

BUSINESS MANAGEMENT DISTANCE EDUCATION RESEARCH ON YEAR MARK ASSESSMENT POLICY AT THE UNIVERSITY OF SOUTH AFRICA

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ABSTRACT

The current tuition policy of the Department of Business Management at the University of South Africa encourages, but does not compel students to submit assignments under the semester system. A relatively small percentage of students submit the voluntary assignment, thereby forfeiting the benefit of the learning experience and assessment feedback from the respective lecturers. The Department of Business Management is concerned that this voluntary assignment assessment policy impacts negatively on the standard of learning and assessment within the Department. It hence decided to implement, on a trial basis for 2003 and 2004, a year-mark option assignment policy for two of its undergraduate semester courses. The aim was to assess whether such an option contributed towards the improvement of examination results and the enhancement of the learning experience of students registered for the relevant courses. This paper reports on the findings of the year-mark option assignment policy for the second year degree course MNX202-J (marketing management) and the third year degree course MNF301-5 (financial management) for the trial period 2003 to 2004. The findings are in the form of (1) statistics on the percentage number of students who submitted assignments, average marks obtained and examination results statistics during the trial period; (2) the results of an opinion survey questionnaire sent to students to obtain their feedback on the value of compulsory year-mark option assignments; and (3) feedback and comments from facilitators involved in the year-mark option exercise. Finally recommendations are made on the way forward for future assessment in the Department of Business Management.

Key words: assessment feedback, learning experience, voluntary assignment

On 1 January 2004 the University of South Africa merged with the Technikon SA and the distance education section of Vista University. The new University of South Africa (Unisa) is the largest university in the country, and among the ten largest in the world. The new mega university registered 246 000 students (215 000 for formal academic programmes and about 31000 for non-formal programmes) for this academic year. Unisa's potential to significantly influence the intellectual development of the country is immense.

Unisa's College of Economic and Management Sciences has approximately 85 000 students and is made up of four schools, one of which is the School of Management Sciences. The

Department of Business Management is one of three departments in the School of Management Sciences and teaches around one quarter of the total students of the College of Economic and Management Sciences. As such the Department is one of the most significant in the College, as well as in the sphere of tertiary education in South Africa.

The current tuition policy of the Department of Business Management at Unisa does not compel students to submit assignments under the semester system. Students have however always been encouraged by the Department to submit the second of three assignments of the semester on a voluntary basis approximately halfway through the semester. This has resulted in a situation where a relatively small percentage of students utilise the opportunity to do the voluntary assignment, get the benefit of the learning experience and develop a feeling for the standard of assessment by the respective lecturers.

The Department of Business Management is concerned that the present voluntary assignment assessment policy impacts negatively on the standard of teaching and learning within the Department. It hence decided to implement, on a trial basis for 2003 and 2004, a year-mark option assignment policy for two of its undergraduate semester courses. The aim was to assess whether such an option contributed towards the improvement of examination results and the enhancement of the learning experience of students registered for the relevant courses.

This paper reports on the findings regarding this compulsory assignment experiment for the second and third year degree courses MNX202-J (marketing management) and MNF301-5 (financial management). The findings are presented in three parts. Part 1 presents statistics on number of students per semester and average assignment and examination marks obtained prior to and during the experiment. Part 2 presents the findings of a student opinion survey on compulsory assignments. Part 3 discusses feedback from lecturers on the experiment. The paper concludes with a recommendation on the way forward.

FINDINGS REGARDING THE COMPULSORY ASSIGNMENT EXPERIMENT

Part 1

The compulsory assignment experiment was introduced in semester 1 of 2003. Statistics on student enrolments per semester, average assignment marks for 2003 and 2004 (where available) and examination mark averages per semester from 2000 to present were obtained from previous and current records and are tabulated in Tables 2.1 and 2.2 below.

Table 1.1a. Number of assignments submitted by MNX202-J students and average mark of assignment

		No Submitted	Percentage Submitted	Average Mark
2003	Semester 1	521	60	62,8
	Semester 2	386	47	59,5
2004	Semester 1	495	49	57,8
	Semester 2	445	48	55,9

Table 1.1a indicates that in semester 1 of 2003, 60% of registered MNX202-J students submitted assignments for which the average mark was 62,8%. In semester 1 of 2004, 49% of registered MNX202-J students submitted assignments and the average mark obtained was 57,8 percent.

