68%)
Below 50 on TM_2 (0 %)
Unusually low mark (0%) for TM_2 (mean = 69.62%)
> View all results
  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results
  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results
  (zAlert: 1.51)
Unusually low mark (56%) for TM_1 (mean = 67.68%)
> View all results

Course meta data
No advice rendered to students
Advising students in need of support is a key aspect of managing a class. None of the students at risk have been advised on how to improve performance. None of the students who are performing well have been encouraged to maintain / improve performance. Please use the messenger or auto-messenger to advise students.
[Open messenger](#)
Concept scaffold not implemented
The course concepts and topics have not been scaffolded so that students could pinpoint where they need to develop their understanding. Creating a concept map of your course content is an interesting exercise which has many applications. Please use the concept scaffolder to define and connect your course concepts.
[Open concept scaffolder](#)
Learning resources not attached
Learning resources have not been attached to this course content. Attaching learning resources is a relatively simple process which may be undertaken through the Coursework Curator.
[Open coursework curator](#)
Assessment schedule not defined
The assessments have not been scheduled; this makes it difficult for students to plan their studies. Define the assessment plan in the assessments section.
[Open assessments editor](#)
Assessment meta data has not been defined
The assessment weights are essential for accurately advising students. Kindly define the assessment weights in the assessment editor.
[Open assessment editor](#)

Lecturer Advising [skip]



- ❖ Awareness of performance
- ❖ Peer course performance
- ❖ Stay on top of course operation **during the semester**
- ❖ Edit concept scaffold
- ❖ Monitor whether assessment evaluation uploaded

Peer performance

Copy CSV Excel PDF

Search:


code	FNAB401	PDAB203	MGAB401	RMAB201	MKAB202	EXH5101
FNAB401	1	0.507	0.205	0.103	0.632	0
MKAB202	0.632	0	-0.291	-0.0312	1	0
PDAB203	0.507	1	0.443	0.124	0	0
MGAB401	0.205	0.443	1	0.139	-0.291	0
RMAB201	0.103	0.124	0.139	1	-0.0312	0
CCHM101	0	0	0	0	0	0


Generalise messaging concept


- ❖ Alert and messages are an entry point
- ❖ Also generate awards
- ❖ Also trigger institution classifications, progression strategies, registration
- ❖ Trigger support interventions

Message multi-students


Student advice preview


 **Good assessment mean**
Your assessment mean is relatively good. Please keep doing what you're doing to keep it up!
31.08.2022 08:55:43


 **Good assessment passes**
You've passed a good number of assessments. Be sure to keep it up!
31.08.2022 08:55:43


 **Good rate of attendance**
Your attendance rate at the course events is good. Keep on coming!
31.08.2022 08:55:43

View available awards


Consistent Diligence
awarded to
Student name
Maintained a mark of least 5 for all tutorials


Good performer
awarded to
Student name
Maintained a mark of least 70 for in all assessments


Present and counted
awarded to
Student name
Attended at least 90% of all class events each week


Active student
awarded to
Student name
Used Learning Management System at least 2 hours each week

Edit awards & certificates

Registration advisor [Skip]

2022 registration advice

Semester 1

ENCH2OM Student may register - course was previously attempted.

ENME1DR Student may register - course was previously attempted.

ENCH3HE Student may register - course was previously attempted.

ENCH3FS Student may register - course was previously attempted.

Total credits 48



Semester 2

ENCH2TD Student may register - course was previously attempted.

ENCH2WS May register - student is senior enough at session 4.11

ENCH3CP Student may register - course was previously attempted.

ENCH3ED May register: For ENCH2MB achieved 52 in 2020. Will register for ENCH3FS. Will register for ENCH3HE. For ENCH3SL achieved 55 in 2021.

ENCH3PO May register: Will register for ENCH3HE. Will register for ENCH3FS. For MATH354 achieved 67 in 2021. Co-requisite ENCH3RT can also be registered for (Student may register - course was previously attempted.).

ENCH3RT Student may register - course was previously attempted.

