

# REPORT ON THE QUALITY ASSURANCE OF THE EXAMINATIONS AND ASSESSMENT FOR VOCATIONAL EDUCATION AND TRAINING

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## 2010

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General and Further Education and Training

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# Foreword by the Chairperson of Umalusi

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Since its inception, Umalusi has been involved in the quality assurance of Vocational Education and Training qualifications. The General and Further Education and Training Act mandates Umalusi to certify the National Technical Education (NATED) Report 190/191 as well as the National Certificate (Vocational) (NC(V)) programmes.

During 2010, Umalusi concentrated its quality assurance primarily on the NC(V) qualification, with the main focus being on NC(V) Level 4, which is the final exit point for the NC(V) qualification. Quality assurance of a limited scope was conducted on NC(V) Levels 2 and 3.

In order to ensure that the overall standard and quality of the examinations for these qualifications were of an acceptable standard, the following processes were undertaken:

- Moderation of question papers;
- Monitoring and moderation of internal continuous assessment (ICASS);
- Monitoring and moderation of the conduct of the integrated summative assessment tasks (ISATs);
- Monitoring of the different phases of the examinations;
- Verification of marking; and
- Standardisation of marks according to agreed principles and procedures.

Umalusi has established a set of compliance criteria for each of the above processes. To ensure that the criteria are in line with current trends in assessment and examinations, these criteria are subjected to constant review and refinement. In 2010, Umalusi together with the Department of Higher Education and Training conducted a successful capacity-building workshop for examiners and moderators. This, together with the more intensive scrutiny of question papers by Umalusi staff this year, has contributed to a higher standard of question papers. Umalusi has committed itself to prioritise this capacity-building for 2011.

Bearing in mind that the NC(V) is still a very new qualification in Further Education and Training, it is good to report that substantial progress has been made with the improvement of certain systems and processes for the meaningful implementation and quality assurance of the NC(V). However many challenges still remain. The NC(V) is demanding in its assessment requirements (in terms of both facilities and resources) and colleges have had to adjust to these new expectations. Challenges remain mainly with regard to the enrolment and retention of learners and suitably qualified staff; implementation of assessment of the practical component of the qualification; and the throughput rate. It is of utmost importance that solutions to these challenges be found.

In 2010, there has been a marked improvement in the daily reporting of irregularities, and consolidated reports were received on a regular basis during the November examination. The improved awareness of irregularities around question papers, and the administration and the marking of the examinations resulted in more timely reporting to Umalusi.

The gazetted decision by the Minister of Higher Education and Training to review the phasing out of the NATED Report 190/191 programmes and the permission granted for these courses to continue until the Quality Council for Trade and Occupations (QCTO) is fully established and functional, has major implications for Umalusi. A greater sample of the assessment for these courses will be considered in 2011.

Based on the results, the reports received from Umalusi's team of external moderators and monitors, as well as the deliberations and conclusions of its Assessment Standards Committee, the Executive Committee of the Umalusi Council concluded that the quality assurance processes were conducted in a fair and reliable manner and that the results are credible.

Through its quality assurance processes, Umalusi will continue to ensure that the quality, integrity, and credibility of the Vocational Education and Training assessments are maintained and improved. Umalusi, as the quality council for this sector will continue in its endeavour towards building a world-class assessment system for VET qualifications.

A handwritten signature in black ink, appearing to read 'A. Mabizela', with a stylized flourish underneath.

Dr SG Mabizela  
29 December 2010

# Acronyms

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CD:NEA	-	Chief Directorate: National Examinations and Assessment
DHET	-	Department of Higher Education and Training
EC	-	Eastern Cape Province
FET	-	Further Education and Training
FS	-	Free State Province
Gau	-	Gauteng Province
KZN	-	KwaZulu-Natal Province
ICASS	-	Internal Continuous Assessment
ISAT	-	Integrated Summative Assessment Task
L2	-	Level 2
L3	-	Level 3
L4	-	Level 4
Lim	-	Limpopo Province
Mpu	-	Mpumalanga Province
NATED	-	National Technical Education
NC	-	Northern Cape Province
NC(V)	-	National Certificate (Vocational)
NEIC	-	National Examinations Irregularity Committee
NQF	-	National Qualifications Framework
NSC	-	National Senior Certificate
NW	-	North West Province
OBE	-	Outcomes Based Education
PDE	-	Provincial Department of Education
P1	-	Paper 1
P2	-	Paper 2
UMALUSI	-	Quality Council for Quality Assurance in General and Further Education and Training
VET	-	Vocational Education and Training
WC	-	Western Cape Province
WCED	-	Western Cape Education Department



# Section One

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# Overview of the report

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## 1 BACKGROUND

Umalusi has the statutory obligation to quality assure all the exit point assessments and examinations for the qualifications on the General and Further Education and Training Qualifications Framework.

As one of the quality councils, Umalusi executes this function through a variety of processes including:

- Setting of standards;
- Monitoring and reporting on the adequacy and suitability of qualifications and standards;
- Quality assurance of exit point assessments;
- Certification of learner achievements;
- Quality promotion amongst providers; and
- Accreditation of providers of education, training and assessment.

In the Vocational Education and Training (VET) sector, Umalusi quality assures the assessments of the following qualifications:

- The National Certificate Vocational (NC(V)) Levels 2, 3 and 4; and
- The NATED 190/191 namely,
  - The National Technical Certificates, N1, N2 and N3; and
  - The National Senior Certificate (NSC).

In fulfilling its statutory responsibility, and with the aim of maintaining and improving standards in the VET sector, Umalusi undertook the following quality assurance of assessment processes in 2010:

- Moderation of the NC(V), November 2010 and 2011 supplementary, examination question papers, as well the finalisation of the March 2010 supplementary examination question papers;
- Monitoring and moderation of internal continuous assessment (ICASS);
- Monitoring and moderation of the conduct of the integrated summative assessment tasks;
- Monitoring of different phases of the examinations written throughout the year;
- Verification of marking; and

- Standardisation of marks.

Umalusi reports annually on each of the quality assurance processes and procedures which jointly allow it to make an evaluative judgement of the credibility of the assessments. These processes ensure that all aspects of the assessment are moderated and monitored against prescribed criteria thus ensuring that standards are maintained and improved.

This report focuses on the quality assurance of the assessment of the abovementioned qualifications for the year 2010. Umalusi quality assured sampled aspects of assessments and examinations from the NATED 190/191 and the NC(V).

In 2010, mindful of the difficulties which had emerged during 2009, Umalusi undertook a variety of initiatives to support and strengthen the setting and moderation of examination papers for the NC(V). These included training workshops and a far greater involvement by Umalusi staff in ensuring the quality of question papers.

Umalusi moderated the internal continuous assessment (ICASS) of a sample of the NC(V) subjects during July/August and again in October. This process involved the monitoring and moderation of ICASS at selected sites (during July/August) and the centralised moderation of a sample of portfolios of evidence and portfolios of assessment at provincial level in October.

During September/October, Umalusi moderators checked on the conduct of Integrated Summative Assessment Tasks (ISATs) in a sample of programmes and subjects. This involved monitoring the conduct of the ISATs and/or the moderation of the completed tasks.

Six National Technical Certificate (NATED Report 190/191) examinations were monitored during March, April, June, August and November 2010. The Natural Sciences examinations were conducted in April, August and November 2010, and the Business and General Studies examinations were written in March, June and November 2010.

The NC(V) examinations were held during February/March and November 2010, and the conduct of these examinations was monitored by Umalusi.

In addition, Umalusi verified the marking of a sample of subjects from the NC(V) examinations and one subject from the November NATED examinations.

The results of the following examinations were standardised:

- April, August and November Natural Sciences examinations;
- June and November General Studies examinations;
- November NC(V) examination.

## **2 PURPOSE OF THE REPORT**

The purpose of this report is to present to the Minister of Higher Education and Training the findings of Umalusi's quality assurance of the 2010 VET assessments, with particular reference to the following:

- The salient findings on question paper moderation from both the external moderator reports and Umalusi staff involved in this process;
- The quality and standard of scoring/marking of the assessments;
- The efficiency and effectiveness of systems and processes implemented in the conduct of the VET assessments;
- The efficiency and effectiveness of the processes implemented in the conduct of the VET examinations; and
- The moderation of marks during the standardisation process.

## **3 SCOPE OF THE REPORT**

This report covers all the 2010 VET assessments and reports on the quality assurance of assessment processes used by Umalusi to ensure that the assessment was of the required standard.

Section one of this report provides an overview of the quality assurance processes used by Umalusi to ensure that the assessments met the required standards. In addition, it outlines the purpose and scope of the report.

Section two covers the quality assurance of the NC(V).

Section three covers the quality assurance of the NATED 190/191 examinations.

Both sections two and three present the salient findings with respect to each of the quality assurance processes, identify good practice, and highlight areas requiring improvement.

Section four concludes the report on Umalusi's quality assurance of the vocational education and training examinations. Recommendations for the improvement of the processes are proposed.

## Section two

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Quality assurance of NC(V) assessment

# Chapter 1

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## Moderation of question papers

### 1 INTRODUCTION

An examination question paper provides students with the opportunity to demonstrate the knowledge and skills they have learned. As such, an examination is an important measurement tool and its validity, reliability and fairness should be established at the outset.

In the case of the National Certificate (Vocational) (NC(V)), the Department of Higher Education and Training (DHET) is responsible for the setting and the administration of question papers, while Umalusi, through a rigorous moderation process, attests to the standard and quality of these question papers.

Umalusi moderates question papers externally to ensure that these papers assess the knowledge, skills and attitudes that the curriculum was designed to impart and that the cognitive demand of the papers conforms to the requirements of the relevant Subject and Assessment Guidelines. Question papers are thus evaluated for compliance with policy and the Subject and Assessment Guidelines. This process measures the level of cognitive challenge of the question papers, the appropriateness and weighting of content covered in the question papers and their quality of presentation. Umalusi then advises the internal moderators of papers' acceptability—or not—and recommends any changes to be effected.

In 2010, Umalusi and the DHET, in an attempt to improve the quality and level of compliance of the question papers, ran combined training sessions for examiners, internal moderators and Umalusi external moderators. These proved to be very positive interactive events and had a significant impact on the examination setting and moderation process. Further initiatives provided opportunities for Umalusi staff to be more directly involved in quality assuring the examination papers.

Level 2 and 3 examination papers are marked internally at college level. In order to establish and maintain marking standards, question papers require marking guidelines that are accurate and comprehensive. In 2010, Umalusi made marking guidelines a focus for examiners and moderators. The moderation instrument was expanded accordingly and marking guidelines were given greater focus in the moderation process.

The success of these initiatives is evident in the overall improvement and higher percentage of examination papers which were approved after first moderation.

## 2 PURPOSE

The purpose of this chapter is to report on the validity and quality of the 2010 examination question papers for NC(V) Levels 2, 3 and 4. The moderated sample includes the March 2010 supplementary papers, the November 2010 papers and the March 2011 supplementary papers. This section of the report aims:

- To provide an indication of the sample size in terms of subjects and levels of question papers included in the moderation exercise;
- To demonstrate that there is an equivalent quality and standard across and within subject and programme examination papers;
- To ensure that the supplementary question papers are of the same standard as the November examination papers;
- To give an overview of the crucial findings relating to the quality and standard of the externally moderated question papers;
- To provide an overview of the crucial findings relating to the quality and standard of the externally moderated marking guidelines;
- To highlight areas both where good practice was evident and where improvement is required; and
- To include recommendations that will enhance the quality—and guarantee the maintenance of standards—of question papers.

## 3 SCOPE

This report covers the findings of the moderation process of the NC(V) examination papers, together with their marking guidelines, in subjects which were written during the February/March 2010 Supplementary examination period and the November 2010 examinations. For statistical purposes and to identify general trends, the report includes the moderation of the February/March 2011 Supplementary examination papers. Umalusi covered as many Level 4 subjects as possible — given the financial and human resources constraints — and additional subject moderators were appointed, trained and deployed for this purpose.

The table on the next page provides a list of the subjects and levels that were sampled and moderated during the 2010 moderation process (shaded blocks indicate 'not applicable'):

**Table 1: Moderation sample – subjects and levels**

No	NC(V) SUBJECTS MODERATED 2010	March 2010			November 2010			March 2011		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
1	Advertising and Promotions	√	√	√	√	√	√	√	√	√
2	Afrikaans First Additional Language (Paper 1)	√	√	√	√	√	√	√	√	√
3	Afrikaans First Additional Language (Paper 2)	√	√	√	√	√	√	√	√	√
4	Agribusiness						√			√
5	Animal Production	√	√	√	√		√	√		√
6	Applied Accounting (Paper 1)	√	√	√	√		√	√		√
7	Applied Accounting (Paper 2)			√			√			√
8	Applied Engineering Technology			√						
9	Applied Policing						√			√
10	Art and Science of Teaching					√			√	
11	Automotive Repair and Maintenance	√					√			√
12	Business Practice						√			√
13	Civil Construction Technology			√			√			√
14	Client Services and Human Relations	√	√	√			√			√
15	Computer Programming (Paper 1)			√			√			√
16	Computer Programming (Paper 2)			√			√			√
17	Construction Carpentry and Roof Work	√	√		√			√		
18	Construction Materials	√								
19	(Construction) Plant and Equipment		√		√			√		
20	Construction Supervision			√			√			√
21	Consumer Behaviour						√			√
22	Criminal Justice Process						√			√
23	Criminal Justice Structures and Mandates					√			√	
24	Criminology						√			√
25	Drawings, Setting Out, Quantities, and Costing (Paper 1)		√	√			√			√
26	Drawings, Setting Out, Quantities, and Costing (Paper 2)			√			√			√
27	Early Childhood Development					√			√	
28	Economic Environment		√	√			√			√
29	Electrical Principles and Practice		√	√			√			√
30	Electronic Control and Digital Electronics		√	√		√	√		√	√
31	Electrotechnology					√			√	
32	Engineering Fabrication Boilermaking			√			√			√
33	Engineering Fabrication Sheet Metal Work			√			√			√
34	Engineering Fundamentals				√			√		

No	NC(V) SUBJECTS MODERATED 2010	March 2010			November 2010			March 2011		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
35	Engineering Graphics and Design		√							
36	Engineering Practice and Maintenance		√							
37	Engineering Processes			√			√			√
38	Engineering Systems	√								
39	English First Additional Language (Paper 1)	√	√	√	√	√	√	√	√	√
40	English First Additional Language (Paper 2)	√	√	√	√	√	√	√	√	√
41	Entrepreneurship	√			√			√		
42	Farm Planning and Mechanisation			√			√			√
3	Financial Management						√			√
44	Fitting and Turning		√				√			√
45	Food Preparation	√	√	√	√	√	√	√	√	√
46	Governance						√			√
47	Hospitality Generics	√			√	√	√	√	√	√
48	Hospitality Services						√			√
49	Human and Social Development				√			√		
50	Introduction to Law				√			√		
51	Introduction to Systems Development (Paper 1)	√			√			√		
52	Introduction to Systems Development (Paper 2)	√			√			√		
53	IsiXhosa First Additional Language (Paper 1)	√								
54	IsiXhosa First Additional Language (Paper 2)	√								
55	Law Procedures and Evidence						√			√
56	Learning Psychology					√			√	
57	Life Orientation (Paper 1)	√	√	√	√	√	√	√	√	√
58	Life Orientation (Paper 2)				√	√	√	√	√	√
59	Management Practice	√	√	√		√	√		√	√
60	Marketing	√	√	√						
61	Marketing Communication						√			√
62	Material Technology					√			√	
63	Mathematical Literacy (Paper 1)	√	√	√	√	√	√	√	√	√
64	Mathematical Literacy (Paper 2)	√	√	√	√	√	√	√	√	√
65	Mathematics (Paper 1)	√	√	√	√	√	√	√	√	√
66	Mathematics (Paper 2)		√	√		√	√		√	√
67	Mechatronics Systems				√	√		√	√	
68	New Venture Creation					√	√		√	√
69	Office Data Processing		√	√	√	√	√	√	√	√
70	Office Practice	√	√	√			√			√

No	NC(V) SUBJECTS MODERATED 2010	March 2010			November 2010			March 2011		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
71	Operations Management						√			√
72	Personal Assistance						√			√
73	Physical Science (Paper 1)	√	√	√	√	√	√	√	√	√
74	Physical Science (Paper 2)	√	√	√	√	√	√	√	√	√
75	Principles of Computer Programming		√							
76	Project Management		√	√			√			√
77	Science of Tourism		√	√			√			√
78	Soil Science	√	√			√			√	
79	Stored Programme Systems					√			√	
80	Sustainable Tourism in South Africa and Regional Travel		√							
81	Sustainable Tourism in South Africa and International Travel			√			√			√
82	Systems Analysis and Design		√	√						
83	Tourism Operations	√				√	√		√	√
84	Welding						√			√
	<b>Total papers at each Level</b>	<b>30</b>	<b>35 39</b>		<b>26 29</b>		<b>56 26</b>		<b>29 56</b>	
	<b>Total subjects at each Level</b>	<b>23</b>	<b>30 31</b>		<b>20 23</b>		<b>47 20</b>		<b>23 47</b>	

## 4 QUALITY ASSURANCE APPROACH

Umalusi employs subject experts to externally moderate a sample of NC(V) Level 2, Level 3 and Level 4 question papers and their accompanying marking guidelines (numbers at each level outlined above). The criteria used to moderate the question papers cover the following aspects:

- Technical details related to the presentation of the question papers and marking guidelines;
- Internal moderation in terms of purposeful efficiency in assuring quality;
- The coverage of content, learning and skills outcomes in each subject;
- The balance of cognitive skill which demand a variety of level and types of questions;
- The consistency and appropriateness of mark distribution and allocation according to cognitive skill demand and type of question;
- The relevance and correctness of the marking guidelines, especially in facilitating accuracy and a high standard of marking;
- The language is pitched at the right level for common interpretation and that there is no bias that advantages some learners over others;
- The predictability—and level of innovation—in the questions;

- The adherence of the question papers to the relevant Subject and Assessment Guidelines in terms of weightings, spread of question types and cognitive demand;
- The evaluation of examiners' assessment frameworks/grids;
- The progression between subject levels and the parity of demand and standard between November and Supplementary papers, and between examination papers from previous years;
- An overall evaluative judgement by external moderators of the papers in terms of validity, reliability and suitability of the level they purport to assess.