Table 1.1b. Number of assignments submitted by MNF301-5 students and average mark of assignment

		No Submitted	Percentage Submitted	Average Mark
2003	Semester 1	725	73	65,4
	Semester 2	590	62	55,7
2004	Semester 1	818	79	64,6
	Semester 2	510	76	56.9

Table 1.1b indicates that in semester 1 of 2003 73% of registered MNF301-5 students submitted assignments for which the average mark was 65,4%. Similarly, in semester 2 of 2003 62% of registered MNF301-5 students submitted assignments and the average mark was 55,7 percent.

Overall the percentage students who submitted assignments was higher for MNF301-5 than for MNX202-J.

Table 1.2a. Trends in average pass mark for MNX202-J students prior to and during compulsory assignment experiment

		No of Students Registered	No of Students Who Wrote	Average Mark
2000	Semester 1	329	276	46,1
2000	Semester 2	520	434	49,1
2001	Semester 1	586	472	46,9
2001	Semester 2	767	616	49,0
2002	Semester 1	905	698	49,7
2002	Semester 2	610	345	49,0
2003	Semester 1	864	642	49,6
2003	Semester 2	827	587	46,6
2004	Semester 1	1009	710	47,2
2004	Semester 2	929	623	46,1

Table 1.2 indicates the final examination marks from 2000 to 2004 obtained for MNX202-J. Prior to 2003, the average examination marks ranged between 46,1% and 49,1%. Since the introduction of a compulsory assignment with the year-mark option, examination averages have ranged between 49,6% and 46,1%. Hence the range of the average mark has remained quite consistent since the introduction of a compulsory assignment.

Table 1.2b. Trends in average pass mark for MNF301-5 students prior to and during compulsory assignment experiment

		No of Students Registered	No of Students Who Wrote	Average Mark
2000	Semester 1	764	654	71,7
2000	Semester 2	556	459	46,5
2001	Semester 1	831	732	40,5
2001	Semester 2	820	616	53,9
2002	Semester 1	1066	846	50,2
2002	Semester 2	671	510	46,6
2003	Semester 1	989	746	49,0
2003	Semester 2	950	746	55,1
2004	Semester 1	1129	995	51,1
2004	Semester 2	881	726	50,9

Table 1.2b indicates final examination marks from 2000 to 2004 for MNF301-5 students. Prior to 2003 average examination marks have ranged between 40,5% and 71,7% (latter mark a result of examination paper being 100% MCQs). Since the introduction of a compulsory assignment examination averages have ranged between 49,0% and 55,1%.

Chart 1.2: Average Pass Mark Trends

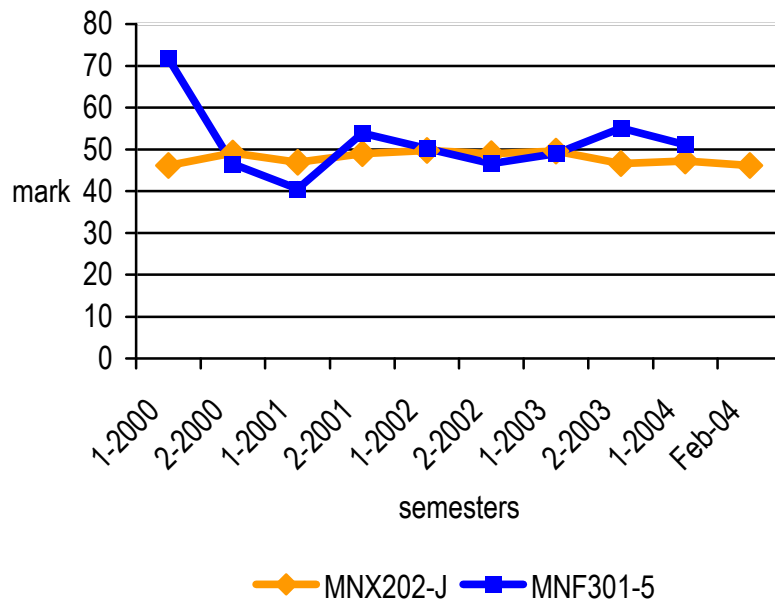


Chart 1.2 shows no significant improvement in examination marks for MNX202-J before and since the introduction of a compulsory assignment. In the case of MNF301-5, Chart 1.2 indicates that the range of the average mark for MNF301-5 has narrowed since the introduction of a compulsory assignment. There is a marginal improvement in the MNF301-5 marks trend since introduction of the compulsory assignment.

Part 2

In this section the results of a student opinion survey on a compulsory assignment are presented. The objective, method, scope and validity of the survey are first discussed. Thereafter the survey results are presented for the courses surveyed.