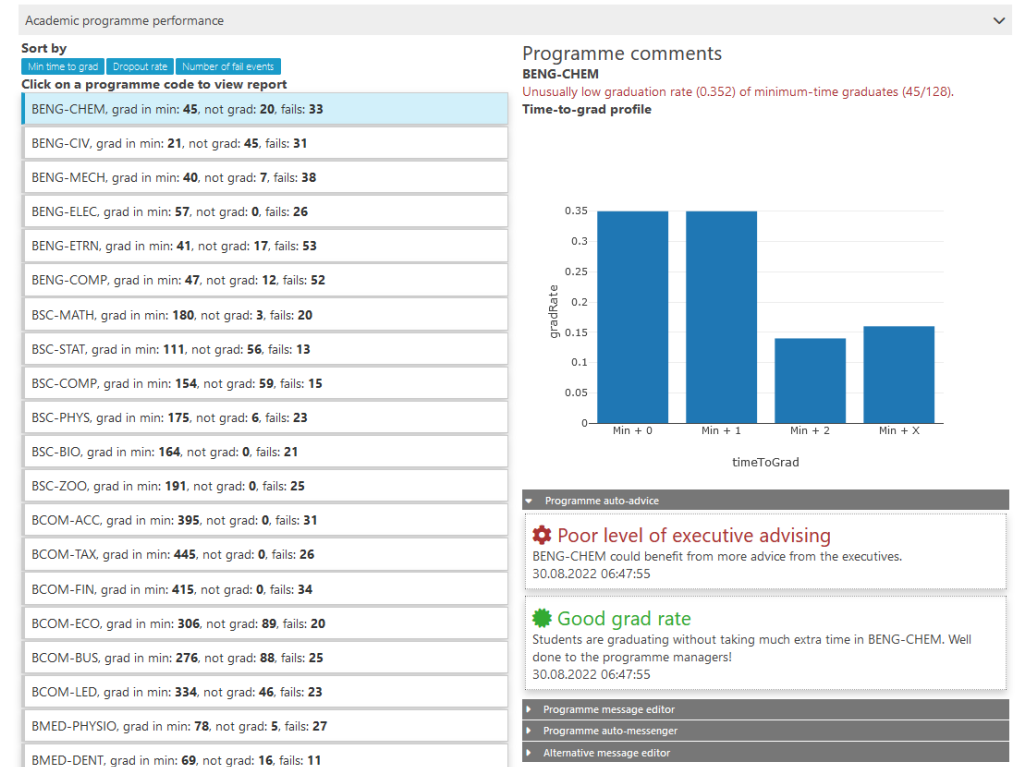
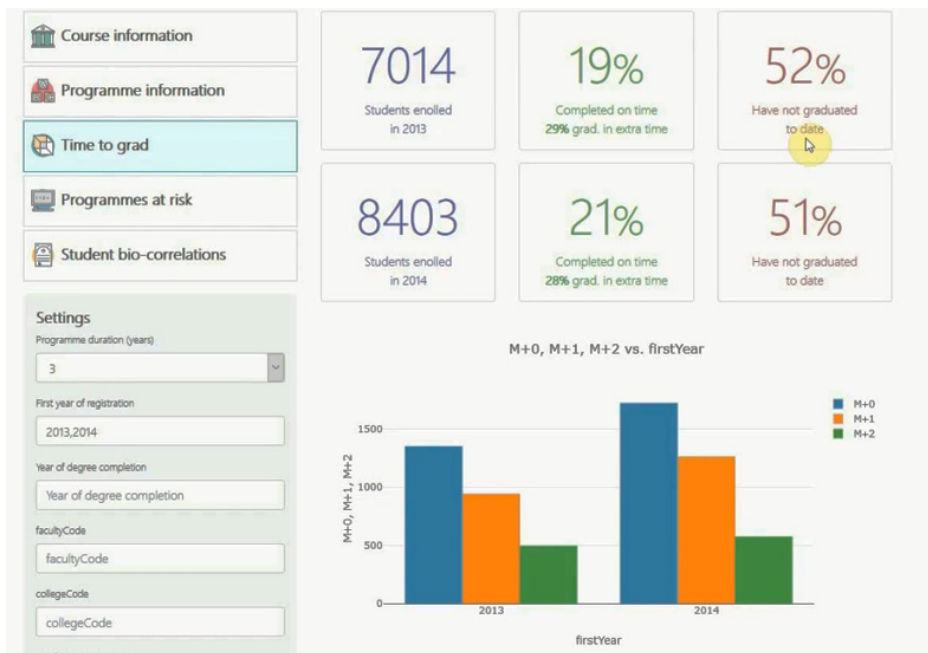
Total credits 64