In 2010, Umalusi and the DHET conducted combined training sessions in Programme subject clusters. The purpose was threefold:

- To raise the bar in terms of setting and moderation by increasing awareness of the principles of good question setting techniques;
- To draw up Examination Guidelines in order to establish consensus among examiners and moderators about the format, content and demands of the examination papers;
- And finally, to promote cooperative interaction among those responsible for examinations.

At the training sessions, presentations on examination setting techniques were provided by experts. Participants were exposed to methods of questioning that would ensure the prescribed weighting and required cognitive demand of papers. The use and importance of the assessment framework/grid and the need for comprehensive and accurate marking guidelines for each paper was emphasised. The focus of the training then moved to the particular subject areas and delegates worked together to develop Examination Guidelines for colleges. The purpose of these Examination Guidelines was to encourage better examination practice. The intention was that the chief examiner would finalise the guidelines, submit them to the external moderators and send the final document to colleges. Examinations were set according to these guidelines. Furthermore, the sessions encouraged interaction and cooperation among those responsible for setting question papers.

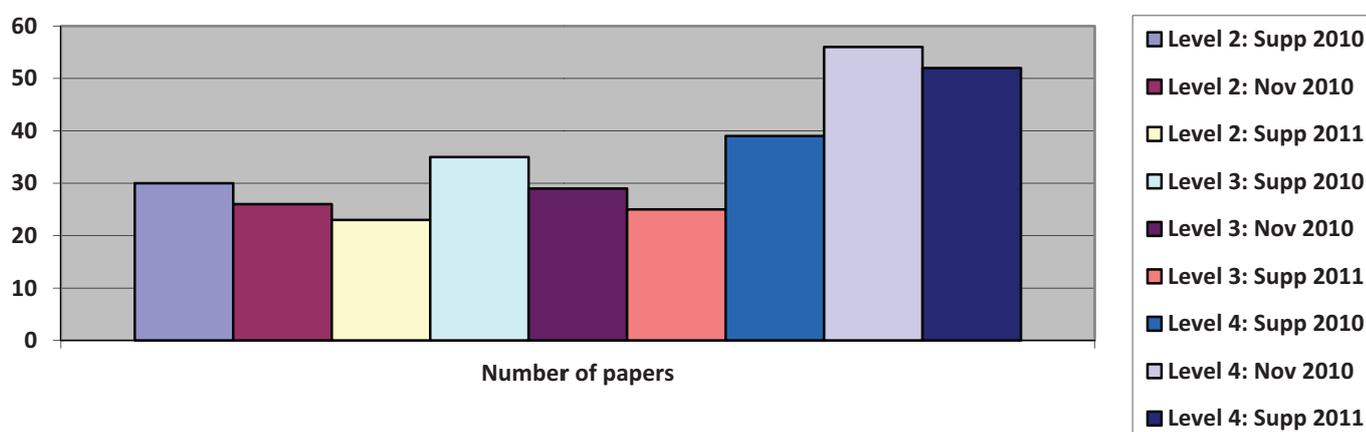
# 5 FINDINGS

## 5.1 OVERVIEW

The findings of the moderation of the sample of question papers by Umalusi moderators are presented both statistically and as explanatory notes.

In 2010, Umalusi moderated 104 March 2010 Supplementary papers, 111 November 2010 papers and 111 March 2011 Supplementary papers. Please note that the statistics and explanatory notes reflect only the reports that were available when going to press – hence 11 less March 2011 Supplementary papers could be discussed.

**Figure 1: Sample of papers moderated by Umalusi from each level and examination**



Statistics provide the following information about the approval status of question papers after the first Umalusi moderation process:

- In general, the moderation of the March 2010 Supplementary, the November 2010 and the March 2011 Supplementary examinations revealed a steady increase in the number of papers approved on first moderation: 40% (2010 Supplementary); 49% (2010 November); 51% (2011 Supplementary).
- At the same time, there was a steady decrease in papers rejected on first moderation from the March 2010 Supplementary to the March 2011 Supplementary: 12.5% (2010 Supplementary); 4.5% (2010 November); 2% (2011 Supplementary).

**Table 2: Status of question papers after first external moderation**

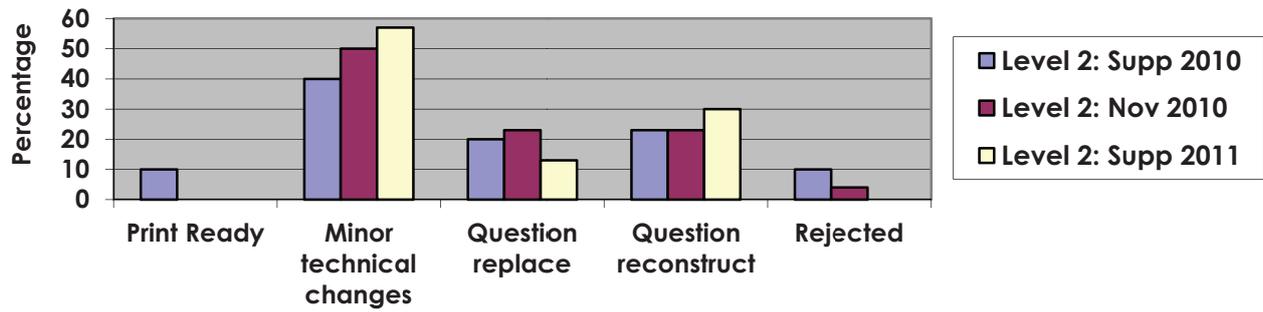
Examination	Level	Total	Approved Print ready		Approved Technical errors		Conditionally approved - Replace questions		Conditionally approved - Restructure questions		Rejected	
			No	%	No	%	No	%	No	%	No	%
Supplementary March 2010	L2	30	3	10	12	40	6	20	7	23	5	10
	L3	35	1	3	15	43	8	22	11	31	1	3
	L4	39	1	3	10	26	11	28	10	26	7	18
<b>TOTALS</b>		<b>104</b>	<b>4</b>	<b>-</b>	<b>37</b>	<b>-</b>	<b>25</b>	<b>-</b>	<b>28</b>	<b>-</b>	<b>13</b>	<b>-</b>
November 2010	L2	26	0	0	13	50	6	23	6	23	1	4
	L3	29	4	14	12	41	6	21	5	17	2	7
	L4	56	1	2	24	43	10	18	18	32	2	4
<b>TOTALS</b>		<b>111</b>	<b>5</b>	<b>-</b>	<b>49</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>29</b>	<b>-</b>	<b>5</b>	<b>-</b>
Supplementary March 2011	L2	23	0	0%	13	57%	3	13%	7	30%	0	0%
	L3	25	2	8%	10	40%	10	40%	2	8%	1	4%
	L4	52	2	4%	24	46%	8	15%	6	33%	1	2%
<b>TOTALS</b>		<b>100</b>	<b>4</b>	<b>-</b>	<b>47</b>	<b>-</b>	<b>18</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>2</b>	<b>-</b>

**Table 3: The approval status of moderated L2 papers**

Level and Examination Date	Number of papers	Print Ready	Minor technical changes	Question replace	Question reconstruct	Rejected
Level 2: Supplementary 2010	30	3	12	6	7	5
Level 2: November 2010	26	0	13	6	6	1
Level 2: Supplementary 2011	23	0	13	3	7	0

**Figure 2: The aggregated percentages of each approval status of the Level 2 papers**

**Approval status of L2 papers in 3 examinations**

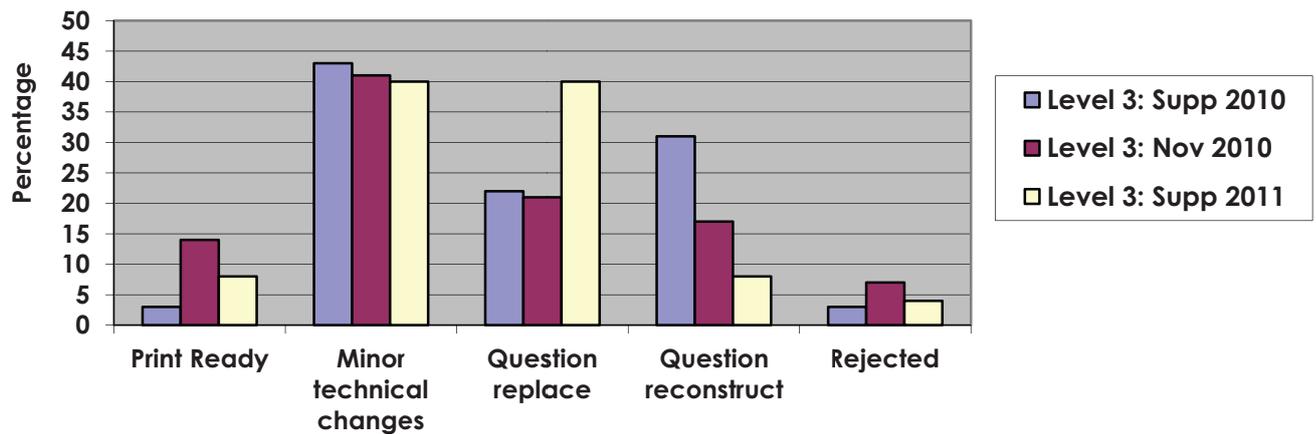


**Table 4: The approval status of moderated L3 papers**

Level and Examination Date	Number of papers	Print Ready	Minor technical changes	Question replace	Question reconstruct	Rejected
Level 3: Supplementary 2010	35	1	15	8	11	1
Level 3: November 2010	29	4	12	6	5	2
Level 3: Supplementary 2011	25	2	10	10	2	1

**Figure 3: The aggregated percentages of each approval status of the Level 3 papers**

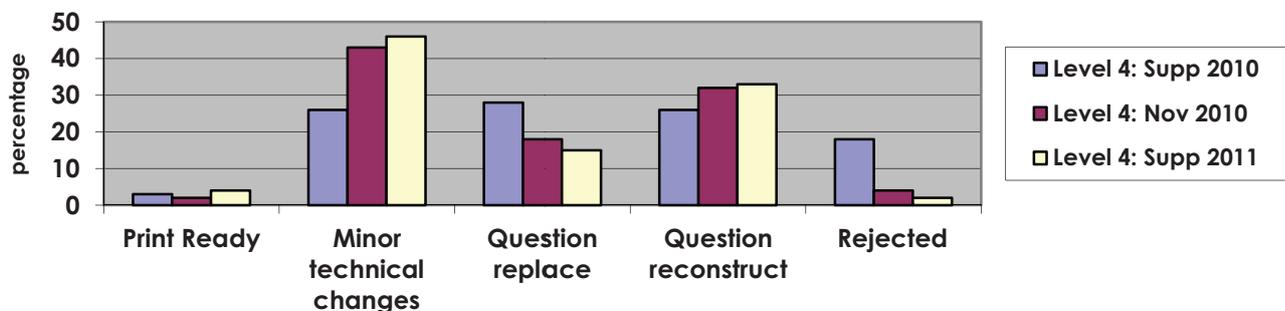
**Approval status of L3 papers in 3 examinations**



**Table 5: The approval status of moderated L4 papers**

Level and Examination Date	Number of papers	Print Ready	Minor technical changes	Question replace	Question reconstruct	Rejected
Level 4: Supplementary 2010	39	1	10	11	10	7
Level 4: November 2010	56	1	24	10	18	2
Level 4: Supplementary 2011	52	2	24	8	6	1

**Figure 4: The aggregated percentages of each approval status of the Level 4 papers**  
**Approval status of L4 papers in 3 examinations**



From the above figures and tables the following trends are evident:

- Overall, the skills involved in the setting of fair, valid and reliable examinations for national assessment purposes are being refined and improved.
- The statistics suggest that the experience gained by examiners in setting papers for Level 4 for the second year, and for Level 3 for the third year, assisted them in achieving a higher percentage of approvals at first moderation this year.

The following aspects were also noted in 2010:

- The number of rejected papers requiring complete resetting dropped during the year: 12.5% (2010 Supplementary); 4.5 % (2010 November); 2% (2011 Supplementary), a trend which is to be commended.
- The percentage of Level 4 papers approved on first moderation increased steadily: 28% (2010 Supplementary); 48% (2010 November); 50% (2011 Supplementary).
- The percentage of papers from Level 3 which was approved on first moderation was 7% higher than those from Level 4.

The 2010 model, which has encouraged interaction between external and internal moderators, thus allowing for a smoother moderation process, may have influenced the

improvements reflected in the statistics discussed above. However, it is recognised that many factors influence the interpretation of such statistics. While certain key factors will be clarified later under 'areas of good practice' and 'areas for improvement', a summary of the findings is provided below.

## 5.2 SUMMARY OF FINDINGS

### 5.2.1 Technical quality

There was an improvement in the technical quality of question papers and most complied with the format requirements. With particular reference to the November 2010 question papers, however, it is clear that the following technical matters still require more focussed attention by DHET examiners and internal moderators:

- The numbering and mark allocations were not always clearly or correctly indicated (e.g. Civil and Construction Technology);
- Marks of papers did not always tally (e.g. Physical Science L4, P2);
- The instructions to candidates were not clear (e.g. Stored Programme Systems L3; Engineering Fabrication Boilermaking);
- In some cases the mark allocation on papers differed from that on the marking guidelines;
- The quality of illustrations, graphs and tables was sometimes poor and not print ready (e.g. Drawings, Setting Out, Quantities and Costing L4, P2; Office Practice L4; Physical Science L4, P2);
- In some cases, multiple versions of papers existed and this led to the incorrect paper being sent for moderation (Life Orientation, all levels);
- Editing was not done before final moderation of 2011 supplementary question papers and, as a result, external moderators had to grapple with poor language usage, incorrect spelling and typing errors;
- Some editors appeared unaware that language and structural changes could alter the meaning of the questions;
- The translation of some papers was inadequate (e.g. Tourism Operations L3 and L4; Business Practice L4; New Venture Creation);
- Diagrams, symbols and pictures in moderated question papers moved, were changed or became distorted (Mathematics; Mathematical Literacy; Physical Science; Drawings, Setting Out, Quantities and Costing);
- Confusion existed over duration of papers (Entrepreneurship L2; Life Orientation).

### **5.2.2 Internal moderation**

Examiners and moderators were able to negotiate changes, and the moderation exercise was more efficient both in respect of quality assurance procedures and the use of time.

- Where the external moderator had to make many changes, it was clear that internal moderation had been inadequate (Personal Assistance L4; Hospitality Generics L4).

Internal moderators' reports should provide useful qualitative data to assist the external moderator in placing the paper in its developmental context.

### **5.2.3 Content coverage**

In 97% of the question papers, the assessment standards were appropriately linked and integrated. Furthermore, in 92% of the question papers, moderators noted that there was a positive correlation between mark allocation, level of difficulty and time allocation. Greater use of a variety of question types was evident, but creativity in questioning techniques could still be improved.

Aspects of lack of compliance, with particular reference to November 2010 question papers, are listed below:

- An adequate assessment framework should show Specific Outcomes and Learning Outcomes (Life Orientation P2);
- Five percent of the papers did not cover the Learning Outcomes or Assessment Standards as prescribed in the SAGs (Applied Accounting L4; Business Practice L4; Office Data Processing L4; Office Practice L4; Mathematical Literacy L4).

### **5.2.4 Cognitive Skills**

In general, content and skills were adequately covered and the balanced spread of questions challenged learners and required them to identify causal relationships, to interpret, to demonstrate their ability to think, to argue and to reason.