Objective of survey

The main objective was to get inputs from students to decide whether assignment marks should form part of the final assessment mark. Secondary objectives were to determine the value of assignments, as perceived by students, as well as the value of feedback to students.

Method and scope of survey

The School of Business Management developed a questionnaire and posted it to all students enrolled for the modules of MNX202-J (880 students) and MNF301-5 (1200 students). Students were requested to complete section A if they had submitted an assignment and section B if they had not.

Validity of survey results

Of the 880 MNX202-J students, 109 returned completed questionnaires (12,4%), and 153 of the 1200 MNF301-5 students responded (12,8%). Section A was completed by 88 (81,0%) second year respondents and 140 (91,5%) third year respondents. The low response rate of the survey does mean that the findings on student inputs cannot be regarded as representative. Nevertheless the students' inputs are considered essential feedback in the compulsory assignment experiment.

Presentation of survey results

The results of the study are presented in table and chart format with a number of remarks on the structured questions while a list of answers to unstructured questions is also supplied. The discussion follows the same sequence as the questions in the questionnaire. The A tables and charts refer to section A of the questionnaire and the B tables and charts to section B. For expediency the responses of MNX202-J and MNF301-5 are combined into one table in sections A and B.

OPINIONS OF STUDENTS WHO SUBMITTED AN ASSIGNMENT (SECTION A)

Table A1 illustrates the frequencies and percentages of respondents who welcomed the inclusion of an assignment mark in the final assessment mark.

Table A1. I welcome the inclusion of an assignment mark in the final assessment mark

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	3	3,4	8	5,7
Disagree	10	11,4	7	5,0
Agree	28	31,8	46	32,9
Strongly agree	47	53,4	79	56,4
Total	88	100,0	140	100,0

By far the majority of respondents welcomed the inclusion of an assignment mark in their final assessment mark. Chart A1 below is a graphical representation of table A1.

Chart A1: Include Assignment Mark

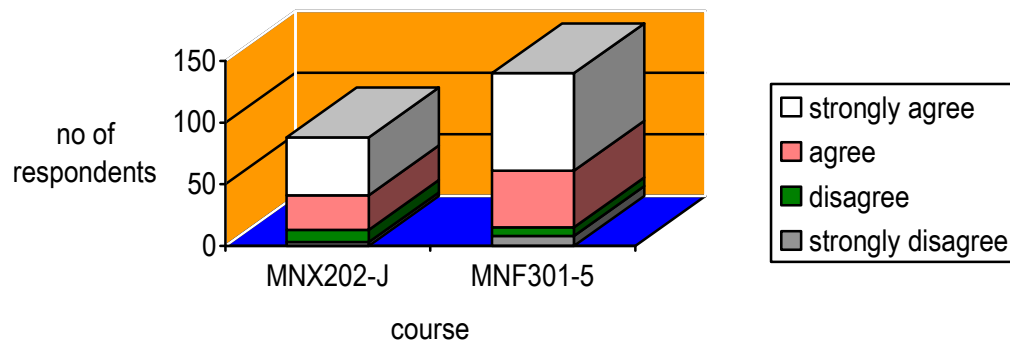


Table A2. Reflects the views of the respondents on the importance of submitting the assignment.

Table A2. I thought it was important for me to submit the assignment

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	1	1,1		1,0
Disagree	1	1,1	4	2,9
Agree	37	42,0	41	29,3
Strongly agree	49	55,7	95	67,9
Total	88	100,0	140	100,0

The vast majority of students who submitted an assignment felt that it was important for them to submit the assignment. Chart A3 plots the responses to question A3 which reads "submitting the assignment resulted in me spending more time on the study material".