Not allowed to register for the ffg courses (click for reasons):

ENCH3TH ENCH3MT ENCH4DC ENCH4LA ENCH4ML ENCH4MT ENCH4RT ENCH4DP ENCH4PE ENCH4EB ENCH4VW

ENCH4MT: May NOT register: Has not completed ENCH3MT.

Whole-institution metrics [Skip]



Academic programme [skip]

- Institution View <
- Latent factor study <
- Student groups <
- Cum laude tracking <
- Programme Analyst <
- Registration Advisor <
- Programme selector <
- Cohort tracker ✓

Cohort selector

Programme Code

ENG-CH

Year

2017

Student Number

Anonymise results?

No

Load

Results loaded.

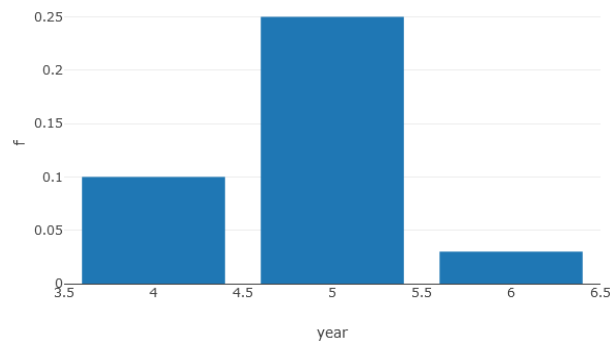
Summary

Programme structure

Cohort in ENG-CH entering 2017 (107 students)

107 students entered = 41 completed + 8 transferred + 58 others

41 completed (38.32%).



Students who **completed** this degree go on to do the following programmes: MSEN (2)
 Students who **did not** complete this degree go on to do the following programmes: BSCSIT (2), BSM (1), BSS (1), BAH (1), BARCHS (1), BCOA (1), PGD-AC (1)

Fewer tries needed to pass
 Relative few tries needed to pass NGCH111
 30.08.2022 06:50:52

Poor rate of attendance
 Poor rate of attendance in NGCH111
 30.08.2022 06:50:52

High number of complaints
 Several complaints received
 30.08.2022 06:50:52

Issues identified in programme courses

MATH131, semester 1, 100 students, passrate:
 Low min result mean (**47.79**)
 Several attempts required to pass this course (**1.86**)

ENCH1EB, semester 2, 100 students, passrate:
 Low min result mean (**50.91**)
 Several attempts required to pass this course (**2.03**)

MATH141, semester 2, 100 students, passrate: 0.56
 Low min result mean (**56.27**)
 Several attempts required to pass this course (**1.72**)

MATH142, semester 2, 100 students, passrate: 0.12
 Low passrate (**0.12**)
 Possible gatekeeper course (core course, with low passrate).
 Low min result mean (**37.71**)
 Several attempts required to pass this course (**2.63**)

ENCH2TD, semester 4, 76 students, passrate: 0.22
 Low passrate (**0.22**)
 Possible gatekeeper course (core course, with low passrate).
 Low min result mean (**43.57**)
 Several attempts required to pass this course (**2.24**)

ENCH3CP, semester 6, 68 students, passrate: 0.56
 Low min result mean (**50.95**)
 Possible impacted course (students start course only in semester **7.53** instead of 6)
 Several attempts required to pass this course (**1.46**)

ENCH3ED, semester 6, 67 students, passrate: 0.51
 Low min result mean (**50.27**)
 Possible impacted course (students start course only in semester **7.16** instead of 6)
 Several attempts required to pass this course (**1.58**)

ENCH3MT, semester 6, 67 students, passrate: 0.63
 Low min result mean (**53.75**)

Student success indicators

- ❖ What's the difference between cum-laude and not-cum-laude?
- ❖ Extensive questionnaire which is still easy to answer
- ❖ Probes
 - ❖ Level of interest in chosen study area,
 - ❖ Study habits
 - ❖ Home environment
 - ❖ Institutional support
 - ❖ Social & peer factors
 - ❖ Funding & finance

Thank you for taking the time to help us understand the needs of our students by completing this questionnaire.