Areas of limited compliance, with particular reference to November 2010 question papers, are listed below:

- The quality of multiple choice questions and phrasing of questions requires attention (Applied Policing L4);
- Some papers failed to achieve an appropriate distribution of questions over all cognitive levels (Mathematical Literacy L4; Personal Assistance L4; Computer Programming L4 November 2010);

- Marks were not distributed according to the Subject and Assessment Guidelines in the following papers: Learning Psychology L3; Engineering Processes L4; Engineering Fabrication Boilermaking L4.

### **5.2.5 Marking guidelines**

Marking guidelines are tools designed to facilitate marking. They should be unambiguous and cover as wide a range of answers as possible. Well formulated marking guidelines help markers to mark in a way that is fair and valid. The value of good marking guidelines must be recognised at the point when papers are being set.

Marking guidelines do not facilitate marking when:

- Rubrics and tables are incomplete (Financial Management L4);
- The allocation of marks within the answer is not indicated clearly (Personal Assistance L4; Criminal Justice Process L4; Marketing Communication; Engineering Fabrication Sheet Metal Work);
- The allocation of half marks causes confusion: this is unacceptable practice and should be avoided (Electrical Principles and Practice L4).

### **5.2.6 Language and bias**

In most question papers the language was pitched at the appropriate level. Gender, race and cultural bias were not evident in the sampled question papers. However, some texts used were not of the appropriate length or complexity level, and in some cases vocabulary was not appropriate (English FAL L2; Afrikaans FAL L4; Mathematical Literacy L4; Management Practice L3).

### **5.2.7 Adherence to assessment policies/guideline documents**

Most question papers adhered to the current policy and guideline documents.

Areas of noncompliance, with particular reference to November 2010 question papers, are discussed below:

- In certain subjects, the accompanying assessment frameworks did not cover the syllabus, or deal definitively with weighting and spread of content, or show a balance of cognitive Levels. These papers were regarded as unacceptable in this respect: Advertising and Promotions L2; Introduction to Systems Development L2 P2; Physical Science L3; New Venture Creation L4; Personal Assistance L4.

### **5.2.8 Predictability**

Verbatim repetition of questions was not evident, although in some cases questioning techniques on certain topics were predictable.

Areas where compliance was limited, with particular reference to November 2010 question papers, are mentioned below:

- Some papers lacked sufficient degree of innovation (Economic Environment L4; New Venture Creation L4);
- Some papers were repetitive and duplicated content questioning or were deemed not sufficiently challenging (Governance L4; Marketing Communication L4; Consumer Behaviour L4).

### **5.2.9 Overall Impression**

In terms of overall impression, 98% of the November 2010 examination papers were judged to be of an appropriate standard and to be relatively fair, valid and reliable at the first moderation.

- Question papers which were judged as print ready at first moderation were Construction Plant and Equipment L2; Criminal Justice Structures and Mandates L3; Electrotechnology L3; Learning Psychology L3; Stored Programme Systems L3; Tourism Operations L4.
- Question papers at the opposite end of the scale of acceptability are listed below:
  - Question papers which were not up to standard were Physical Science, both Paper 1 and Paper 2, at both L3 and L4.

### **5.2.10 Adherence to plans and timelines**

The issue of adherence to agreed time frames for the setting and moderation of NC(V) question papers is a critical one which threatens to affect the integrity of the entire setting and moderation process. Delays in the process under discussion meant that external moderators, who were on standby, did not receive the work when they expected it and were subsequently unduly pressurised in completing their moderation. The fact that Umalusi and the DHET are in the process of moving into an eighteen month examination setting cycle should help to alleviate this problem.

## 6 AREAS OF GOOD PRACTICE

**The positive results of the training were evident in the following:**

- The examination paper approval statistics after first external moderation by Umalusi demonstrate that teamwork and effort, right from the start of the process, has improved the quality of the papers and the speed with which they can be produced. Fewer papers had to be returned to examiners to be reset, and Umalusi noted a general improvement in cooperation with the DHET, as many issues could be clarified at an early stage in the process.
- The focus during training on the importance of marking guidelines resulted in more accurate and more useful marking guidelines.
- The training emphasised that the purpose of a taxonomy and assessment framework was to guide examiners, and to demonstrate to moderators that a balanced paper had been set in terms of content and cognitive demand of the particular subject. In 2010, submission to the external moderator of assessment grids together with the question papers increased significantly. Furthermore, the improved standard of question papers attested to the use of grids from the outset of the process.
- Question papers reflected a visible improvement in the distribution of questions over cognitive levels—some of the higher level questions included in papers were challenging, and many of the application questions required a mastery of the necessary skills. The trend towards including different forms of cognitively stimulating questions and questions that reflect the latest technological developments is commendable.
- The accuracy of translations of questions improved this year, due in part to the added round of proof-reading put in place by the DHET.

## 7 AREAS FOR IMPROVEMENT

### 7.1 MEETINGS OF EXAMINERS, MODERATORS AND OTHER PERSONS INVOLVED IN THE SETTING PROCESS

Cooperation between the DHET internal moderators and examiners and Umalusi external moderators should be expected. However, such cooperation is not always evident. The focus should be on reaching consensus in order to produce a question paper of the highest possible quality for the candidate.

The effectiveness of a model of off-site moderation is questionable, and moving to an on-site model is recommended. On-site moderation enables direct interaction and can speed up the process, ensuring greater efficiency and security.

## 7.2 TECHNICAL ASPECTS

### 7.2.1 Quality control

The following aspects of the DHET quality control process require attention:

- Only one version of a paper and its marking guideline should be in circulation, otherwise Umalusi's rigorous moderation process is undermined.
- Only print ready, edited question papers should be sent to Umalusi for verification in the moderation process. Unless papers are received in this state, Umalusi moderators will not undertake the external moderation process, but will return the paper for the attention of the internal moderator.
- Umalusi will expect to receive question papers according to the plans set by the DHET and will not moderate papers piecemeal.
- Corrections required by external moderators must be meticulously effected by the DHET. A copy of the changes requested by the external moderator must be returned to the moderator together with the revised question paper and marking guideline.
- The language used in all papers should be correct; there should be no spelling, grammar or typing errors. In other words, the editing process must be rigorous and ensure the quality of the papers.
- Marking guidelines must be accurate and facilitate marking.
- A foolproof solution must be found to the reproduction of questions with diagrams and symbols to ensure that these do not move, change or become distorted in the printing process.
- Papers must pass through a final, meticulous quality control process at the DHET before being sent back to Umalusi to be signed off.
- The DHET must finalise the Examination Guidelines to prevent any confusion about anticipated question papers at colleges.

### 7.2.2 Internal moderation and implementation of moderation decisions

- The internal moderator's report must provide qualitative information to assist the external moderator.
- The grid/assessment framework must be filled in and should indicate clearly that weighting and spread of content, level of cognitive demand, and allocation of marks are in line with the Subject Assessment Guidelines.

## 7.3 CONTENT COVERAGE AND COGNITIVE DEMAND

- The focus of question papers should conform to the Subject Assessment Guidelines and not the textbooks.
- An attempt should be made to make questions more creative and challenging.

## 7.4 ADHERENCE TO PLANS AND TIMELINES

- The external moderators must be allowed enough time for an initial, rigorous interrogation of the paper and, furthermore, there should be enough time to ensure that the recommended changes are properly implemented. These are recurring problems that should be resolved before the next examination period.
- The DHET must implement its management plans and send out documents as agreed. In this case, Examination Guidelines were not sent to colleges as promised. The possibility of this having a negative impact on students' performance in the November 2010 and Supplementary 2011 examinations cannot be discounted, and the DHET and Umalusi are aware of this.

# 8 CONCLUSION

Most examination question papers in the 2010 sitting have succeeded in assessing the outcomes, aims and objectives of the Subject and Assessment Guidelines, in accordance with policy documents. However, the challenge facing examiners remains the setting of papers that are more interesting and pertinent to the subject.

Although the standard of the question papers is generally satisfactory, the cognitive challenge presented by some should be increased. Candidates should be allowed more scope to demonstrate an application of their knowledge, and their intellect should be challenged more. The general lack of innovation and creativity in questions still needs to be addressed.

It is the responsibility of the assessment body to ensure that there is stringent quality control of its question paper setting process. Most of the factors that delayed the process and exerted unnecessary pressure on external moderators and Umalusi staff could have been avoided had the DHET adhered to its management plans. Furthermore, the poor quality or absence of evidence of internal moderation indicates that not enough attention is being paid to the papers before they are forwarded to Umalusi moderators. In addition, the lack of implementation of changes required by the external moderators is of serious

concern. Neglect of these assessment body functions has clearly had a generally negative impact on the process.

The final signing off, including a declaration that all recommended changes have been made before question papers are printed, is an essential and non-negotiable step in the quality assurance process. Adequate time must be allowed for this to occur.

It is pleasing to note, however, that where compliance to policy requirements and commitment to the process was evident, the examination papers were of a satisfactory standard and the setting and moderation processes were efficient.

# Chapter 2

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## Moderation of Internal Continuous Assessment (ICASS)

### 1 INTRODUCTION

Internal Continuous Assessment (ICASS) is assessment conducted at the site of learning by the college, the outcomes of which count towards the achievement of the National Certificate Vocational (NC(V)). ICASS allows for assessment to take place at the time of learning or, more importantly, to be integrated with teaching. The ICASS evidence is contained in a portfolio of evidence according to the requirements specified in the Subject Assessment Guidelines of the particular subject.

An ICASS mark is a compulsory component of the final promotion mark for all learners registered for the NC(V). This mark has a weighting of 25% of the total final mark in the fundamental subjects and 50% of the final mark in the vocational subjects. This weighting indicates the importance of ICASS in the assessment of the qualification and Umalusi quality assures this internal assessment through the application of a rigorous moderation and verification process. When this exercise is completed on site Umalusi also monitors the systems in place for the setting, marking and grading of the internal assessment.

The main objectives of Umalusi's monitoring and moderation of internal assessment are to:

- Ensure that sites of delivery are suitably resourced to offer the particular programme;
- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that sufficient tasks of different types have been administered;
- Ensure that evidence is collected and documented effectively;
- Ensure that assessment across different sites of delivery is consistent and that standards are maintained; and
- Ensure that the quality assurance of the internal assessment component of the NC(V) is effectively managed.

## 2 PURPOSE

The purpose of this chapter is to:

- Outline the approach used in the 2010 monitoring and moderation of internal assessment;
- Provide an indication of the sample size in terms of sites and subjects included in the quality assurance of the internal assessment exercise;
- Provide an overview of the crucial findings relating to the quality and standard of the internal assessment;
- Highlight areas of good practice as well as those requiring improvement; and
- Include recommendations that, once implemented, will enhance the quality of internal assessment.

The evaluation is based on the reports submitted to Umalusi by its external moderators on their visits to selected sites where interviews and observations were conducted and documentary evidence was scrutinised.

## 3 SCOPE

Umalusi's quality assurance of the internal assessment component comprised two phases, namely:

- Firstly, the monitoring of the implementation of internal assessment at a sample of sites;
- Secondly, the moderation of a sample of learner and educator portfolios at a centralised venue in each of the nine provinces.

During July and August 2010, Umalusi monitored the implementation of internal assessment of a sample of NC(V) Level 2, 3, and 4 subjects at 48 sampled sites across the colleges in all nine provinces. At some sites more than one subject and/or level was moderated, e.g. at Brits Campus, both Life Orientation and Management Practice were moderated. So too, owing to the nature of the subject, two moderators were deployed to moderate Life Orientation at Orbit Campus in the North West Province.

A team of 33 moderators was deployed to various sites to undertake the monitoring. The table on the next page indicates the sites and subjects included in the July/August 2010 monitoring visits.

**Table 6: Sites and subjects included in the July/August ICASS monitoring visits**

No	PROGRAMME/SUBJECT	LEVEL	PROVINCE	COLLEGE /SITE	CAMPUS/SITE
1	Advertising and Promotions	2	Eastern Cape	King Sabatha Dalindyebo	Mthatha
				Fort Glamorgan	
2	Afrikaans First Additional Language	2, 3, 4	Northern Cape	NC Rural	Namaqualand
3	Applied Accounting	2, 3	KwaZulu-Natal	Mnambithi	Ezakheni
		2, 3, 4	Gauteng	Tshwane North	Soshanguve
		2		Brooklyn City College	
4	Art and Science of Teaching	2, 3	KwaZulu-Natal	Coastal KZN	Swinton Road
5	Carpentry and Roof Work	2, 3	Eastern Cape	Ikhala	Ezibeleni
6	Civil Construction Technology	4	Eastern Cape	Ikhala	Ezibeleni
7	Client Services and Human Relations	2, 3	Western Cape	Pollsmoor	
		2, 3, 4	Eastern Cape	King Hintsa	Centane
8	Construction Materials	4	Gauteng	Tshwane South	Atteridgeville
9	Criminal Justice Structures and Mandates	3	Gauteng	South West Gauteng	George Tabor
10	Criminal Justice Process	4	Gauteng	South West Gauteng	George Tabor
11	Electronic Control and Digital Electronics	2, 3, 4	KwaZulu-Natal	Majuba	Majuba Technology Centre
		2	Gauteng	Denver Technical	
12	Electrotechnology	2, 3	Gauteng	Sedibeng	Vereeniging
13	Engineering Fundamentals	2	Western Cape	West Coast	Vredendal
				West Coast	Vredenburg
14	Engineering Practice and Maintenance	3	Western Cape	West Coast	Vredendal
				West Coast	Vredenburg
15	Engineering Processes	4	Western Cape	West Coast	Vredendal
				West Coast	Vredenburg
16	English First Additional Language	2, 3, 4	Gauteng	NTEK	
			North West	Orbit	Mankwe

No	PROGRAMME/SUBJECT	LEVEL	PROVINCE	COLLEGE /SITE	CAMPUS/SITE
17	Entrepreneurship	2	Limpopo	Vhembe	Makwarela
			Gauteng	Ekurhuleni East	Springs
18	Financial Management	4	KwaZulu-Natal	Coastal KZN	Umbumbulu
		2	KwaZulu-Natal	Esayidi	Port Shepstone
19	Fitting and Turning	2, 3, 4	KwaZulu-Natal	Umfolozi	Richtek
		2, 3, 4	Eastern Cape	Buffalo City	John Knox Bokwe
20	Governance	3, 4	Limpopo	Capricorn	Polokwane
			Gauteng	South West Gauteng	George Tabor
21	Hospitality Generics	2, 3, 4	Western Cape	False Bay	Muizenberg
22	Introduction to Governance	2	Limpopo	Capricorn	Polokwane
			Gauteng	South West Gauteng	George Tabor
23	Learning Psychology	2, 3	Limpopo	Capricorn	Seshego
24	Life Orientation Paper 1	2, 3, 4	North West	Orbit	Brits
			Western Cape	False Bay	Good Hope
25	Life Orientation Paper 2	2, 3, 4	North West	Orbit	Brits
			KwaZulu-Natal	Coastal KZN	As Salaam
26	Management Practice	2, 3	North West	Orbit	Brits
		2, 3, 4	Mpumalanga	Ehlanzeni	Barberton
27	Manufacturing (Manual and Machine)	2, 3	Eastern Cape	Buffalo City	East London
28	Mathematical Literacy	2, 3, 4	KwaZulu-Natal	Umgungundlovu	Msunduzi
			Free State	Maluti	Bethlehem
			North West	Vuselela	Klerksdorp
29	Mathematics	2, 3	North West	Vuselela	Jouberton
		2	Free State	Maluti	Bonamelo
		4	KwaZulu-Natal	Elangeni	Ntuzuma
30	Office Data Processing	3	Limpopo	Letaba	Tzaneen

No	PROGRAMME/SUBJECT	LEVEL	PROVINCE	COLLEGE /SITE	CAMPUS/SITE
31	Physical Science	2, 3, 4	Gauteng	Central Johannesburg	Johannesburg
			Limpopo	Vhembe	Mavhoi
32	Project Management	3, 4	Limpopo	Vhembe	Makwarela
			Gauteng	Ekurhuleni East	Springs
33	Principles of Criminal Justice	2	Gauteng	South West Gauteng	George Tabor
34	Safety in Society	2	Gauteng	Rock of Springs	
35	Sustainable Tourism in South Africa	2	Northern Cape	Urban Public	City
		2	Gauteng	Tshwane North	Pretoria
36	Sustainable Tourism in South Africa and Regional Travel	3	Gauteng	Tshwane North	Pretoria
37	Sustainable Tourism in South Africa and International Travel	4	Northern Cape	Urban Public	City
			Gauteng	Tshwane North	Pretoria
38	Welding	2, 3	Western Cape	West Coast	Vredenburg
			Free State	Flavius Mareka	Sasolburg

During October 2010, Umalusi deployed thirty-five (35) moderators to moderate the portfolios of a selected sample of NC(V) subjects at centralised venues in each of the nine provinces. Moderation of internal assessment included both educator and learner portfolios (portfolios of assessment and portfolios of evidence). The moderation exercise was wider in scope than that of the monitoring as Umalusi undertook to moderate ICASS portfolios from a greater number of sites. The moderation was conducted over a period of three days, from 1 to 3 October 2010.