Chart A3: Spent More Time on Study Material

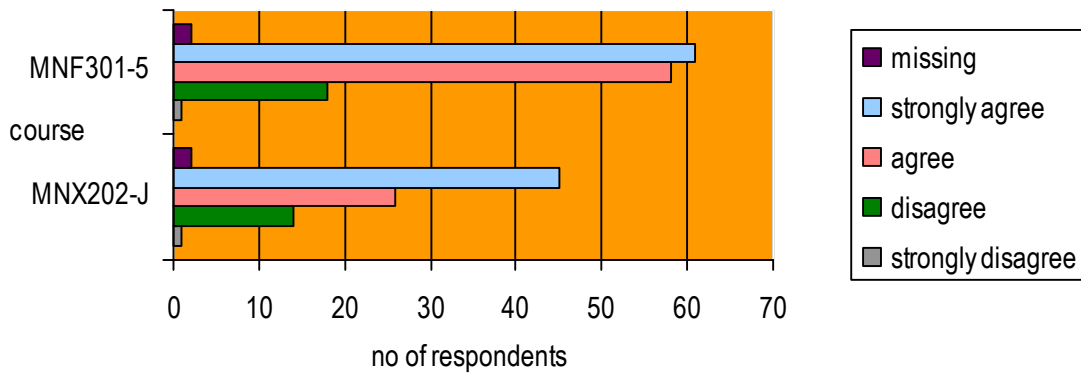
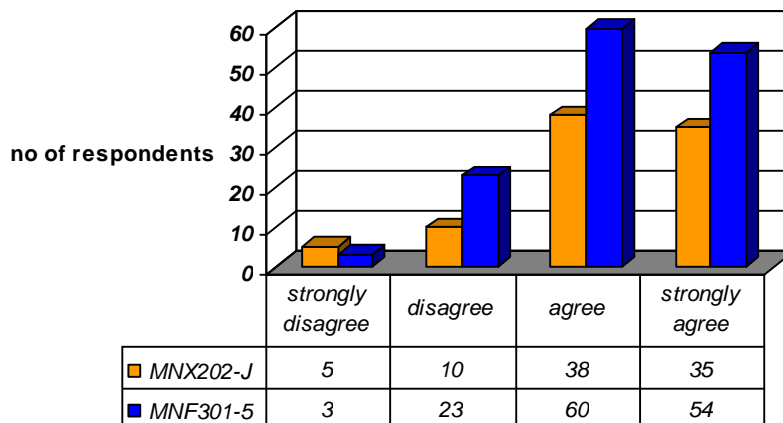


Chart A3 shows that most students who submitted an assignment strongly agreed or agreed that completion of the assignment forced them to spend more time studying than would otherwise have been the case.

Chart A4 plots the frequencies of responses to the statement “completing the assignment helped me to master the learning material”.

Chart A4: Master The Learning Material



Again the respondents overwhelmingly agreed that completing the assignment had helped them to master the learning material.

Table A5: It was difficult to find information for this assignment

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	12	13,7	19	13,6
Disagree	44	50,0	71	50,7
Agree	24	27,3	39	27,9
Strongly agree	6	6,8	10	7,1
Missing	2	2,2	1	0,7
Total	88	100,0	140	100,0

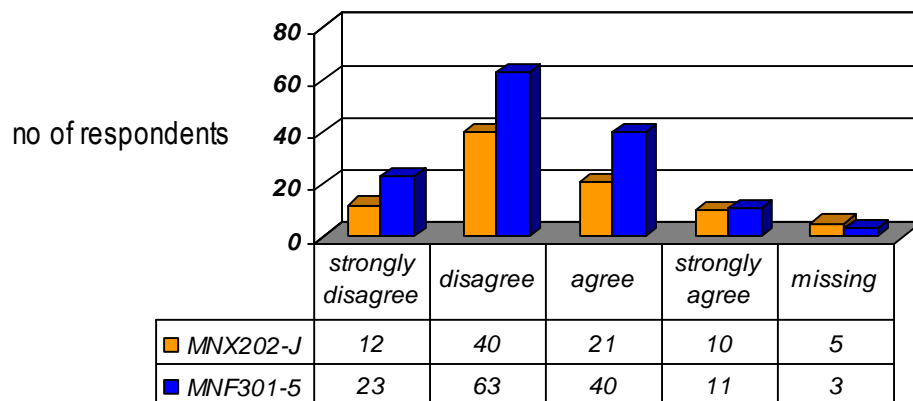
Most respondents disagreed with the statement “it was difficult to information for the assignment”.

Table A6: The feedback on my assignment helped me with my studies

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	5	5,7	6	4,3
Disagree	14	15,9	21	15,0
Agree	45	51,1	67	47,9
Strongly agree	23	26,1	45	32,1
Missing	1	1,2	1	0,7
Total	88	100,0	140	100,0

Most respondents agreed or strongly agreed that the feedback on their assignments helps them with their studies (table A6). Chart A7 reflects the responses to the statement “the marks I received for the assignment were higher than expected”.