Instructions

1. Please click/tap on your level of agreement with each statement.
2. At the end of the statements, please enter any comments you'd like to make.
3. Click/tap on the next section header to open it.
4. Please save your submission in the "Save and complete my submission" section.

1. Interest in chosen field

I made the right choice of programme and specialisation/phase
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I am satisfied with choice of career in the SoE
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I received appropriate academic advising to make decisions in registering for my modules
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I registered for the wrong specialization/phase and or modules initially but have self-corrected after I received academic advice, enabling my decision to change and pursue my interests
(Click on a choice below)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

I receive learning support and find all my lectures enjoyable
(Click on a choice below)

Strongly agree

Comment on these answers

In my first year I was just doing as I see people doing I did not have much information about what I was doing but as time goes on I understand that this degree is not just a thing but it is here to build myself and be able to take any decision for myself. I then started to trust myself and invent much time for my academic work. I got support from my friends and in my lectures but the bigger part was when test marks come back I will get higher marks then I will start to wish that in all of my modules can I get higher marks only by that I start to study hard than before.

Congratulations Letters

- ❖ Instance of Auto-message triggered intervention
- ❖ Maintain awarenessness
- ❖ Easy to auto-generate

Sent: Tuesday, 05 July 2022 22:29

Subject: Re: Congratulation letter

Good evening,

My apologies for the trouble. I just wanted to find out to qualify for cum laude or summa cum laude, is it calculated on an overall average of all 4 years of study that needs to be 75% or above or each semester average needs to be above 75% or above? Unfortunately, my average for this semester is 72, I was hoping to find out if this would jeopardise my chances of getting cum laude even if I was possibly to get 75 or above in the second semester. Hope you can assist, I'm greatly sorry for any inconvenience. Thank you.

Kind Regards



Dear Student

It is with great pleasure to inform you that you have been identified as a well-performing student, having achieved a weighted average of 70% and above, and for that, well done. You stand a chance of having your degree awarded Cum Laude, or Summa Cum Laude. Congratulations. It is pertinent to bring to your attention the following:

A. Criteria for the degree to be awarded cum laude

A degree of Bachelor may be conferred cum laude in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

- (i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
- (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
- (iii) completed the degree in the prescribed minimum time, and
- iv) obtains a minimum of 75% in EDTP420.

B. Criteria for the degree to be awarded summa cum laude

A degree of Bachelor may be conferred summa cum laude in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

- (i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
- (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
- (iii) completed the degree in the prescribed minimum time, and
- iv) obtains a minimum of 75% in EDTP320 and EDTP420.

You are advised to continue to work diligently in 2022

Dr. Khumalo

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College of Humanities
School of Education

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Email: Khumalo813@ulzn.ac.za
Website: www.ulzn.ac.za
Tel: (+27) 31 260 3017