The subjects as well as the number of sites and the provinces where the portfolios were moderated are indicated in the next table. It is a matter of concern that not all the requested portfolios were made available to external moderators. Samples of those portfolios which were received were moderated. The numbers in brackets and marked with an asterisk in the table on the next page indicate the number of sites from which portfolios were not available for external moderation.

**Table 7: Moderation of ICASS portfolios – October 2010**

SUBJECT	PROVINCE									
	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	
Advertising and Promotions	4									
Afrikaans First Additional Language								4		
Animal Production	2									
Applied Accounting			2 (4)*	5						
Art and Science of Teaching				4						
Civil Construction Technology	5									
Client Services and Human Relations	5								5	
Construction Materials			1 (1)*							
Principles of Criminal Justice/Criminal Justice Structures and Mandates/Criminal Justice Process			2 (1)*	1						
Electronic Control and Digital Electronics			3 (2)*	5						
Electrotechnology			2							
Engineering Fundamentals/ Engineering Practice and Maintenance/ Engineering Processes									2 (3)*	
English First Additional Language			4				5			
Entrepreneurship			1 (3)*		2					
Financial Management				4						
Fitting and Turning	3 (1)*			3 (2)*						
Introduction to Governance/ Governance			2 (1)*		1					

SUBJECT	PROVINCE									
	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	
Hospitality Generics										5
Learning Psychology					1					
Life Orientation Paper 1							5			5
Life Orientation Paper 2				4			5			
Management Practice						2	5			
Manufacturing (Manual and Machine)	2									
Mathematical Literacy		5		5			5			
Mathematics		5	3 (1)*	4 (1)*			5			
Office Data Processing					3	5				
Office Practice		5								
Physical Science			4 (1)*		2 (3)*					
Project Management			1 (4)*		0 (2)*					
Sustainable Tourism in South Africa/Regional Travel/International Travel			3 (2)*					3		
Welding		3								4

## 4 APPROACH

Provincial departments, colleges and campuses were informed in advance of Umalusi's intended monitoring visits and a predetermined number of portfolios for moderation was requested from a sample of sites.

On-site monitoring of the state of internal assessment was conducted during July/August 2010, while centralised moderation of portfolios was done during October 2010. The

Provincial Departments of Education coordinated the planning for this moderation process.

## 5 FINDINGS

### 5.1 JULY/AUGUST 2010 MONITORING VISITS

The following section presents the findings of the monitoring of the implementation of internal assessment which was conducted in July/August 2010. The concern is that, where shortcomings were noted, effective delivery of the NC(V) qualification may have been hindered.

#### 5.1.1 Physical resources

The lack of adequate resources remains a challenge as is evident from the following:

##### a. Practicum rooms

Only 68% of the sites provided an environment in which learners could gain practical experience within the subject, and only 52% of these rooms were equipped with the necessary facilities to perform practical tasks as required by the outcomes of the subject. Furthermore, only 46% of the sites had adequate facilities to accommodate the number of learners enrolled. Only 41% of the sites had models available for demonstration purposes.

Examples of sites that lacked and/or had inadequate facilities to offer the practical component:

- Atteridgeville Campus did not have a suitable workshop environment where learners could be exposed to the practical work required for Construction Materials L4. Three open air sites are used for some of the practical activities.
- The workshop for Carpentry and Roof Work at Ezibeleni Campus was adequately equipped but some of the machines had not even been unpacked and/or connected at the time of the monitoring visit.
- At Mavhoi Campus, while there was an electrical workshop which could be used for a limited range of Physics practical work, facilities for Chemistry were still lacking. There had been no improvement since the Umalusi monitoring visit in 2009.
- Although Springs Campus had been proactive by converting classrooms into a simulation room, this was still not adequate. The building of a new simulation room was found to be currently underway, however.

- A newly completed Tourism simulation room at Centane Campus was equipped only with chairs and tables.
- At Makwarela Campus, the simulation room used by Entrepreneurship/Project Management learners did not have enough workstations. Learners who could not be accommodated during class time were referred to the resource centre, which in most cases was overcrowded and could not accommodate these learners either.
- Vredenburg Campus did not have enough workstations for the enrolled learners to do practical work in oxygen-acetylene gas welding. Only six learners, sharing the workstations, could work at a time.
- At Ezakheni Campus, there were limited facilities and equipment for Applied Accounting Levels 2 and 3. It was reported that learners enrolled for different programmes in Levels 3 and 4 were grouped together in one classroom.

Only 46% of the workshops/laboratories complied with Occupational Health and Safety standards. This was a matter of serious concern as Health and Safety is of paramount importance in any workplace, and the foundations of good workplace practice must be laid during learning.

#### **b. Classrooms**

Monitors found vast differences with regard to equipment in classrooms. At 41% of the sites visited, classrooms contained only basic furniture and equipment (tables, chairs and a chalkboard). At other sites, learning aids such as overhead projectors, televisions, DVD players and specifically subject-related posters and charts that enhanced learning were found in some classrooms.

Well equipped classrooms with subject specific material and equipment were found at the following sites:

**Table 8: Examples of sites with well equipped classrooms**

Campus	Subject
Springs	Entrepreneurship/Project Management
Msunduzi Klerksdorp Bethlehem	Mathematical Literacy
Polokwane	Introduction to Governance/Governance
Brits	Life Orientation
City	Sustainable Tourism
Swinton Road	Art and Science of Teaching
Newcastle Technology Centre	Principles of Criminal Justice
Ntuzuma	Mathematics

Campus	Subject
Brits and Barberton	Management Practice
Majuba	Electronic Control and Digital Electronics
Richtek	Fitting and Turning
Muizenberg	Hospitality Generics

Two thirds (62%) of the sites had media centres. While 75% of the sites had computers and printers for use by students in completing assignments, only 68% had access to the internet. The lack of adequate facilities, and specifically problems related to accessing the internet, were noted for Client Services and Human Relations at Pollsmoor and for Advertising and Promotions at Fort Glamorgan Correctional Services Centre, where inmates are not allowed access to the internet. Internet use is part of the NC(V), and a plan for supervised access by prison inmates must be devised if NC(V) is to be offered.

### 5.1.2 Human resources

Most of the educators had been trained to teach their subjects and at 72% of the sites visited, educators had received training in outcomes-based teaching and learning assessment principles. In many cases, colleges had taken the initiative in offering assistance and support to staff in assessment, monitoring and moderation processes. Such initiatives are valuable and empower staff. Nevertheless, at 54% of the sites, educators indicated that they required further training in:

- Subject matter content;
- Design and development of assessment tools;
- Assessment of practical work;
- Integration of assessment within the programme; and
- Assessment and moderation.

It was also noted that only 41% of the educators at the sites visited had industry experience. This is worrying as the value that people with practical industrial workplace knowledge can add to proper training at colleges should not be underestimated.

### 5.1.3 Learning and training material

The textbooks in use were reported generally to be of a high standard (72% of the visited sites) and 89% of the sites had received textbooks/teaching material at the beginning of the year before classes began. However, some sites were still waiting for textbooks at the time of the monitoring visits, e.g. Vredenburg Campus was awaiting Welding textbooks, while Pollsmoor Correctional Services Centre did not have any textbooks at all.

It is of great concern that some sites reported receiving their textbooks very late. This could be to the result of poor planning, poor procurement procedures or delays by the suppliers:

**Table 9: Sites where textbooks were received late**

SUBJECT	CAMPUS / SITE	MONTH RECEIVED
Advertising and Promotions	Fort Glamorgan	April 2010
Client Services and Human Relations	Centane	
Applied Accounting	Mnambithi	May 2010
Management Practice	Barberton	
Construction Materials	Atteridgeville	
Carpentry and Roof Work	Ezibeleni	
Financial Management	Port Shepstone	July 2010

#### 5.1.4 Teaching and learning

The effectiveness of teaching and learning is determined by many factors. Those which were seen to affect the quality and quantity of learners' and educators' contact time are listed below:

- Varying dates of commencement of classes within and across colleges were observed (ranging from January to May 2010). It was noted that:
  - At Soshanguve Campus, classes effectively commenced around March/April 2010 for Levels 3 and 4 and only in May 2010 for Level 2.
  - At Atteridgeville Campus, owing to learner unrest, classes effectively commenced only in May 2010.
- Challenges to the implementation of the NC(V) programmes were still being experienced at most sites visited.
- Poor class attendance by learners had a negative impact on the ability of educators to teach all learners effectively and to fulfil the requirements of ICASS.
- There was a significant difference in the amount of practical work covered in comparison with theoretical work at the time of the visits.
  - Most sites had covered more theory than practical work.
  - Some sites did practical work only when conducting the integrated summative assessment tasks.
  - The discrepancies between available resources and learner enrolments tended to create many challenges with regard to time allocated to and time available for practical work.
  - The design of timetables – the seven-day cycle timetable and others – resulted in learners having many free periods a day and less rather than more contact time (Brits Campus).

- The stability of teaching and learning was undermined by the high rate of staff turnover at colleges.

### **5.1.5 Financial resources**

The majority (89%) of the sites visited had a budget for consumables used in practical work. The tedious procurement procedures meant, however, that these consumables were often not available when they were required. The unavailability of consumables had a detrimental effect on sites' ability to deliver quality tuition.

### **5.1.6 Assessment**

#### **a. Assessment policy**

All the sites visited had assessment policies in place, except NTEK Private College and Pollsmoor Correctional Services. These policies covered most of the crucial aspects of assessment but were only partially implemented and adhered to, creating the impression at some sites that they were important only for compliance purposes.

The following areas of assessment policy implementation remain contentious and were applied differently at the various sites of delivery:

- Provision for learners with barriers
- Learner absenteeism
- Re-assessment.

#### **b. Assessment tasks**

In certain provinces, subject committees and similar structures developed different types of assessment tasks to ensure consistency across the campuses. However, tasks at 53% of the sites visited were found to be of an inferior quality which clearly indicates the need for a replication of good practices in the implementation of suitable quality assurance structures.

The variety of tasks differed from site to site. Tasks were not always varied in the level of difficulty as most only tested knowledge and application and did not engage with any of the higher order cognitive skills as they should have. Instructions were in most cases clear and correct. The marking guidelines were found to be of good quality whereas the design and use of rubrics/scorecards of good quality seemed to present a challenge.

At several sites, only a limited number of the scheduled tasks had been performed at the time of the monitoring visit.

The progress at the following sites raised concerns:

- At Ezibeleni Campus Civil and Construction Technology L4 learners had not done any work (theory or practice) since January. Formal classes had not been conducted, and the only indication of any tuition was two assignments given to the learners as part of their preparation for the ISAT.
- There was no evidence of any formal practical work/assessment having been undertaken at Mavhoi (Physical Science) or Atteridgeville (Construction Materials L4).

### **c. Portfolios**

Portfolios were found to be neatly organised at 93% of the sites visited. The daily/weekly/year plan as well as the formal schedule of assessment was available. However, in most cases these plans/schedules had not been followed.

### **d. Administration of internal assessment**

Learners' work was assessed on a regular basis at 89% of the sites monitored and the tasks were assessed according to the agreed criteria. Re-assessment was not, however, applied consistently, for example:

- Only 58% sites provided opportunities for re-assessment.
- Some sites allowed learners to be re-assessed only when valid reasons for absenteeism could be provided, while others were guided by the performance of learners on the particular assessment tasks.
- Inconsistencies in terms of the marks awarded when re-assessments were applied were also noted.

There was evidence of feedback to learners at 93% of the sites. However, at only 47% of these sites was the feedback relevant, adequate and focused on the learners' strengths and weaknesses. The fact that less than 50% of the feedback provided to learners on their internal assessment tasks was adequate must surely be a serious concern in a qualification where internal assessment plays such a critical role in the final outcome.

### **e. Quality assurance of assessment**

There was a system and management plan for quality assurance of internal assessment in place at 81% of the sites monitored, but most were not fully functional or effective in terms of providing feedback to educators, reporting to the next level of moderation, following up on the findings and conducting meetings/communication at different levels.

### **f. Moderation of internal assessment tasks**

Tasks and assessment tools were moderated before implementation at the majority of sites.

### **g. Moderation of the conduct of assessments**

The moderation of completed tasks had been carried out or was planned for at 60% of the sites. At these sites, 10% of the completed tasks had been moderated.

The following comments provide a broad overview of the findings of the moderation of portfolios during October 2010.

## **5.2 MODERATION OF PORTFOLIOS**

### **5.2.1 Lecturer portfolios**

#### **a. Content**

The standard of lecturer portfolios ranged from excellent to very poor. It was noted that most portfolios were organised in accordance with minimum portfolio requirements prescribed per Assessment Guidelines, e.g. Muizenberg and Protea Campuses (Hospitality Generics). Klerksdorp and Kroonstad Campuses' portfolios of English First Additional Language and Mathematical Literacy respectively were reported to be of a high standard. Gamalakhe, Eshowe and Pinetown Campuses' portfolios for Mathematics were also reported to be well organised with all relevant information included.

Portfolios at some sites were not neatly organised and were difficult to follow, e.g.

- Mafikeng Campus (Life Orientation, Life Skills L2);
- Mpumalanga Campus (Life Orientation, ICT Component L3);
- Kokstad Campus (Applied Accounting);
- Technisa and Riverlea Campus (Sustainable Tourism).

Some colleges made an effort to plan and implement these plans effectively; this was not the case at others, however. The daily/weekly/year plan was either missing or only partially completed in 20% of the portfolios. There appears to be some confusion about what an assessment schedule entails: these schedules differed markedly from college to college and in some instances were not present at all.

In certain cases there was no time allocation nor indication of work progression, or schedule of assessment, e.g:

- Mthatha Campus's year plan for Client Services and Human Relations was incomplete as it only included topics and learning outcomes to be covered, and did not indicate the dates or methods of assessment.
- There was no evidence of the year plan for Carpentry and Roof Work Level 2 at the same campus.

- The work schedule of Alexandra Campus (Mathematics Level 4) consisted of topics and subtopics only, without timeframes for completion of the tasks. The assessment schedule was not included in the portfolio.

### **b. Assessment tasks**

Many tasks were found to have been subjected to pre- and post-moderation processes. Significant disparities in the number and standard of assessment instruments/tasks administered at colleges were evident, however. In some cases, sections of the curriculum were not assessed at all, for example:

- In Office Data Processing, sections on 'Database' and PowerPoint presentations were excluded at Tzaneen and Phalaborwa Campuses respectively;
- There was no evidence of assessment of the Pastel Accounting section at Soshanguve Campus.

There were inconsistencies in the interpretation of weighting of instruments/tasks. Calculations of marks did not reflect the stipulations in the SAGs (40 - 60 percent split) in terms of the theory and practical component and weighting of different topics was not considered in the calculation of the internal assessment marks either.

There was a lack of variety in assessment activities and too much emphasis was placed on theory, with very few or no practical activities being undertaken at some sites. For example, there was no evidence of any practical tasks at

- Odi Campus for Materials Levels 2 and 3;
- Atteridgeville Campus for Construction Planning Level 3 and Construction Supervision Level 4;
- Vryheid Campus for Electronic Control and Digital Electronics Level 2.

There was too much reliance on past examination question papers and exemplars (tests) instead of implementing assessment in other forms.

In most instances, the rubrics included in the portfolios were only partially completed. Uitenhage Campus, however, was notable in presenting rubrics that were clear and directly related to the activities and accompanied by a marking guideline. On the other hand, rubrics were inadequate in assessing the practical Client Services and Human Relations tasks at Tygerberg Campus. Some marking rubrics were not related to the content they were supposed to assess. At most colleges, marking guidelines seemed to be the preferred and better understood assessment tool.

Of the portfolios that were moderated, 89% lacked evidence of revision or improvement of the assessment tasks.

It was observed that most Provincial Departments of Education (PDEs) had developed and implemented some common assessment tasks in an attempt to improve and standardise internal assessment. This is seen as a step in the right direction in creating a more unified standard.

### **c. Internal moderation of educator portfolios**

At most sites, internal moderation had not been implemented as stipulated in the year plans. Only 62% of the lecturer portfolios had been moderated at campus and/or college level. In most instances, internal moderation was not done consistently throughout the year and had little or no effect on the development of the lecturers. The moderation was, in most instances, an 'audit' that checked compliance in terms of the contents of the portfolios, with no input on the actual work and the quality of assessment tasks/tools and compliance with the SAGs. If moderation of these portfolios is ineffective it negates the purpose of staff development and hinders improvement in the quality of teaching and learning.

### **d. Recording and reporting**

Records of learner achievement were included in 90% of the portfolios, though some were partially or incorrectly completed or not completed at all.

Some discrepancies were observed between marks recorded in lecturer portfolios and marks for the same tasks recorded in learner portfolios, for example:

- Mthatha (Client Services and Human Relations),
- Taung (Management Practice),
- Vryheid (Electronic Control and Digital Electronics L2),
- Elangeni (Electronic Control and Digital Electronics L4) and
- Park Avenue (Fitting and Turning).

## **5.2.2 Learner portfolios**

### **a. Structure of portfolios**

Over half (68%) the portfolios were neat and presentable although not always well organised.