Chart A7: Marks Were Higher Than Expected



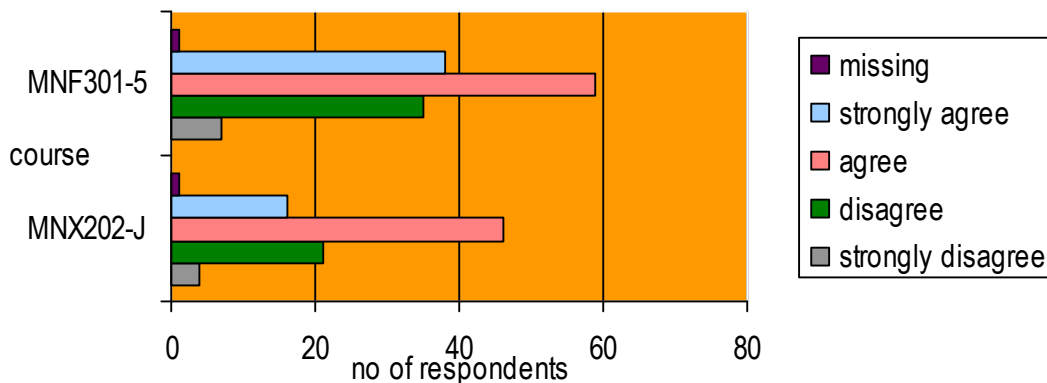
About one third of the students said the marks that they received for the assignment were higher than expected (table A7). Most expected a higher mark.

Table A8: I think the assignment was marked fairly

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	4	4,6	5	3,6
Disagree	12	13,6	15	10,7
Agree	55	62,5	87	62,2
Strongly agree	13	14,7	30	21,4
Missing	4	4,6	3	2,1
Total	88	100,0	140	100,0

Eighty four percent of the MNF301-5 respondents feel that the assignment was marked fairly while 10,7 % disagree with this viewpoint and 3,6 % strongly disagree (table A8). Chart A9 reflects the responses to the statement: “submitting the assignment gave me confidence that I will pass the module”.

Chart A9: Submitting Assignment Gave Me Confidence



The idea that submitting an assignment enhances students' confidence that they will pass a module is supported by around 70% of all the respondents.

Table A10: The assignments of all the modules should contribute towards the final assessment mark in those modules

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	13	15,3	25	17,9
Disagree	15	17,6	23	16,4
Agree	21	24,7	49	35,0
Strongly agree	36	42,4	42	30,0
Missing			1	0,7
Total	85	100,0	140	100,0

Tables A10 indicates that two thirds of MNX202-J and 70% of MNF301-5 respondents who submitted an assignment are of the opinion that assignments in all the modules should contribute towards the final assessment mark in those modules.

Section A open-ended question results

The results of two open-ended questions in section A are not tabulated but are dealt with in annexure A in the form of a list of unedited responses, as given by the students.

OPINIONSpinions of students who did not submit an assignment (Section B)

Thirty four respondents who did not submit an assignment returned their questionnaires. Of these 34 respondents, 21 were MNX202-J students and 13 were MNF301-5 students. Their responses are dealt with in this section in the same order as the questions in the questionnaire.

Table B1: I fully understood the instructions regarding the need to submit an assignment (MNX202-J)

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	3	14,3	1	7,7
Disagree	3	14,3	3	23,1
Agree	7	33,3	3	23,1
Strongly agree	5	23,8	6	46,2
Missing	3	14,3		
Total	21	100,0	13	100,0

Table B1 indicates that 28,6% of MNX202-J respondents 30,8% of MNF301-5 respondents that did not submit an assignment did not agree with the statement 'I fully understood the instructions regarding the need to submit an assignment' (table B1).

Table B2: I welcome the inclusion of an assignment mark in the final assessment mark

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	2	9,5	1	7,7
Disagree	5	23,8	2	15,4
Agree	5	23,8	6	46,2
Strongly agree	9	42,9	4	30,8
Total	21	100,0	13	100,0

Table B2b shows that 67% of MNX202-J respondents and 77% of MNF301-5 respondents welcome the inclusion of an assignment mark in the final assessment mark. Hence 105 more third year respondents were in favour of an assignment mark in the final assessment mark.

Chart B3: Not Enough Time To Do Assignment

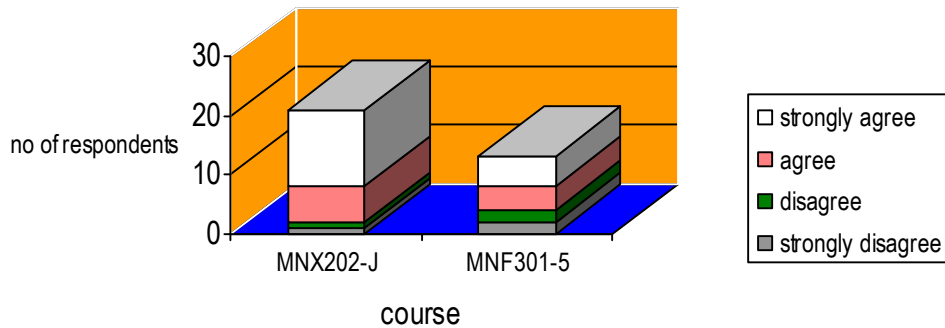


Chart B3 shows that the majority of respondents that did not submit the assignment strongly agreed and agreed that they did not have enough time to do the assignment.