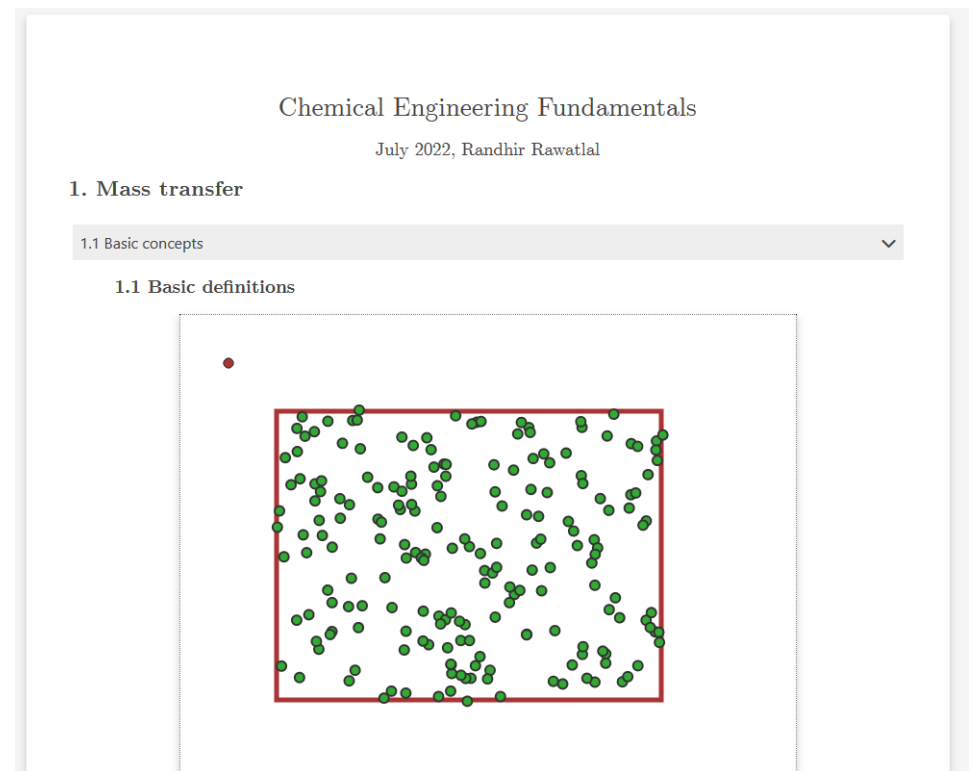


This view and opinions expressed in this email do not necessarily express or reflect the views and/or opinions of the University of KwaZulu-Natal
<http://www.ulzn.ac.za/disclosure>

INSPIRING GREATNESS

Attaching Teaching content – Publon Press

- ❖ Interactive creation of
 - ❖ Animated simulations
 - ❖ Latex documents
 - ❖ Fully rendered math equations
 - ❖ Auto-generation of assessment questions
 - ❖ Auto-grading of assessment questions
 - ❖ Self-testing and self-evaluation
 - ❖ Global repo of education content
 - ❖ Integrated ranking



Creating automated questions [skip]

- <https://modernscholarship.org/PublonPress>

The screenshot displays the Publon Press Editor interface. At the top, a blue header bar contains the logo, the text 'Publon Press Editor', a subtitle 'A project by the Modern Scholarship organisation', and navigation buttons for 'Edit', 'View', and 'About us'. A user profile icon is also present.

The main workspace is divided into three sections:

- Left Sidebar:** Contains a 'My publons' section with a dropdown menu showing 'Edit'. Below this is a 'Title' field with the text 'Reactors notes 1'. The 'Content' section shows a list of items, with the first item selected and its content visible in a code editor. The code is a JSON-like structure defining a document layout with CSS styles and LaTeX content.
- Main Content Area:** Displays the rendered document. The title is 'Reactor Technology Fundamentals', followed by the date 'July 2022, Randhir Rawatlal'. The main heading is '1. Kinetics and Thermodynamics', and the subheading is '1.1 Basic concepts'. The text describes basic definitions and units, including mass m [kg], time t [s], volume V [m³], moles n [mol], molar mass of component i : MM_i [kg/mol], and energy E [J = kg.m.s⁻²].
- Right Panel:** A 'Templates' panel with a list of options: 'Document layout', 'UI components', 'Publon elements', 'Question' (highlighted), 'Plot', 'Graph', and 'Animated drawing'. At the bottom is a 'Browse' button.

Auto-gen, Auto-grade

- ❖ Questions including randomised values
- ❖ Auto-generated solution
- ❖ Modes include
 - ❖ Training
 - ❖ Class poll
 - ❖ Questionnaire
 - ❖ Credit-bearing assessment
- ❖ Extend range of question types
- ❖ Potential for NLP for non-MCQ

Example

An initially empty container of volume $5m^3$ fed with a liquid of density $1200kg/m^3$ by a pipe of diameter $2cm$ is filled after 60 minutes. What is the velocity of the flow?