- Some sites presented portfolios that contained all prescribed assessments, for example, Vredendal and Westlake Campuses for Engineering Fundamentals Level 2; Vanderbijlpark (Sustainable Tourism); Umbilo (Life Orientation, ICT Component L3).

Critical documents were sometimes missing or incomplete, e.g. Plessislaer portfolios for Fitting and Turning Levels 2 and 3 contained only written test scripts and no other documents.

## b. Assessment tasks

Some colleges did not meet the minimum requirements for the number of ICASS tasks. The following are examples:

- There was no evidence of the administration of any Financial Management L4 assessment tasks at the IT and Business Centre (Majuba College) in the learner portfolios. Marks for two tests were however included in the record of achievement in the lecturer portfolio;
- Kwagqikazi Campus had evidence of only two tasks for Mathematics;
- There were only two tasks at Odi Campus for Materials Levels 2 and 3.
- There were only two tasks, one of which was a previous exemplar paper, for Introduction to Governance/Governance at Springfield College.

There was limited evidence of feedback at most sites. Furthermore, where feedback was provided it was not focused on learners' particular weaknesses or strengths and as such did not contribute to their development.

## c. Internal moderation

Most of the learner portfolios (71%) were found to have been moderated at campus level but only 62 % at college level. There was some evidence of moderation at provincial level, e.g. Eastern Cape, Free State, Gauteng, Mpumalanga and Western Cape, but none at national level.

## 5.3 AVAILABILITY OF PORTFOLIOS FOR EXTERNAL MODERATION

The sample of sites and subjects for moderation was predetermined and communicated to all relevant individuals. The provincial coordinators played a vital role in ensuring that colleges submitted the portfolios. There were however challenges regarding submission of portfolios as indicated in the table below.

**Table 10: Challenges – portfolios submission**

Issue	Site	Subject involved
Portfolios not available	Benoni Dobsonville	Applied Accounting
	Molapo Sebokeng	Electronic Control and Digital Electronics
	Temba	Criminal Justice Structures and Mandates / Criminal Justice Process Introduction to Governance / Governance

Issue	Site	Subject involved
Portfolios submitted later	John Knox Bokwe Brooklyn City College	Fitting and Turning Applied Accounting
	Sebokeng Vereeniging	Electrotechnology Level 3
Incorrect portfolios sent	George Tabor, Springs and Usizo	Entrepreneurship and Project Management (ISAT instead of ICASS portfolios submitted)
	Atteridgeville	Construction Planning and Construction Supervision submitted instead of Materials
	Temba	Introduction to Policing instead of Criminal Justice Structures and Mandates/Criminal Justice Process

## 6 AREAS OF GOOD PRACTICE

### 6.1 POLICIES

There is a general improvement in the availability and quality of relevant policies.

### 6.2 PORTFOLIOS

Portfolio standardisation and documentation has improved markedly since the previous moderation by Umalusi. Some colleges presented outstanding portfolios containing all relevant documentation and with evidence of effective planning, appropriate assessment tasks and up to date record keeping. Examples of such subjects and colleges are listed in the table below:

**Table 11: Examples of portfolios of good standard**

Subject	Sites
Afrikaans First Additional Language	Kathu City (NC Urban College)
Applied Accounting	Germiston Centre for People Development
Client Services and Human Relations	Uitenhage
Electronic Control and Digital Electronics	Carletonville

Subject	Sites
Hospitality Generics	City (College of Cape Town) Malmesbury Protea
Life Orientation	Atlantis Belhar
Mathematical Literacy	Kroonstad
Mathematics	Gamalakhe

## 6.3 ASSESSMENT

The use of focus groups, subject committees and similar structures to develop good standardised assessment tasks and share good practices proved to be valuable. In general, a high standard of marking and internal moderation was observed.

## 6.4 EDUCATION AND TRAINING

Two thirds (62%) of the sites indicated that support and guidance was provided to lecturers who had industry experience but no education qualifications or vice versa.

Notable interventions to deal with challenges and inhibiting factors were:

- Incorporating Plato on the timetable in an attempt to improve the numeracy and literacy skills of the learners at NC City and George Tabor;
- Conducting tuition on Saturdays at George Tabor (Safety in Society);
- Providing extra classes at John Knox Bokwe (Fitting and Turning), Tzaneen (Office Data Processing), Msunduzi (Mathematical Literacy), Ellispark (Physical Science); and
- Providing remedial work for Sustainable Tourism (NC City).

## 6.5 LEARNING AND TEACHING MATERIAL

An example of good practice that was observed was the acquisition of textbooks in the previous year and the re-use of textbooks. This was evidence of effective planning.

## 6.6 INTERNAL MODERATION

Realistic management plans and moderation templates for college and provincial moderation were in place at many colleges.

## 7 AREAS FOR IMPROVEMENT

### 7.1 POLICIES

Interpretation/implementation of policy must be standardised at all colleges:

- It must be obligatory for college staff to receive training on policy implementation.
- A common understanding of policy must be established.
- Provision must be made for a review of policies to ensure that information is current, relevant and correct.
- Control of documents and records must be improved to ensure that obsolete documents, e.g. outdated guidelines, are not in use.

The DHET must be more proactive in terms of:

- Common interpretation and implementation of policies;
- A definitive improvement to policy in terms of
  - dealing with the impact of learner absenteeism;
  - providing for learners with barriers;
  - conditions for implementation of re-assessment.

Policies must be implemented fully and uniformly to improve the quality of work.

### 7.2 PORTFOLIOS

Although properly designed documentation was available as models, staff appeared unable to use these templates effectively. This observation suggests that college staff require training in understanding and making the most of the templates. The poor standard of some of the assessment portfolios points to inadequate curriculum delivery and a lack of internal quality assurance measures. This is an area of professional staff development that requires urgent attention by the DHET/PDEs/college principals.

The failure to submit portfolios for external moderation, despite timely communication to all provincial coordinators, college principals and campus managers was unacceptable and the reasons for the unavailability of these portfolios will be determined and addressed.

## 7.3 ASSESSMENT

Educator training in respect of assessment planning and administration still appears to be an area that requires further attention. With some guidance from the National and Provincial Departments of Education, the following areas of concern could be improved:

- Design of assessments to improve quality, creativity and cognitive demand;
- Design of policies/flowcharts to guide learners through preparations for assessment;
- Design of relevant templates to document required learner information;
- Visible evidence of internal moderation; and
- Evidence of authenticity.

Educators need to understand and differentiate between the concepts of assessment methods, assessment instruments (tasks) and assessment tools (marking guidelines, et cetera).

It is important that all colleges develop a common understanding of the differences between practical and theoretical tasks, and the approach each of these assessment types require.

The practice of reviewing the assessment tasks for improvement of learner performance still needs to be implemented at most sites. Rubrics should be more comprehensive and task-specific to eliminate unfairness.

Common assessment tasks should be developed to standardise internal assessment.

Current moderation models, despite being labour intensive, do not serve the intended purpose of providing feedback which clearly indicates learners' strengths and weaknesses. Attempts must be made to maximise the benefits of this process. A diagnostic and statistical analysis of the performance of the whole group of learners could provide valuable information regarding learner performance. This information could be used to enhance the teaching and learning environment. The records of the analysis could be kept in the educators' portfolios.

## 7.4 EDUCATION AND TRAINING

Support and guidance to educators who do not have practical or industry/workplace experience, or to lecturers who have industry experience but not the necessary educator training, should be improved. The ongoing training of educators is regarded as an integral part of the successful implementation of the NC(V) programmes. Educators who do not

meet the requirements of effective vocational teaching must undergo in-service training and undertake job-shadowing in order to gain both insight and workplace experience. Colleges should form meaningful and beneficial partnerships with business and industry to support staff development.

Planning for the training of educators in relevant developmental programmes should be encouraged at colleges.

## **7.5 SCORING AND RECORDING**

Clear directives regarding the calculation and recording of internal assessment marks must be provided.

The following inconsistencies could challenge the credibility of internal assessment marks:

- A high degree of variance in the interpretation and application of different types of tasks;
- Unauthenticated work presented in portfolios;
- Incorrect calculation and transfer of marks: there are considerable differences in the way in which internal assessment marks are calculated;
- Inaccurate recording of marks in learner and educator files;
- The varying conditions under which re-assessments are allowed;
- Inadequate internal moderation practices at all Levels.

## **7.6 MODERATION**

The format of moderation reports should be standardised nationally. Proper use must be made of the moderation templates. Some colleges had a good management plan for college and provincial moderation, but evidence of its implementation was often lacking.

Moderation should focus on the standard of the instruments and tools, the quality of learner performance, evidence of interventions and follow up on initial findings, rather than on the organisation of the portfolios, in order to support learning and the setting of standards.

## **7.7 PHYSICAL RESOURCES**

The necessary facilities and equipment must be available if learners are to engage satisfactorily in various practical tasks and projects as outlined in the Subject Guidelines.

Available resources must be considered when decisions are taken on whether to offer a programme, as well as the number of learners to admit to a programme.

Complying with the Occupational Health and Safety Act is critical. The training of lecturers and learners in the use of new equipment and in safety in general must be implemented consistently.

## **7.8 LEARNING AND TEACHING MATERIAL**

Effective and efficient planning for the timely purchase of learning and teaching support material must be in place for quality curriculum delivery.

Classes and other learning venues should be enriched with posters, charts and other relevant support materials.

## **7.9 FINANCIAL RESOURCES**

All sites of delivery must have a budget for equipment and consumables and should be able to procure everything that is needed for effective teaching and assessing.

## **8 CONCLUSION**

While many good practices were observed, there are burning issues that need to be addressed at the highest level. The attendance rate, the minimum requirements for admission to examinations in terms of ICASS and sanctions if not fulfilled are just some of these issues. Creative ways of bridging the gap between good and bad practice must be devised.

Improvement in the standardisation of assessment tasks was noted but as ICASS represents 50% of the total mark for the vocational subjects, a comparable and accepted standard across colleges and across provinces must be established.

Work schedules which ensure that the relevant content is covered effectively, assessment that contributes to the development of learners and moderation that improves quality must be planned and implemented at all sites. This will enhance learner performance in the ICASS component of this qualification.

# Chapter 3

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## Moderation of Integrated Summative Assessment Tasks (ISATs)

### 1 INTRODUCTION

The external summative assessment component of the vocational subjects of the National Certificate (Vocational) comprises a theoretical question paper and a practical integrated summative assessment task (ISAT). The ISAT is thus a practical assessment task that is a compulsory component of the external summative assessment of all the vocational subjects in the National Certificate (Vocational) (NC(V)). The ISAT draws on the skills and practices of cumulative learning that have been achieved during the year. The task makes up 30% of the external summative assessment mark. It is therefore crucial that the tasks, as well as their administration, are moderated.

Two types of ISATs are used:

- Programme ISATs that integrate a substantial amount of the practical work from the three compulsory vocational subjects in a specific programme; and
- Subject-specific ISATs for the optional vocational subjects.

Tasks are either completed in phases over the year or done as a once-off task.

It was previously agreed that ISATs would be set and then used for a period of three years. The Integrated Summative Assessment Tasks are moderated by the Department of Higher Education and Training (DHET) and Umalusi. However, where revision is necessary, new ISAT tasks are set and also subjected to a moderation process. In certain cases, curriculum changes have necessitated the setting of new ISATs. The Level 3 ISATs were due for revision in 2010.

The main objectives of moderating the ISAT and monitoring its administration are to:

- Ascertain the appropriateness and standard of the practical assessment tasks;
- Confirm that a candidate has demonstrated the required skills and competence as well as the necessary knowledge underpinning this;
- Ensure that evidence of successful performance is collected and documented effectively;
- Ensure quality by verifying that the practical assessments fulfil the principles of fairness, validity, reliability and practicability;

- Ensure that assessments are consistent across different sites of delivery and that standards are maintained; and
- Ensure that proper processes and procedures are followed.

## 2 PURPOSE

The purpose of this chapter is to:

- Indicate the number of ISATs moderated by Umalusi;
- Provide an overview of crucial findings relating to the conduct of ISATs at sampled sites;
- Highlight areas of good practice;
- Highlight areas requiring improvement, and
- Make recommendations that will enhance the quality of the ISATs and their administration.

## 3 SCOPE

This report presents the findings of the verification process of the administration of the ISATs for 12 programmes and 20 subjects across Levels 2 to 4, at 71 different sites. In most cases, more than one level was moderated at a specific site, e.g. Fitting and Turning Levels 2 and 4 were moderated at Sasolburg Campus.

The tables that follow provide more detailed information on the scope of the ISATs that were moderated and monitored in 2010.

Table 12 provides a list of programme and subject-specific ISATs which Umalusi intended to moderate. The dates scheduled for Umalusi's moderation of the ISATs were 1 to 30 September 2010. However, the DHET implemented an additional round of scrutiny to ensure that the tasks were realistic, practical and cost-effective. Umalusi thus only received the tasks for external moderation when this report was about to be finalised and was therefore not in a position to report on the quality of the ISATs set in 2010 for use between 2011 and 2013.

**Table 12: List of ISATs that Umalusi intended to moderate, September 2010**

NC(V) L4		
Programme ISATs		Subject-specific ISATs
1	Civil Engineering and Building Construction	Carpentry and Roof Work
2	Education and Development	Early Childhood Development
	Mechatronics	Mechatronic Systems
3		Refrigeration and Air Conditioning Processes
NC(V) L3		
Programme ISATs		Subject-specific ISATs
1	Civil Engineering and Building Construction	Agribusiness
2	Electrical Infrastructure Construction	Applied Accounting
3	Engineering and Related Design	Automotive Repair and Maintenance
4	Finance Economics and Accounting	Consumer Behaviour
5	Hospitality	Engineering Fabrication – Sheet Metal Work
6	Information Technology and Computer Science	Engineering Fabrication – Boilermaking
7	Management	Fitting and Turning
8	Marketing	Hospitality Services
9	Office Administration	New Venture Creation
10	Primary Agriculture	Office Data Processing
11	Tourism	Physical Science
12		Project Management
13		Refrigeration Practice
14		Tourism Operations
15		Welding
NC(V) L2		
Programme ISATs		Subject-specific ISATs
1	Drawing Office Practice	Drawing Office Procedure and Techniques
2	Process Instrumentation	Instrumentation Technology
3		Multimedia Basics

Tables 13 and 14 provide a list of the programme and subject-specific ISATs the conduct of which Umalusi verified. The tables also indicate which sites were visited in the moderation process.

**Table 13: Programme ISATs and sites identified for verification of conduct**

No	PROGRAMME	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
1	Civil Engineering and Building Construction	2, 4	Eastern Cape	Port Elizabeth	Iqhayiya
		3, 4	Western Cape	Northlink	Belhar
		3, 4	KwaZulu-Natal	Majuba	Majuba Technology Centre
		4	Limpopo	Mopani South East	Sir Val Duncan
2	Engineering and Related Design	3, 4	Northern Cape	NC Rural	Kathu
3	Finance Economics and Accounting	2, 4	Free State	Goldfields	Welkom
		3, 4		Maluti	Bonamelo
		2, 4	North West	Orbit	Brits
		3, 4		Vuselela	Klerksdorp
4	Hospitality	2, 3, 4	Mpumalanga	Nkangala	Witbank
		2, 3, 4		Ehlanzeni	Waterval Boven
		2, 3	North West	Taletso	Mafikeng**
		2, 3		Vuselela	Taung**
5	Information Technology and Computer Science	3, 4	Western Cape	South Cape	Mossel Bay
		2, 4	Gauteng	South West Gauteng	George Tabor
		2, 4		Ekurhuleni East	Springs
5	Management	2, 3, 4	Western Cape	West Coast	Atlantis
		2, 3	North West	Orbit	Brits
		2, 4		Taletso	Mafikeng
7	Marketing	3, 4	Gauteng	South West Gauteng	Dobsonville

No	PROGRAMME	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
		4	Free State	Motheo	Bloemfontein
		2, 3	Limpopo	Sekhukhune	CN Phatudi
		2, 4	Gauteng	Tshwane North	Pretoria
8	Office Administration	2, 4	Northern Cape	Urban Public	Kimberley (Moremogolo)
		2, 4		NC Rural	Upington
		2, 4	Eastern Cape	Ikhala	Queenstown
		3, 4	Western Cape	Boland	Caledon
		2, 4	Mpumalanga	Gert Sibande	Evander
		3, 4		Nkangala	Witbank
		2, 3, 4	Limpopo	Sekhukhune	CS Barlow
		4		Capricorn	Polokwane
		4			Senwabarwana
9	Primary Agriculture	2, 4	Mpumalanga	Ehlanzeni	Mthimba
		3, 4	KwaZulu-Natal	Mthashana	Emandleni
10	Safety in Society	2, 3	KwaZulu-Natal	Majuba	Majuba Technology Centre
		2, 4	Western Cape	False Bay	Westlake
11	Tourism	2, 4	KwaZulu-Natal	Umgungundlovu	Msunduzi*
		2, 4		Esayidi	Gamalakhe*
12	Mechatronics	2, 3	Gauteng	Sedibeng	Sebokeng

\*Conduct of the ISATs could not be verified at these sites owing to industrial action.