Table B4. I did not think it was important to submit the assignment

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	6	28,5	4	69,2
Disagree	13	57,1	7	23,1
Agree	1	4,8		
Strongly agree	1	4,8	2	15,4
Total	21	100,0	13	100,0

Table B4 indicates that for MNX202-J, only 9,6% of those respondents that did not submit the assignment felt that it was not important to submit an assignment.

Table B5. I did not submit the assignment because it was too difficult

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	9	42,9	9	69,2
Disagree	5	23,8	3	23,1
Agree	3	14,3	1	15,4
Strongly agree	2	9,5		
Missing	2	9,5		
Total	21	100,0	13	100,0

Only one MNF301-5 respondent (15,4%) agreed with the statement that the assignment was too difficult (table B5).

Table B6. I did not fully understand the instructions regarding the need to submit an assignment

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	8	38,1	8	61,5
Disagree	3	14,3	3	23,1
Agree	4	19,1	2	15,4
Strongly agree	2	9,5		
Mising	4	19,0		
Total	21	100,0	13	100,0

More than a third of the MNX202-J respondents (35,3%) that did not submit an assignment indicated that they did not understand the instructions regarding the need to submit an assignment. This corroborates with the information from table B1. However for MNF301-5 respondents the information does not corroborate with table B1 as only 15% who did not submit an assignment said they did not understand the instructions regarding the need to submit an assignment (table B6).

Chart B7. Difficult to Find Info for The Assignment

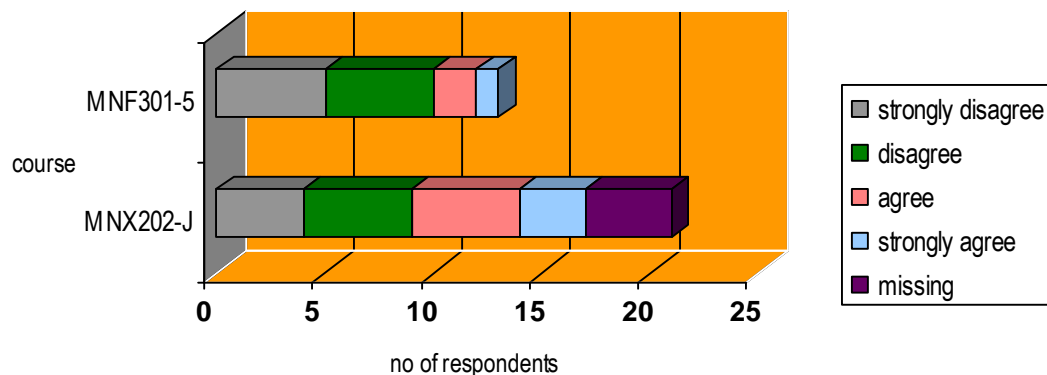


Chart B7 shows that more MNX202-J agreed or strongly agreed that it was difficult to find information for the assignment while most MNF301-5 respondents strongly disagreed or disagreed that it was difficult to find information for the assignment.

Table B8. I did not think the assignment would help me with my learning

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	9	42,9	9	69,2
Disagree	4	19,0	4	30,8
Mising	8	38,1		
Total	21	100,0	13	100,0

Table B8 indicates that all MNX202-J and MNF301-5 responses received from students who did not submit the assignment felt the assignment submission would have helped them with their learning

Table B9. I realise that I will now have to get a mark of at least 63 % in the examination in order to pass this module

	MNX202-J		MNF301-5	
	Frequency	Percentage	Frequency	Percentage
Strongly disagree	3	14,3	2	15,4
Disagree	2	9,5	4	30,8
Agree	5	23,8		
Strongly agree	8	38,1	7	53,8
Mising	3	14,3		
Total	21	100,0	13	100,0

The majority (61,9% for MNC202-J and 84,6% for MNF301-5) of the respondents who answered question B9 said they realised that they had to obtain a mark of 63 % in the examination to pass because they did not earn any credits for the assignment (table B9).