Please click on your answer

0 m/s

0.000314 m/s

4.43 m/s

0.00139 m/s

My Grade

Your answer 4.43 m/s is worth: **1 marks**

We first calculate the area as $A = \pi.d^2/4 = 0.000314m^2$. We note that the flowrate is

$$\dot{V} = \frac{\Delta V}{\Delta t} = 0.00139m^3/s.$$

The velocity is then

$$u = \frac{\dot{V}}{A} = 4.43m/s.$$

Student response

Message received from Class Representative

firstNames	lastName	q1	q3	From:
Thubelihle Lusizo	Msimang	50	50	Sent: Thursday, 08 September 2022 15:11
Michaela	Perumal	25	25	To:
Azrah	Adam	15	15	Subject: Publon
Mohamed Mustapha	Abdul Aziz	12	6	Greetings Sir .
Elton Reason	Mnisi	10	13	We humbly asking you to put some questions on publon if it's not inconvenient for you .
Krivania	Dorasamy	10	10	We would like to utilize it in preparation for the test .
Matthew Jerade	Chetty	10	0	Thank you
Neha	Rajpal	8	6	Get Outlook for iOS
Nashlin	Dillav	7	0	



Used Learning Management System at least 2 hours each week



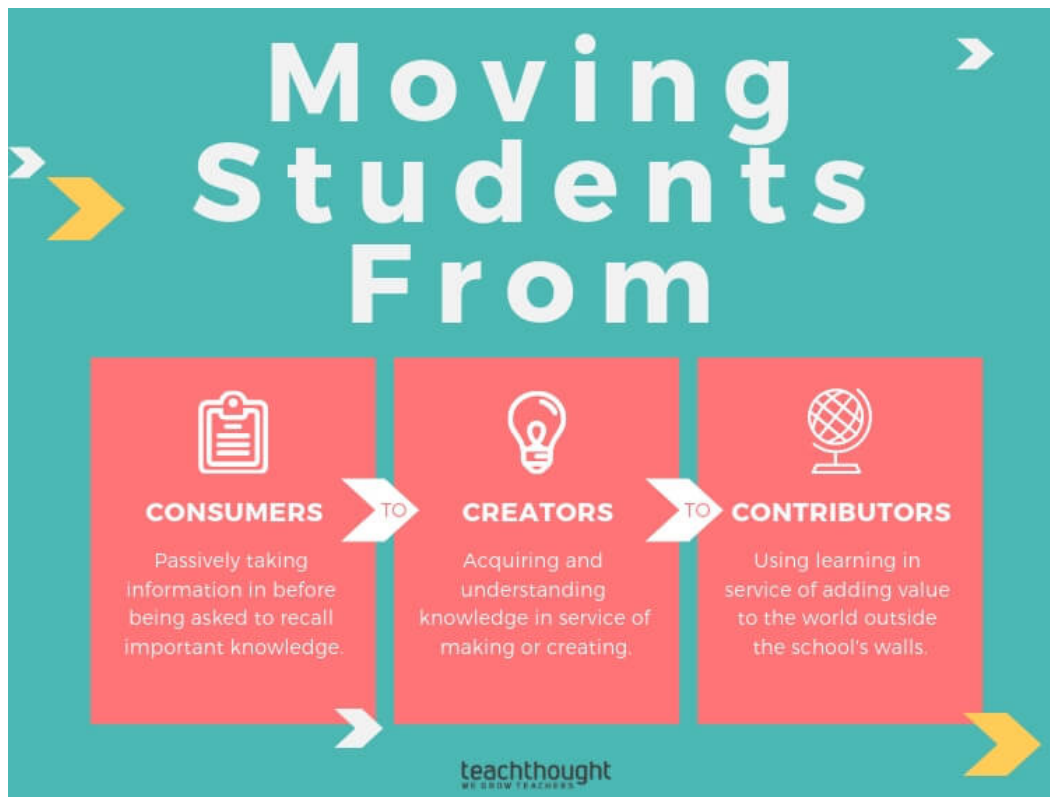
Maintained a mark of least 5 for all tutorials