\*\*Off-site verification process conducted.

**Table 14: Subject-specific ISATs and sites identified for verification of administration**

No	SUBJECT	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
1	Agribusiness	2, 4	Free State	Maluti	Sefikeng*
		2, 4	North West	Taletso	Lichtenburg
2	Applied Accounting	2, 4	Free State	Motheo	Bloemfontein
		3, 4	KwaZulu-Natal	Elangeni	Mpumalanga
3	Applied Policing	4	Gauteng	South West Gauteng	George Tabor
		4		Tshwane North	Temba
		4	Eastern Cape	King Sabatha Dalindyebo	Mthatha*
		4		Buffalo City	John Knox Bokwe
4	Automotive Repair and Maintenance	2, 3	Northern Cape	Urban Public	City
5	Carpentry and Roof Work	2	Gauteng	Tshwane South	Atteridgeville
		3	Limpopo	Letaba	Maake
6	Civil Construction Technology	4	Gauteng	Tshwane South	Atteridgeville
			Limpopo	Letaba	Maake
7	Criminology	2	Gauteng	Rock of Springs	
		2		Hartland	
8	Early Childhood Development	2, 3	KwaZulu-Natal	Coastal KZN	Swinton Road
		2		Umgungundlovu	Plessislaer
9	Engineering Fabrication – Boilermaking	3	Limpopo	Vhembe	Makwarela
		3, 4	North West	Orbit	Rustenburg
		3, 4	Mpumalanga	Nkangala	Mpondozankomo
10	Entrepreneurship	2	North West	Vuselela	Klerksdorp
		2	Gauteng		Medium C Leeuwkop Correctional Services
		2	KwaZulu-Natal	Thekwini	Melbourne (LC Johnson)
		2		Coastal KZN	Durban
11	Fitting and Turning	2, 3	Gauteng	Ekurhuleni East	Isidingo (Daveyton)
		2, 4	Free State	Flavius Mareka	Sasolburg
12	Hospitality Services	2, 4	Mpumalanga	Ehlanzeni	Mapulaneng
		2, 3		Gert Sibande	Standerton
		2, 4	Limpopo	Vhembe	Makwarela
		2		Thasululo	
13	Introduction to Policing Practices	2	Gauteng	South West Gauteng	George Tabor
		2	Eastern Cape	Buffalo City	John Knox Bokwe
14	Mechatronic Systems	2, 3	Gauteng	Tshwane South	Pretoria West
		2, 3	Limpopo	Capricorn	Polokwane

No	SUBJECT	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
15	New Venture Creation	2, 3	Eastern Cape		Mthatha Correctional Centre
		2, 4		Lovedale	East London King
		2, 4	Free State	Flavius Mareka	Kroonstad
		2, 3		Maluti	Bethlehem
16	Physical Science	3, 4	Mpumalanga	Gert Sibande	Standerton
		2, 4	Limpopo	Waterberg	Mokopane
17	Project Management	4	North West	Vuselela	Klerksdorp
		3, 4	Gauteng		Medium C Leeuwkop Correctional Services
		3, 4		Sedibeng	Vereeniging
		3, 4		Ekurhuleni West	Germiston
		4	KwaZulu-Natal	Thekwini	LC Johnson (Melbourne)
18	Theory of Policing Practices	3	Gauteng	Tshwane North	Temba
		3	Eastern Cape	King Sabatha Dalindyebo	Mthatha*
19	Tourism Operations	3, 4	Limpopo	Waterberg	Mokopane*
		2, 4	North West	Taletso	Lehurutshe
		2, 4		Vuselela	Potchefstroom
		3, 4		Orbit	Mankwe
20	Welding	2, 3	Free State	Flavius Mareka	Sasolburg
		2, 3	Western Cape	False Bay	Good Hope

\*Conduct of the ISATs could not be verified at these sites owing to industrial action.

\*\*Off-site verification process conducted.

## 4 APPROACH

Initially, 71 sites were sampled; however, owing to circumstances beyond Umalusi's control, the conduct of ISATs was verified at only 68 of these sites, between 1 and 17 September 2010. As indicated above, more than one level of a specific ISAT was verified at the majority of sites.

This exercise focused on the process as well as the ISAT product. Umalusi's moderators observed the candidates completing the tasks or moderated the completed product and evidence of the completion of a task.

Sites that could not be visited (owing to industrial action) were requested to provide Umalusi with evidence of the implementation of the ISATs.

## 5 FINDINGS

### 5.1 PLANNING FOR CONDUCT OF TASKS

#### Receipt of ISATs

The tasks were received at the campuses between January 2010 and August 2010, but unfortunately some sites did not receive any tasks.

The speed of the distribution of tasks differed from college to college; some colleges distributed the tasks from a central venue to ensure that only current and valid ISATs were received while others left it to the lecturers to obtain the tasks.

#### Schedules/timetables for administration of ISATs

About 80% of the verified programme and subject-specific ISATs were accompanied by schedules/timetables for their implementation. However, the following challenges were reported:

**Table 15: Challenges - schedules/timetables for conduct of ISATs**

Challenge	ISAT	Site	Observed Impact
No schedules at all	Entrepreneurship and Project Management L2 - 4	Leeuwkop Correctional Services	Inefficient time management affects quality of ISAT.
	Boilermaking L3	Makwarela	
	Civil Construction Technology L4	Atteridgeville	
	Finance Economics and Accounting L4	Bonamelo	
Incomplete schedules	Primary Agriculture	Emandleni	Impossible for external moderators to check progress.
	Marketing	Pretoria	

Challenge	ISAT	Site	Observed Impact
Schedules not implemented: 1. Late delivery of equipment and consumables	Mechatronics L2 and L3	Polokwane and Pretoria West	Delays in completion of ISAT.
2. Industrial action	Hospitality L4	Witbank and Waterval Boven	External moderation impossible as only theory section completed.
Inadequate schedules 1. Lack of detail	Management L2 and L4	Mafikeng	The absence of progression details makes tracking of progress difficult.
	Safety in Society L2 and L4	Westlake	
	Primary Agriculture L2 and L4	Mthimba	
2.Unrealistic schedules	Fitting and Turning L2 and L3	Isidingo (Daveyton)	Enrolments not aligned with resources.
	Welding L2 and L3	Sasolburg	
	Project Management L4	Melbourne	

## 5.2 LACK OF RESOURCES (EQUIPMENT AND CONSUMABLES) FOR THE COMPLETION OF TASKS

It was observed that many sites are offering NC(V) programmes without the infrastructure or resources necessary to do so effectively. Only 78% of the ISATs were conducted in simulated or structured environments; this includes those tasks that could be conducted in an ordinary classroom.

At some sites, lecturers had taken the initiative and personally hired or used their own equipment to complete the tasks. This suggested a lack of support from campus management.

### Facilities, equipment and consumables

The lack of equipment and/or equipment which was not in working order resulted in some sites lacking the capacity to complete certain sections of the work.

Owing to the importance of the use of computers, challenges reported in this regard are listed in a separate table on the next page.

**Table 16: Challenges - facilities, equipment and consumables**

Challenge	ISAT	Site	Impact
Lack of facilities	Boilermaking	Mpondozankomo	Quality of the task was undermined.
	Hospitality	Waterval Boven	
Lack of equipment	Finance Economics and Accounting L4	Bonamelo	Inability to execute the task effectively.
	Boiler Making	Makwarela	
	Automotive Repair and Maintenance	Kathu	
	Hospitality Services	Standerton	
	Mechatronics	Polokwane and Pretoria West	Still awaiting equipment in order to perform task.
Lack of adequate equipment	Fitting and Turning	Daveyton	Overcrowding
	Primary Agriculture	Mthimba and Emandleni	Task may not be completed in time and this raises concerns about the authenticity of ISAT marks submitted to the DHET.
	Fitting and Turning	Sasolburg	

Challenge	ISAT	Site	Impact
Lack of consumables	Primary Agriculture	Mthimba Campus	Task could not be completed in time to submit marks to the DHET.
	Civil Engineering and Building Construction and Engineering and Related Design	Makwarela and Mavhoi	Completed tasks for Civil Engineering and Building Construction could not be verified as the final products had reportedly been dismantled to allow other learners to complete their ISATs. Tasks not yet completed.
Maintenance of equipment	Fitting and Turning	Daveyton	Equipment out of order/not available to complete task.
	Primary Agriculture	Mthimba	
	Boiler Making	Makwarela	Health and Safety regulations not observed.

### Challenges concerning computers

The table below reflects the challenges reported:

**Table 17: Challenges – computers**

Problem	Campus /site	ISAT	Result
Insufficient computers	Umbumbulu	Project Management	Students had to resort to internet cafes to do research.
	Germiston	Project Management	Timelines for completion not adhered to.
	Melbourne	Entrepreneurship	Certain sections of task completed by hand.
	Klerksdorp	Entrepreneurship	Could not meet timelines (new computers not installed).
Lack of consumables	Mafikeng	Management	Computers had negative impact on administration and learners could not print their work.
	Dobsonville	Marketing	
	Bonamelo	Finance, Economics and Accounting	ISATs completed at home.
	Bloemfontein	Applied Accounting	PASTEL section not covered.
No internet access	CN Phatudi and Waterval Boven	Marketing and Hospitality Services	Had to resort to internet cafes to complete task; task not performed under examination conditions.
	Leeuwkop Correctional Services	Entrepreneurship and Project Management	Sections of task could not be completed.

## 5.3 CONDUCT OF ISAT

Umalusi anticipated that by the time the verification visits took place, most of the sites would have concluded their ISATs. However, it was reported that only 58% of the ISATs sampled for verification had been completed while 42% had been only partially completed or not done at all by the time of the verification visits.

**Table 18: Challenges - the conduct of the ISAT**

Challenge	ISAT	Site	Effect
Adjustment to ISAT/Deviations from specifications of the ISAT	Boilermaking L2	Mpondozankomo	Reduction of costs as well as compensation for inadequate resources.
	Welding L3	Good Hope	Reduced cost.
	Welding L4	Sasolburg	Reduced cost.
	Civil Engineering and Building Construction L4	Sir Val Duncan	CAD done manually – students not exposed to the programme and task not performed using specified equipment.
	Safety in Society L4	Westlake	Requirements of task not met.
	Office Administration L3	Witbank	Requirements of task not met.
Misinterpretation – no integration of subjects	Management L2	Mafikeng	Task not integrated.
Misinterpretation – ISAT done as part of ICASS	Primary Agriculture	Mthimba and Emandleni	Authenticity of marks questionable, not conducted under exam conditions.
	Finance Economics and Accounting	Bonamelo	Completed as assignment and done at home.

Challenge	ISAT	Site	Effect
Only partially completed	Boiler Making L2 and L3	Mpondozankomo	Task not executed as per specifications/ requirements of task not met.
	Civil Engineering and Building Construction L4	Iqhayiya	
	Civil Engineering and Building Construction	Belhar	
	Safety in Society L2	Westlake	
	Primary Agriculture	Mthimba and Emandleni	
	Fitting and Turning L2	Sasolburg	
	Civil Engineering and Building Construction L2 and L3	Makwarela and Mavhoi	
	Automotive Repair and Maintenance L2-4		
	Boiler Making L3		
	Fitting and Turning L2 and L3		
	Masonry and Tiling L2 and L3		
	Roads L2 and L3		
	Physical Science L2-4		
	Plumbing L2-4		
Hospitality L3	Witbank and Waterval Boven	Only the theory section was completed – but plans for practical section are in place.	
Not conducted	Mechatronics	Pretoria West and Polokwane	Still waiting for equipment – task not performed.
	Applied Accounting L4	Bloemfontein	External moderation not possible.
	Finance, Economics and Accounting L4	Bonamelo	
	Entrepreneurship L2 and Project Management L3 and L4	Leeuwkop Correctional Services	
	Fitting and Turning L2	Daveyton	
No evidence available	Economic Environment task of Finance, Economics and Accounting L2	Welkom	External moderation not possible.
	Criminology L2	Hartland Training and Development Centre	

### Implementation of incorrect ISAT

Some colleges accessed and implemented the wrong version of the ISAT which were obtained either from the Thutong website or from other campuses or colleges. This is an indication of ineffective communication. For example:

**Table 19: Challenge – Implementation of the incorrect ISAT**

Incorrect ISAT implemented	Site	Result
Safety in Society L2	Majuba Technology Centre	Validity and reliability of marks questionable.
Finance, Economics and Accounting L4	Brits	
Boilermaking L4	Mpondozankomo	
Welding L3	Good Hope	
Management Practice L2	Mafikeng	

## 5.4 QUALITY AND STANDARD OF SCORING

Inconsistency in the scoring of tasks was noted by Umalusi. The following practices were observed:

Deviating from or amending the ISAT to suit the campus;

- Inconsistency in the assessment of the tasks as some sites completed only certain sections while others completed all sections of the tasks;
- Adjusting rubrics and marking guidelines to suit the campus;
- Awarding full marks for incomplete tasks;
- The apparent unawareness of some of the private colleges, e.g. Hartland Training and Development Centre, of the existence of standardised ISATs.

## 5.5 INTERNAL MODERATION

Only 39% of the ISATs verified by Umalusi were moderated internally. The moderation tool used was a checklist reflecting compliance. The feedback was not appropriate in that it did not provide information on good practice or make recommendations for improvement.

## 6 AREAS OF GOOD PRACTICE

### 6.1 VERIFICATION OF THE CONDUCT OF ISATs

Commitment and support from management, thorough planning and effective quality management systems at some sites contributed to the effective and successful implementation of the ISATs. (Example: Early Childhood Development L2 and L3 at Swinton Road and Plessislaer Campuses).

Well-designed and suitably resourced laboratories, workshops and simulation rooms at some sites provided an environment which was conducive to the successful implementation of ISATs. (Example: Mokopane Campus for Physical Science).

Some colleges were well versed in the assessment processes of the NC(V) programmes, and this led to an acceptable standard of conduct of the ISATs. Together with experienced academic staff and the relevant policies and processes in place, this led to:

- Tasks being assessed according to the agreed criteria and thus with appropriate scoring or grading;
- Thorough and accurate records of scores supported by reliable evidence; and
- Excellent moderation systems and procedures with well-documented moderation evidence at college and campus level: for example, Swinton Road and Plessislaer Campuses (Early Childhood Development Level 2 and 3); Majuba Technology Centre (Safety in Society Level 3); Atlantis Campus (Management Level 3) and Mapulaneng Campus (Hospitality Services).

## 7 AREAS FOR IMPROVEMENT

### 7.1 VERIFICATION OF THE CONDUCT OF ISATs

#### Planning

College management must be accountable for the effective administration of the current ISAT according to the specifications of the DHET. The DHET must be responsible for clear, regular communication and should maintain an up to date and accurate website for access by colleges. The DHET and colleges must improve the method of distributing ISATs to colleges and campuses to ensure that only approved and current ISATs are implemented.

Effective planning is crucial to the successful management of ISAT. When enrolling learners, colleges must take into consideration the facilities and resources they have

available. In addition, the schedule/timetable for the conduct of ISATs must be realistic and achievable.

### **Infrastructure and resources**

The availability of equipment and consumables for the execution of the practical component and ISATs is of great importance. Colleges must be suitably and adequately resourced to offer programmes before they are allowed to do so. Colleges should limit the offering of optional subjects according to their capacity to deliver them properly, as lack of capacity has an influence on the conduct of the practical work as well as on the ISAT.

The DHET should make provision for the monitoring and moderation of the conduct of ISATs in order to ensure the achievement of quality delivery and assessment in these programmes.

### **Implementation of ISATs**

College management should be held accountable for the interpretation and correct implementation of ISATs. Furthermore, measures must be put in place to improve learner attendance.

### **Quality and standard of scoring**

The rubrics and marking guidelines provided by the DHET must be used to assess ISATs to ensure consistency and to uphold the veracity of scores. The practice of awarding marks for partially completed tasks must be eradicated.

### **Internal moderation**

Effective internal moderation must be implemented at all sites. All internal moderators must be adequately trained.

## **8 CONCLUSION**

This chapter indicates that significant shortcomings with regard to the conduct of ISATs still exist. There are major challenges in the system that should be urgently addressed, particularly in terms of human and physical resources and the administration of the tasks. Furthermore, colleges should be permitted to offer only those programmes for which they have the resources.

In a qualification where the practical component is an integral part of the external examination, efficient systems in terms of planning, timeframes, monitoring and greater adherence by campuses to the protocol of assessment must be established. This will

ensure the credibility of the ISATs as the practical component of the NC(V) examinations. Attention to these challenges will increase the validity and reliability of these results.

# Chapter 4

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## Monitoring the conduct of examinations

### 1 INTRODUCTION

The 2010 monitoring of VET examinations covered the following three phases of the examination process:

- the state of readiness to administer examinations;
- the writing of the examinations;
- the marking of Level 2 and 3 NC(V) scripts at colleges.