Chart B10: Confident of Passing Module

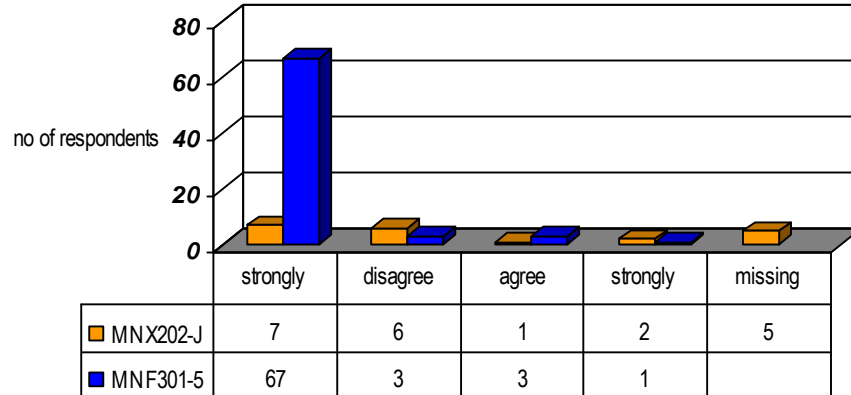


Chart B10 reflects the views of respondents on feeling confident that they could pass the module without having submitted the assignment. The MNF301-5 respondents displayed less confidence about passing the examination than the MNX202-J respondents. Both however did not feel very confident about passing the examination for having not submitted the assignment.

The reasons for not submitting the assignment as well as suggested changes to assignments in future from students who did not submit this assignment are reflected in annexure B.

Summary of findings of student opinion survey

Most students who submitted the assignment felt that completion of the compulsory assignment had forced them to spend more time studying than would otherwise have been the case. They also felt that the exercise had helped them to master the learning material and had boosted their confidence that they would pass the module. They found feedback on the assignments helpful and most respondents who submitted assignments felt that assignments in all the Business Management modules should contribute towards the final assessment mark of these modules.

Most of the students who did not submit the assignment supported the inclusion of an assignment mark in the final assessment mark. All of these students felt that they would have enhanced their studies if they had completed the assignment and most did not feel very confident about passing the module. The most common reason for not submitting the assignment was lack of time. The second most cited reason was that students either did not read or misread the instructions about submitting compulsory assignment.

PART 3

This section contains some feedback from course facilitators.

Overall comments from lecturers involved in the course are summarised as follows:

1. It is not possible to gauge whether work submitted is the original work of the student or that of a paid consultant as many Unisa students attend colleges outside of Unisa that teach Unisa courses.
2. Because of its contribution to the student's year mark, some student hysteria regarding the value of the assignment mark was experienced.
3. The use of the assessment mark is unpractical due to time and other constraints caused by the semester system. A more reliable method of assessment for distance education is required. Here continuous assessment might be the answer, provided all students have the means of accessing and utilising such continuous assessment.

The overall feedback from course lecturers and facilitators was disappointingly negative due to concerns regarding the practical and reliable implementation of compulsory assignments across the board.

RECOMMENDATION

This section recommends a way forward regarding the compulsory assignment option. The positive response from students regarding a compulsory assignment contrasts the negative feedback from lecturers involved in the exercise. A way forward is to find a practical and workable way to implement a compulsory assignment for modules in the Department of Business Management.

Recommendation based on above findings

It is recommended that a compulsory automated assignment (multiple choice questions) be reintroduced for MNF301-5.

The implementation of the above recommendation will:

- oblige students to commence their studies in good time
- ensure marking objectivity
- meet the time constraints of the modular system in terms of marking and year mark due dates.

MOST RECENT DEVELOPMENTS

In August 2004 a memorandum on the following was discussed at a Unisa College of Economic and Management Sciences Tuition Committee meeting:

- The National Department of Education (DOE) will only pay UNISA student subsidies if "the University can provide evidence that a student has actively studied before writing the final examination and the University delivered a valid responsive instructional service throughout the duration of the course..." The DOE conducts a census at the end of March and September each year to measure the number of students who are "actively" involved (because many students drop out before writing exams).