firstNames	lastName	q1	q3	q4
Haneefa	Abdul Aziz	5	4	3
Manelisiwe Prudence	Maphela	5	6	5
Nkazimulo	Mthembu	5	0	0
Phila Andrew	Mlindazwe	5	2	2
Qiniso Nneko	Dlamini	5	2	2
Yurisha	Govender	5	0	0
Taihael	Sindraj	4	2	3
Arkaj	Maharaj	3	3	5
Nikesha	Chetty	3	2	2
Randhir	Rawatlal	3	0	0

showing 31 to 40 of 56 entries

Previous 1 2 3 4 5 6 Next

Student as creators [skip]



- ❖ Original – release editor for tutor creation support, co-lecturer
- ❖ Is creating content happily
- ❖ Students as creators
- ❖ Open Education rEsources
- ❖ National resource

Interest from institutions

- DUT – close involvement, training programmes
- UKZN – student risk
- WITS – boosted models
- CPUT – accreditation
- NWU, UWC – AutoAssessment

- **From more than one network partner:** As part of Siyaphumelela, do we have access to AutoScholar? (Create a network service?)
- Possible DHET collaboration
- Balance open-source approach



Most significant Outcome of Kresge/Siyaphumelela Engagement

Launch of the Hub for Innovation in Learning and Teaching (HILT)
















- Acknowledges the absence of a coherent systemic approach to T & L + Research for student success
- HILT will provide leadership and support to incubate and develop innovative ideas into products, projects, processes, and capacity to advance and institutionalise innovative teaching and learning at UKZN with students at the centre of the T & L universe.

Thank you for listening

- ❖ ASAF
- ❖ Student Advising for specific goals
- ❖ Automation for scale
- ❖ “Advising the Advisor”
- ❖ Student, lecturer, programme, institution
- ❖ Concept scaffolding
- ❖ Auto-assessment
- ❖ Open Education Res
- ❖ Multi-institution studies
- ❖ Financial report
- ❖ Launch of HILT

Students records

Student selector

 William Darryl Robinson 201757676
 Ralph Cecil Clark 201818575
 April Dora Diaz 201800054
 Terrance Barry Lopez 201809459
 Curtis Jacob Foster 201852625
 Melinda Velma Ross 201866786
 Adrienne Kathryn Turner 201870331
 Derrick Fernando Lopez 201803504
 Herbert Lee Sanchez 201861164
 Joseph Jon Scott 201818268
 Tyrone Gordon Gutierrez 201922967
 Jared Hugh Jones 201994399
 Esther Yolanda Brooks 201906987
 Marshall Cory Castillo 201959005
 Nancy Robin Scott

Terrance Barry Lopez 201809459

Currently on track to graduate with a **Lower Second** degree (credit wt av = 69.87%).
To reach a degree class of **Upper Second**, achieve an average of **70.36%** in the remaining **132 credits**.

NGCH421

Need to maintain an average of **77.78%** in the remaining in the remaining assessments.

quiz1: quiz1 (5% of final) **71%**
practical: practical (10% of final) Not available (not written?)
test2: test2 (10% of final) Not available (not written?)
test1: test1 (10% of final) **7%**
assignment: assignment (10% of final) Not available (not written?)
exam: exam (50% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)

Improve my results

NGCH422

Need to maintain an average of **73.95%** in the remaining in the remaining assessments.

quiz1: quiz1 (5% of final) **84%**
exam: exam (70% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)
test2: test2 (10% of final) Not available (not written?)
test1: test1 (10% of final) **33%**

Improve my results

NGCH523

Need to maintain an average of **74.19%** in the remaining in the remaining assessments.

test1: test1 (10% of final) **44%**

NGCH423

Need to maintain an average of **72.48%** in the remaining in the remaining assessments.

exam: exam (70% of final) Not available (not written?)
quiz2: quiz2 (5% of final) Not available (not written?)
quiz1: quiz1 (5% of final) **27%**