Monitoring the state of readiness is essential because it provides Umalusi with an indication of whether the assessment body, in this case the Department of Higher Education and Training (DHET) and the Provincial Departments of Education (PDEs), as well as the sites of delivery, are ready to administer and manage the examinations.

The writing and marking phases are monitored to ensure that policy is adhered to and that the examination processes are not compromised in any way.

### 2 PURPOSE OF THE CHAPTER

The purpose of this chapter is to report on:

- the state of readiness of the Provincial Departments of Education for the conduct of the examinations in the nine provinces;
- the state of readiness of the sampled examination centres and marking centres to conduct examinations – writing and internal marking;
- the effectiveness and integrity of the systems in place to appoint chief invigilators, invigilators, marking centre managers, chief markers, marking moderators and markers;
- the security measures in place to ensure the safe keeping of question papers, scripts and other examination material;
- the quality of the processes related to the administration and conduct of the examinations;
- the quality of the processes involved in the marking of scripts and the capturing of marks.

### 3 SCOPE

Umalusi deployed 19 monitors (including three Umalusi staff members) to visit a pre-selected sample of examination and marking centres across all nine provinces.

#### 3.1 MONITORING OF THE STATE OF READINESS

In order to establish the extent of the involvement of provinces in college examinations, each province was required to complete a self-evaluation instrument and to provide evidence of its plans and monitoring schedules.

#### 3.2 MONITORING OF THE WRITING PHASE

The table below provides a list of the sites covered in Umalusi's monitoring of the writing phase of the March 2010 Supplementary and November 2010 examinations.

**Table 20: Sites included in monitoring of the writing and internal marking phases**

PROVINCE	March 2010		November 2010	
	College	Campus	College	Campus
Eastern Cape	Port Elizabeth	Bethelsdorp Dower	Buffalo City	East London
			King Hintsa	John Knox Bokwe
				Teko
Free State	Maluti	Bonamelo	Motheo	Bloemfontein
		Itemoheleng	Flavius Mareka	Kroonstad
			Motheo	Thaba N'chu
			Goldfields	Tosa
Gauteng	South West Gauteng	Dobsonville	Sedibeng	Lekoa
		Molapo	Tshwane North	Pretoria
	Tshwane North	Temba	Pretoria Gardens Technical High School	
		Soshanguve	Rock of Springs College (Private)	
			Ekurhuleni East	Springs Tlamoha
KwaZulu-Natal	Umgungundlovu	Plessislaer	Mnambithi	Ladysmith
		Edendale	Majuba	Newcastle Technology Centre

PROVINCE	March 2010		November 2010	
	College	Campus	College	Campus
			Majuba	Newcastle IT & Business Campus
			Coastal KZN	Durban Umlazi
Limpopo	Capricorn	Polokwane	Lephalale	Ellisras
			Northern Technical College (Private)	
Mpumalanga	n/a	n/a	Advisor Progressive College (Private)	
			Ehlanzeni	Barberton
	Nkangala	Mpondozankomo	Nkangala	Mpondozankomo
		Witbank	Ehlanzeni	Nelspruit
Northern Cape	n/a	n/a	Rural Public	Kuruman Upington
			Urban Public	Kimberley (Moremogolo)
North West	n/a	n/a	Orbit	Rustenburg
			Springfield College (Private)	
Western Cape	False Bay	Fish Hoek	West Coast	Atlantis
		Muizenberg	College of Cape Town	Gugulethu
			Boland	Paarl
			West Coast	Vredendal

The monitoring of the writing and marking phases included examination centres at 30 public FET colleges (42 campuses/sites) and four private FET colleges. Morning as well as afternoon sessions of examinations were monitored and the monitoring spanned the full examination period.

### 3.3 MONITORING OF THE MARKING PHASE

The NC(V) Level 4 examination scripts were marked centrally at the Springs Campus of Ekurhuleni East FET College (Gauteng).

NC(V) Level 2 and Level 3 examination scripts were marked internally at college or campus level. The marking centres in each of the provinces were visited by Umalusi monitors whilst visiting the centre for the writing of the examination.

## 4 APPROACH

Umalusi monitors were appointed provincially on the basis of their knowledge of the principles involved in conducting credible examinations. Monitors were trained in the Umalusi approach and were required to submit a comprehensive monitoring report.

Sites were selected according to a plan in which Umalusi undertook to visit all examination centres over a certain period of time, and to follow up on poorly performing centres where necessary.

### 4.1 MONITORING OF THE DESIGN PHASE

In 2010, Umalusi sent a self-evaluation document to confirm with PDEs the nature of their role in ensuring the readiness for the examinations and their involvement in terms of the quality assurance of the internal assessment component at FET Colleges in their Province.

## 5 FINDINGS

Public FET colleges administer examinations regularly throughout the year and, in most cases, do so very effectively. Deviations from policy in this respect were mostly minor in nature. While public colleges were generally well prepared, this was not the case in the sample of private colleges. Judging from the sample, it was clear that there was a general need to upgrade their procedures and their facilities for the writing and marking of the examinations. Such colleges will remain a focus of Umalusi's monitoring in an attempt to bring them up to the required standard.

### 5.1 STATE OF READINESS

#### 5.1.1 Involvement of Provincial Departments of Education

##### **Compliance of sites as examination centres**

During 2010, some PDEs were involved in the registration of new examination centres. It is critical that all new examination centres demonstrate an acceptable level of compliance with examination centre requirements.

- Some colleges try to operate without registration as examination centres by using the facilities of other institutions. Pretoria Gardens Technical High School acted as an examination venue for five private colleges - Dynamic Skills Development College,

Sureguide Training College, Tshwane Institute of Technology, SA College of Business and Technology and Blue Skye. While the personnel at the school made every attempt to conduct processes according to policy, in reality they had little control over the process since personnel from the private colleges were also involved. This is of great concern as the hosting of the examinations at a centre where the instruction does not take place should not be permitted.

- Similarly, Springfield College candidates from Rustenburg were bused to the Pretoria Campus of the college to write their examinations.

### **Appointment and training of examination officials**

- The appointment of chief invigilators and marking centre managers is largely a college decision.
- The PDE provided training for chief invigilators in the procedures, rules and regulations of examinations, according to the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational) – Government Gazette No. 3028. This training was designed to be cascaded to appointed invigilators at each examination centre.
- Training of marking centre managers was provided by some PDEs – though Gauteng did not record doing so and WCED did so only upon request.

It was evident during monitoring visits by Umalusi that not all chief invigilators or marking centre managers had received recent training.

### **Monitoring of examinations**

- The Free State PDE indicated that it had used a desktop model for the monitoring of the design phase of the examination.
- The departmental officials who conducted on-site monitoring used the Umalusi Instruments.
- While all the PDEs indicated that monitoring and moderation of the three phases of the examination at the examination sites in their provinces was planned, and that there would be discussions with officials at the various sites on improving delivery, the absence of registers at campuses recording such visits made it impossible to evaluate whether they had in fact occurred.
- Furthermore, only Mpumalanga accepted responsibility for the private and correctional service providers in its monitoring plans. The scope of provincial monitoring appears to have been dictated by a general lack of resources. Samples were small with between two (Mpumalanga) and four officials (North West) being deployed.

## **Monitoring of marking centres**

- The PDEs indicated that they had monitored marking centres according to the schedules they had provided, and that they had ensured that the marks were submitted.

## **5.1.2 Examination centres**

### **Planning for examinations**

- The processes relating to the planning for administration and conduct of the examinations generally ran smoothly according to the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational).
- The examination timetable, invigilation timetable, and seating plans were in place at most centres.
- (Notable exceptions were Advisor Progressive College, Plessislaer, Springs, and Northern Technical College, where many areas of compliance require significant improvement, and which will remain the focus of future monitoring)

### **Question papers and examination material**

- All public campuses had security systems of some sort in place and in many cases security guards were also deployed. (Improvements are required at Advisor Progressive College, Lekoa Campus, Pretoria Campus, and Teko Campus.)
- Measures were in place to ensure that all question papers were received via courier from the DHET, and any shortages were efficiently remedied.
- Question papers were stored in strong-rooms or safes.
- Examination stationery was generally securely stored.
- Access to examination material was strictly limited to the chief invigilator and campus manager or another senior staff member.
- Stock registers were in place; however, the control of the use of examination stationery was inadequate at Advisor Progressive College, Edendale Campus, Itemoheleng Campus and Molapo Campus.

### **Preparation for invigilation**

- Chief invigilators were appointed in writing by the college or province.
- Most chief invigilators were either very experienced or had received additional training. The cascade system of training invigilators at campus level was used and training manuals were in evidence. Notable exceptions were Advisor Progressive College, Polokwane Campus, Rock of Springs College, Springs Campus, Plessislaer Campus, John Knox Bokwe Campus and Teko Campus where the invigilators did not

demonstrate adequate training in the fulfilment of their duties. Further training of the chief invigilator is also recommended at Ladysmith Campus and Newcastle Campus.

- Most examination centres used internal staff as invigilators.
- Campus management compiled invigilation and duty rosters for their centres and had contingency plans in place.
- Effective contingency plans were not found at certain centres, namely, Mpondozankomo Campus, Witbank Campus, Advisor Progressive College, Pretoria Campus and Tlamoha Campus.
- Lecturers were not permitted to invigilate their own teaching subjects as per policy. A notable exception in this regard occurred at Advisor Progressive College. This college had been advised of this irregularity during two previous monitoring visits by Umalusi.
- The centres generally complied with the required student-invigilator ratios. In examinations involving the use of computers, there were twice as many invigilators to ensure that the examination was not undermined.

### **5.1.3 Marking centres**

#### **Preparations for marking**

- The marking of NC(V) Levels 2 and 3 scripts was done at campus or college level. Some colleges dedicated a specific campus to the marking of particular subjects.
- The monitors were satisfied that the campuses were secure environments conducive to efficient and fair marking, Vredendal Campus was, however, an example of a marking centre without fully controlled access or established hours.
- The centre managers had the necessary knowledge of the requirements and policies regarding the appointment and training of examination staff.
- Appointments of markers were made in writing and they were trained according to policy requirements. They were well versed and experienced in the procedures related to the marking process.
- There were measures in place to control the flow of scripts at the marking centres.
- Marking guidelines were received from the DHET a day or two after the question papers were written. Mpondozankomo Campus complained that the marking guidelines had arrived late.

## **5.2 MONITORING OF WRITING PHASE**

#### **Security of examination materials**

- Mechanisms were in place to ensure that all question papers were received by the examination centres.

- There were no reported incidents of questions papers being received unsealed, and all sites reported that envelopes were opened in the presence of the candidates.
- Most campuses had large strong-rooms, with space for the secure storage of all examination materials. Access was strictly limited to senior officials. There was no strong-room at Itemoheleng Campus, however.

### **Examination room**

- Venues were carefully prepared and were generally suitable for the writing of examinations. Facilities could be improved at Advisor Progressive College and Rock of Springs College. Noise was a disturbing factor at Polokwane Campus, Dobsonville Campus, and Plessislaer Campus.
- Examinations in which computers and other technological equipment were required were carefully monitored and were found to be well supported and properly organised at the majority of centres.

### **The writing of the examination**

- Monitors reported that most examination centres complied with correct procedures in terms of the following: the seating of candidates; the reading out of regulations on the conduct of examinations; the opening of envelopes containing question papers; the allocation of reading time; the availability of time devices; the movement of candidates; and the collection of scripts.
- Identity documents and examination permits were clearly displayed by candidates throughout the examination. However, Springs Campus allowed candidates to use their college cards instead of their National Identity documents.
- Most venues had very secure methods for recording the attendance and seating position of the candidates. This was lacking at Plessislaer Campus and Dobsonville Campus, however.
- There was a general tendency among candidates to arrive either just before or just after the starting time. This was particularly prevalent at Bloemfontein Campus, Plessislaer Campus, Edendale Campus, Durban Campus, Umlazi Campus, Soshanguve Campus and Springfield College.
- Sufficient time to read through the paper was not always accorded the candidates, as witnessed at Advisor Progressive College, Rock of Springs College and Bloemfontein Campus.
- Invigilators conducted themselves in a professional manner and were aware of the serious nature of their task in ensuring that the writing of the examination was conducted credibly. This was not evident at Polokwane Campus, however.
- Attendance registers for both invigilators and candidates were in place, although invigilators did not sign special invigilation registers at Itemoheleng Campus,

Newcastle Campus, Advisor Progressive College, Dobsonville Campus, Molapo Campus and Springs Campus.

- A lack of learner support was noted at some centres where:
  - Chief invigilators did not read instructions on question papers to candidates.
  - Candidates were not instructed to verify that they were writing the correct paper.
  - Candidates were not instructed to check the number of pages and text of the examination paper.
  - The centre number and start/finish times were not clearly displayed.
  - Candidates were not given sufficient time to read through the question paper before starting to write.
  - A large clock or another means by which candidates could keep track of time was not in evidence.
  - Some or all of the above were found at Plessislaer, Lephallale, Dobsonville, Temba, Itemoheleng, and Tlamoha Campuses and at the Advisor Progressive, Rock of Springs and Springfield Colleges.
- It was found that a significant number of candidates at many centres did not use all the time allowed for the examination and left well before the scheduled end time.
- While irregularities were largely absent, the lack of irregularity registers was noted at many of the centres monitored.
- Daily reports were completed at most of the centres monitored and it was claimed that these were submitted to the DHET. A notable exception was Northern Technical College.

#### **Packaging and transmission of answer scripts**

- The checking, collection, recording and packaging of scripts was carefully done. Records were kept of the Level 2 and 3 scripts for marking on site or at selected centres. The Level 4 papers were efficiently dispatched to the centralised marking centre.
- Monitors at Bloemfontein and Thaba N'chu Campuses observed that the only records kept were waybills.

#### **Evidence of monitoring by the assessment body**

- Evidence of monitoring by the assessment body (DHET) or Provincial Education Departments was difficult to establish since most sites did not keep registers.

## 5.3 MONITORING OF MARKING PHASE

### Security

- The dispatch of Level 4 scripts to the central marking venue was well handled according to policy. However, at some centres, no registers were kept of the scripts dispatched, with waybills as the only proof.
- The security of the on-site marking centres was generally good. Most examination sites had dedicated secure venues to marking. Umalusi monitors reported that there was an absence of marking venue registers at a number of sites.

### Appointment and training of markers

- Markers were appointed according to accepted criteria and the marking guideline discussions were used as a training session. Training programmes were in evidence at most centres.

### Marking procedure (Level 2 and 3)

- It was reported that marking guideline discussions were held before the onset of marking. The monitors of Molapo Campus and Springfield College were not entirely satisfied that adequate discussions had been held, and no minutes of the meetings had been kept.
- Monitors were assured that a process of pre-marking/sample marking had been followed before the onset of marking. This, however, did not happen at Polokwane Campus.
- The approach to marking, whether question-by-question or whole script, differed according to subject.
- All markers followed policy with regard to the marking of the optional answers and second answers.

### Internal moderation

- Internal moderators were appointed according to their expertise. Generally, they trained markers and moderated scripts as per guidelines.
- At most centres, 10% of marked scripts was moderated.

### Handling of irregularities

- There was a general absence of irregularity registers which prevented monitors from gauging a year-on-year improvement.

### **Checking of scores**

- A set method was found to be followed at most centres in checking whether all questions had been marked, that totals had been correctly calculated and transferred accurately to mark sheets.
- Monitors were concerned that the onus of checking was often on the internal moderator.

## **6 AREAS OF GOOD PRACTICE**

### **6.1 INVOLVEMENT OF THE PROVINCIAL DEPARTMENTS OF EDUCATION IN THE EXAMINATIONS**

- During March and April 2010, Gauteng Province held a two-day workshop for the personnel of all eight FET colleges on the conduct and administration of the examinations. This certainly resulted in good practice being observed at the colleges.
- The PDE of Mpumalanga provided the marking centre managers with a Provincial Marking Guideline. This direction resulted in greater consistency.

### **6.2 EXAMINATION CENTRES**

- Nelspruit Campus used a particularly efficient system to record the marking process and was an example of good practice.
- In general, the invigilators conducted themselves in a professional manner and were particularly diligent about attendance registers, seating plans, the display of candidate identity, and checking candidate details on scripts.
- The monitor of the Northern Cape Campus noted that the campus used an excellent inventory system for recording examination materials.
- The West Coast College has developed a training programme that involves a PowerPoint presentation on dealing with irregularities. All examination functionaries are provided with a hard copy of this presentation.
- The internal moderators from the three Motheo Campuses met and discussed the marking guidelines for subjects offered across the campuses.

Umalusi welcomes these positive developments. They suggest that certain colleges are taking their responsibilities very seriously.

## **7 AREAS FOR IMPROVEMENT**

### **7.1 INVOLVEMENT OF THE PROVINCIAL DEPARTMENTS OF EDUCATION IN THE EXAMINATIONS**

- Registers at examination sites recording visits made by PDEs, college and Umalusi monitors must be in place.
- PDEs must provide annual training in the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational) – Government Gazette No. 3028 and accredited private providers must be encouraged to attend.
- The DHET must send their monitoring plans to Umalusi at least six weeks before the examination period to allow Umalusi to monitor their visits to examination sites and to ensure greater coverage of sites.