The College Tuition Committee recommended the following:

In order to comply with the DoE request and instruction to prove "active students",

- The first assignment will consist of Multiple Choice questions only to allow for automated assessment and would have a due date 10 days before the census date.
- This assignment will NOT contribute to the year mark, unless management forces this upon the college.
- The assignment will give automatic admission to the exam, regardless of the mark obtained in the assignment

CONCLUDING REMARK

The question of whether and to what extent the assignment should count towards the final mark is one open for debate, the percentage that was applied during the compulsory assignment exercise was 20%. The ultimate goal would be to strive towards continuous assessment for students so that they can progress at their own pace appropriate to each personal situation. In this way the Department of Business Management would be contributing meaningfully to the new mission statement of the University of South Africa, which, strives to make the institution "accessible to all learners ... by way of a barrier-free environment" and "addresses the needs of a diverse learner profile by offering relevant learner support, facilitated by an appropriate information and communications technology".

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Memorandum: Dean of Faculty of Economic and Management Sciences: Pretoria: University of South Africa, September 2001.

Memorandum: Director of School of Management Sciences: Pretoria: University of South Africa, August 2004.

ANNEXURE A

**OPINION SURVEY: ASSIGNMENT MARK OPTION
(MNF301-5)**

SECTION A: ANSWER THESE QUESTIONS IF YOU SUBMITTED AN ASSIGNMENT

QUESTION 11: 'Was there any other reason why you submitted the assignment?'

Questionnaire No	Comments
1	Working overseas & postal system
2	No
3	None
4	None
5	Helped with learning
6	None
7	Made me realise to that I should not waste time and that it is important and have to work from the start
8	No
9	To know wether I have been able to understand the concepts of the module
11	No
12	No
14	
16	No
17	It was a test for me to see if I really understand the work
19	I wanted to score higher in the assignment, which meant that I could be assisted in the exam
20	No
21	No
22	Compulsory
23	Because it contributes to the final assessment.
24	To take away some exam pressure.
25	To contribute to the finalassessment
26	To contribute to final mark
27	
28	Assist in the exam
30	Thought it was compulsory
31	To get the feel of the exam
33	No
34	Get confident towards exam
35	No
36	To find an example of how UNISA would mark the exam
37	No
38	Wanted to understand module
39	
40	Counted for exam mark
41	No
42	No
43	Counted towards final mark
45	Was compulsory
46	Compulsory and in my own best interest
47	Nee
48	To get used to the content
49	Optimise chances to pass
50	No

QUESTION 12: 'What was the main benefit that you gained by submitting the assignment'?

Questionnaire No	Comments
1	
2	Learning relevant chapters
3	Higher marks added knowledge
4	None
5	
6	To see if I understand the work
7	Made me realize that other chapters are important
8	Practice and assured mark .
9	Too evaluate my understanding of the module.
11	No only to score marks
12	.
14	
16	The memo and starting early
17	The satisfaction – knowing I was on the right track.
18	Studying before exams.
19	That the mark portion was allocated to the final exam mark
20	The Feedback on the answer showed me wat was expected
21	Made me aware of the amount of work to
22	Understanding that aspect of finance.
23	Spent more time on the module
24	Made me realize that I am falling behind
25	Skill and knowledge
26	Learned what was wrong
27	
28	Clarified some concepts
30	No response.
31	To get to the exam with marks in hand
33	Credits towards final mark
34	Practice in answering questions
35	Spend more time on topic
36	Practice
37	Credits
36	Better understanding.
39	Understood and performed better.
40	Knowledge and relief towards exam stress I'm on the right track!
42	Started studies earlier
43	The good mark received pleased me.
44	The practical nature of the question
45	None
46	Practical experience
47	Understanding tutorial matter
48	Find out about what I struggle with
49	Started earlier with my studied
50	More insight of what to expect in the exam

ANNEXURE B**SECTION B: ANSWER THESE QUESTIONS IF YOU DID NOT SUBMIT AN ASSIGNMENT**

QUESTION 11: 'Was there any other reasons why you did not submit the assignment?'

Questionnaire No	Comments
10	Full time working students thus part time students simply do not have the time to get assignments in on time
15	Tutorial matter received late
20	No
51	Though it was not compulsory
25	Did not have time.
112	Though it was not compulsory
123	Did not read the instructions/ time and work
134	I have never received any information about submitting assignments. .
135	Career requires extensive travel. Time.
146	To many subjects. Started to late with the module..

QUESTION 12: 'What changes would you like to see made to this assignment for future students?'

Questionnaire No	Comments
10	
15	Earlier despatch of tutorial matter
20	More calculations
25	To have more time
51	None
112	.
113	Make sure the students know. Highlight the point that the 20% can make a difference
134	None
135	None
146	Put a red sticker on first page of study guide tut letter to warn about the pending assignment. would like extension of time to be given if problem arises.