### **7.2 EXAMINATION CENTRES**

- The centre number and start/finish times must be clearly displayed during every examination session.
- Regulations on conduct of examination must be read to candidates.
- Candidates must be instructed to verify that they are writing the correct paper.
- Each venue should have a large clock or similar means of indicating time clearly displayed in the examination room.
- Contingency plans for coping with any crisis should be in place at all examination centres to minimise any disruptions.
- Every examination centre should have an Irregularity Register.
- Examination centres must record the monitoring visits by the DHET, PDE and Umalusi and have improvement plans in evidence.

### **7.3 MARKING CENTRES**

- Marking venues must be totally secure – scripts must be kept in a secured area and the signing out by the marker must be supervised at all times.
- Entrance to these venues must be strictly controlled by an attendance register.
- Minuted marking guideline discussions must be held prior to marking at all venues.

- Lecturers are not permitted to mark their own candidates' scripts and arrangements should be made for the marking of these scripts to take place at another site; alternatively, these scripts should be moderated by a marker from another institution.
- College management must ensure that an effective system of double checking is established to ensure that all questions have been marked, that the marks have been correctly transferred to the cover of the script and that the final marks have been calculated accurately.
- A register must be prepared for each examination to record the flow of the scripts for marking at campus/college level or for dispatching to the centralised venue.

## 8 CONCLUSION

Umalusi completed its monitoring processes as planned. In general, Provincial Departments of Education and the public examination centres were well prepared for the administration of examinations, particularly for their writing.

The conduct of the examination and marking personnel at the sampled campuses was professional and the more experienced staff mentored candidates and personnel in the practices of examination writing and marking respectively.

The performance of private colleges was generally below standard, however. This can be attributed to the lack of guidance, support and monitoring from the registering authorities.

The monitoring of the three phases – design, writing and marking – of the supplementary and November 2010 examinations confirmed that, apart from the few policy deviations mentioned in this report, examinations were well organised and credibly administered. All those involved in making this aspect of the assessment process a success are to be commended for their contribution.

# Chapter 5

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## Moderation of Marking

### 1 INTRODUCTION

Moderation of marking is of critical importance for quality assurance as it largely determines the standard and quality of marking, and ensures that it happens according to established practices and standards.

Marking of NC(V) Levels 2 and 3 is done at site level, whereas marking of Level 4 is centralised. In this case, the models used for the marking process for Levels 2 and 3 were varied across the provinces. Papers were marked either at campus Level or at centralised venues at specific campuses or colleges. All NC(V) Level 4 scripts were marked at Springs Campus of Ekurhuleni East College.

The marking guidelines for Levels 2 and 3 were finalised by the DHET, while those for NC(V) Level 4 were finalised at memorandum discussions at the centralised marking venue.

Umalusi verified the marking of a sample of the NC(V) scripts from all three levels.

### 2 PURPOSE

The purpose of this chapter is to report on:

- The standard of the marking guidelines and the marking guideline discussions;
- The standard and quality of the marking and internal moderation;
- The reliability and practicability of the systems, processes and procedures as planned and implemented at the marking centres.

## 3 SCOPE

### 3.1 MODERATION OF MARKING OF 2010 SUPPLEMENTARY EXAMINATION

In the 2010 supplementary examination session, Umalusi deployed 10 moderators to moderate the marking of 14 NC(V) subjects across Levels 2, 3 and 4. The moderation process took place at the DHET in Pretoria.

The table below indicates the subjects included in the moderation process.

**Table 21: Moderation of marking of 2010 supplementary examination**

Level 2
Carpentry and Roof Work
Electrical Principles and Practice
English First Additional Language
Introduction to Law
Mathematics
Level 3
Electronic Control and Digital Electronics
Electrical Principles and Practice
Fitting and Turning
Mathematics
Principles of Computer Programming
Level 4
Computer Programming
Economic Environment
Electronic Control and Digital Electronics

### 3.2 MODERATION OF MARKING OF 2010 NC(V) NOVEMBER EXAMINATION SCRIPTS

#### 3.2.1 Marking guideline discussions

Umalusi sent 41 moderators to attend the Level 4 marking guideline discussions for 48 sampled subjects at the Springs Campus of Ekurhuleni East FET College in Gauteng on 2

December 2010. Umalusi officials also attended some of these discussions. The table below indicates the sample of guideline discussions attended.

**Table 22: Marking guideline discussions attended**

NC(V) SUBJECT MARKING GUIDELINE DISCUSSIONS	
Afrikaans First Additional Language Paper 1	Food Preparation
Agribusiness	Governance
Animal Production	Hospitality Generics
Applied Accounting Paper 1	Hospitality Services
Applied Accounting Paper 2	Law Procedures and Evidence
Applied Policing \	Life Orientation Paper 1
Automotive Repair and Maintenance	Life Orientation Paper 2
Business Practice	Management Practice
Client Services and Human Relations	Marketing Communication
Computer Programming Paper 1	Mathematics Paper 1
Computer Programming Paper 2	Mathematics Paper 2
Construction Supervision	Mathematical Literacy Paper 1
Consumer Behaviour	Mathematical Literacy Paper 2
Criminal Justice Process	New Venture Creation
Drawings, Setting Out, Quantities and Costing Paper 1	Office Practice
Drawings, Setting Out, Quantities and Costing Paper 2	Office Data Processing
Economic Environment	Operations Management
Electrical Principles and Practice	Personal Assistance
Electronic Control and Digital Electronics	Physical Science Paper 1
Engineering Fabrication - Sheet Metal Work	Project Management
Engineering Fabrication - Boilermaking	Science of Tourism
English First Additional Language Paper 1	Sustainable Tourism in South Africa and International Travel
Financial Management	Tourism Operations
Fitting and Turning	Welding

### 3.2.2 Moderation of marking

Umalusi sent 19 moderators to moderate the marking of 11 Level 2 and 12 Level 3 subjects at the DHET in Pretoria from 3 to 8 December 2010. A sample of NC(V) Level 4 scripts from 51 subjects was moderated by 44 Umalusi moderators between 3 and 8 December 2010 at the Springs Campus.

The sample included scripts from sites at which the qualification was offered across all nine provinces.

The tables below indicate the subjects and provinces included in the moderation of marking exercise.

**Table 23: Moderation of marking NC(V) Level 2**

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Advertising and Promotions	4			✓		✓			✓	✓
Agribusiness	5			✓	✓	✓	✓	✓		
Early Childhood Development	3			✓	✓					✓
Introduction to Computers	1	✓								
Introduction to Policing Practices	5	✓		✓	✓	✓				✓
Entrepreneurship	8	✓	✓	✓		✓	✓	✓	✓	✓
Learning Psychology	5		✓	✓	✓	✓				
Life Orientation Paper 2	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	8	✓	✓	✓	✓		✓	✓	✓	✓
Mechanical Systems	4	✓		✓		✓				✓
New Venture Creation	4			✓	✓	✓			✓	
Science of Tourism	5			✓	✓		✓		✓	✓

**Table 24: Moderation of marking NC(V) Level 3**

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Art and Science of Teaching	3			✓	✓	✓				
Construction Planning	5	✓			✓	✓	✓			✓
Engineering Practice and Maintenance	4				✓	✓	✓		✓	
Hospitality Generics	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learning Psychology	3			✓		✓				✓
Machine Manufacturing	3	✓		✓	✓					
Materials	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Office Data Processing	7	✓	✓	✓	✓	✓	✓			✓
Physical Science Paper 1	7	✓	✓	✓	✓	✓	✓	✓		
Physical Science Paper 2	7	✓	✓	✓	✓	✓	✓	✓		
Stored Programme Systems	3	✓		✓						✓

**Table 25: Moderation of marking NC(V) Level 4**

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Advertising and Promotions	8	✓	✓	✓	✓	✓	✓	✓		✓
Afrikaans First Additional Language Paper 1	2								✓	✓
Afrikaans First Additional Language Paper 2	2								✓	✓
Agribusiness	6	✓	✓		✓	✓	✓	✓		
Animal Production	6	✓	✓		✓	✓	✓	✓		

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Applied Accounting Paper 1	8	✓		✓	✓	✓	✓		✓	✓
Applied Accounting Paper 2	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Applied Policing	5	✓		✓	✓	✓				✓
Automotive Repair and Maintenance	7	✓		✓	✓		✓	✓	✓	✓
Business Practice	7	✓	✓		✓	✓	✓		✓	✓
Civil Construction Technology	6			✓	✓	✓	✓		✓	✓
Client Services and Human Relations	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Programming Paper 1	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Construction Supervision	8	✓	✓	✓	✓	✓	✓	✓		✓
Consumer Behaviour	8	✓	✓	✓	✓	✓		✓	✓	✓
Criminal Justice Process	4	✓		✓		✓				✓
Drawings, Setting Out, Quantities and Costing Paper 1	8	✓	✓	✓	✓	✓		✓	✓	✓
Drawings, Setting Out, Quantities and Costing Paper 2	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic Environment	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Principles and Practice	8	✓	✓	✓	✓	✓	✓		✓	✓
Electronic Control and Digital Electronics	8	✓	✓	✓	✓		✓	✓	✓	✓

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Engineering Fabrication - Boilermaking making	6		✓		✓		✓	✓	✓	✓
Engineering Fabrication - Sheet Metal Work	1								✓	
English First Additional Language Paper 1	*									
English First Additional Language Paper 2	*									
Farm Planning and Mechanisation	4		✓		✓	✓	✓			
Financial Management	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fitting and Turning	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Food Preparation	6	✓	✓	✓	✓				✓	✓
Governance	5	✓		✓	✓	✓				✓
Hospitality Generics	5			✓	✓	✓		✓		✓
Hospitality Services	6		✓	✓		✓		✓	✓	✓
Law Procedures and Evidence	5	✓		✓	✓	✓				✓
Life Orientation Paper 1	8	✓	✓		✓	✓	✓	✓	✓	✓
Life Orientation Paper 2	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Management Practice	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marketing Communication	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematical Literacy Paper 1	9	✓	✓	✓	✓	✓	✓	✓	✓	✓

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Mathematical Literacy Paper 2	8	✓	✓	✓	✓	✓	✓	✓		✓
Mathematics Paper 1	7	✓		✓	✓	✓	✓		✓	✓
Mathematics Paper 2	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
New Venture Creation	8	✓	✓	✓	✓	✓	✓		✓	✓
Office Practice	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Operations Management	7	✓	✓			✓	✓	✓	✓	✓
Personal Assistance	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Physical Science Paper 1	6	✓	✓		✓	✓	✓	✓		✓
Project Management	7	✓	✓	✓		✓	✓		✓	✓
Science of Tourism	5	✓		✓	✓	✓				✓
Sustainable Tourism in SA and International Travel	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tourism Operations	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Welding	2			✓						✓

\*Data for this subject was unavailable at the time of printing.

In addition to the above process, Umalusi staff also played a role in the monitoring of the marking process.

## 4 APPROACH

Moderation of marking of Levels 2, 3 and 4 entailed:

- Internal moderation at campus/college level;
- Moderation of a sample of subjects at the DHET;
- External moderation of a sample of subjects by Umalusi.

Umalusi appointed experienced external moderators to moderate the quality of marking. The approach was to:

- Moderate a sample of Level 2 and 3 scripts at the DHET in Pretoria;
- Attend marking guideline discussions for Level 4; and
- Moderate a sample of Level 4 scripts from a sample of subjects at the Springs Campus.

The sample of subject scripts moderated from the various provinces is reflected in tables 23, 24 and 25.

In addition, Umalusi staff:

- Attended some of the marking guideline discussion meetings;
- Monitored the marking venues during the moderation of marking;
- Scrutinised chief marker/internal moderator marking reports (Levels 2, 3, and 4).

## 5 FINDINGS

### 5.1 MARKING GUIDELINE DISCUSSIONS

The marking guideline discussions were generally lively and productive, ensuring that the marking guidelines for NC(V) Level 4 would support fair marking and the correct allocation of marks. Umalusi external moderators did, however, have to guide some discussions in order to achieve compliance in terms of accepted practices. Some discussions did not adhere to the set time framework and had to be repeated to prevent compromising the purpose of the discussion.

#### **Preparedness of the markers and chief markers**

In order to optimise the benefit of the marking guideline discussion, it is essential that markers and chief markers engage with the particular paper beforehand. The following were observed:

- Only 37% of the markers came prepared for the discussion;
- The majority (80%) of chief markers had marked a sample of scripts before the discussion meetings. In subjects with low enrolments where there was only a chief marker and/or internal moderator (e.g. Afrikaans First Additional Language, Criminal Justice Processes and Engineering Fabrication Sheet Metal Work) this did not happen, however.

## **Attendance**

Attendance of the marking guideline discussion meeting is *essential* for markers, chief markers and internal moderators if uniformity in marking is to be ensured. Monitors observed that:

- Only 73% of the markers attended the marking guideline discussions, an unacceptably low percentage;
- Some markers were absent due to the marking of Level 2 and 3 at their colleges (e.g. Mathematical Literacy Paper 2);
- No reasons were provided by other markers for their failure to attend the discussions, e.g. Economic Environment, Fitting and Turning and Mathematics Paper 2;
- Chief markers/internal moderators were absent on the day of the discussions, e.g. Criminal Justice Process, Financial Management and Electrical Principles and Practice.

## **Participation in discussions**

In general, chief markers and markers actively engaged with and amended the marking guidelines where necessary at the discussions. Some markers did not contribute to the discussion and relied on the input of the chief marker/internal moderator e.g. Science of Tourism and Operations Management.

## **Adjustments to the marking guideline**

Marking guidelines are interrogated for effectiveness at several stages during the marking process and it was noted that:

- Before the marking guideline discussions, chief markers/internal moderators adjusted 43% of all subject marking guidelines;
- During the marking guideline discussions, 85% of the marking guidelines were adjusted;
- After the sample marking had been completed, 33% of these guidelines were adjusted further (only 73% of the subjects' scripts were sample marked). The number of scripts in the sample per subject varied depending on availability of scripts.

External moderators confirmed that all the adjustments were justifiable. The changes mainly concerned adding alternative answers or adjusting the allocation of marks. These changes did not influence the cognitive level of the required responses. However, it was observed that:

- Technical errors which influenced mark allocation were still found in the Mathematical Literacy Paper 1 and 2;
- While amendments to Mathematics Paper 1 were not printed but sent as errata to the examination centres, the marking guideline was not adjusted accordingly;

- The changes recommended by the external moderator to the Office Practice examination paper were not made on the question paper or on the marking guideline;
- The translated versions of the marking guidelines of most subjects were not available at the onset of the discussions;
- In some subjects, the appointed marker could not mark the Afrikaans version, e.g. Welding.

## **5.2 MODERATION OF MARKING**

Marking was moderated by Umalusi, either at DHET (L2, L3) or at Springs Campus (L4).

### **5.2.1 NC(V) L 2 and 3**

A summary of the findings by Umalusi moderators during the moderation of marking at the DHET in Pretoria is provided below:

#### **Availability of scripts and supporting documents**

Scripts and supporting documents were not always available. Possible reasons:

- Compliance of colleges with Memorandum 12 of 2010;
- Logistical problems at the DHET.

Mark sheets and moderation of marking reports were not always made available to moderators and this hampered their ability to verify the marks and the internal moderation.

#### **Marking guideline discussions**

The DHET implemented an additional layer of quality assurance. The marking guidelines for L2 and L3 were submitted to panels in the Western Cape for interrogation before they were sent to the marking centres. As there are no centralised marking guideline discussions for L2 and L3, this step by the DHET assisted in ensuring quality and consistency in the guidelines at these levels.

#### **Correct version of paper printed and written**

In most subjects, the correct final, moderated question paper was printed and written by the candidates. It was noted with concern, however, that the wrong version of the Afrikaans Life Orientation Level 2 Paper 2 was printed. Consequently, the marking guideline did not correspond with the question paper.

## **Marking procedures and standard of marking**

The model followed in the marking procedure was either the whole script approach or the marking of individual questions. Umalusi found that the majority of markers (53%) followed the whole script approach.

Generally, the standard of marking was rated as high, and markers adhered to the marking guidelines. However, it was observed that:

- Marking was inconsistent at some centres, e.g. correct answers were marked wrong in Early Childhood Development Level 2;
- The marking of Office Data Processing Level 3 had to compensate for the fact that at some sites the required technology had not been available to candidates during the examination.
- Some markers lacked the insight to reward candidates for additional correct responses which were not on the marking guideline or to evaluate answers to open-ended questions, e.g. Economic Environment and Learning Psychology.

## **Administration of marks**

In general, marks were clearly allocated, indicated and accurately transferred to the cover page. However, the following discrepancies were observed:

- In Art and Science of Teaching Level 2, one marker allocated a maximum of 10 marks to a question instead of 20 marks;
- One centre awarded too many marks for a question in Agribusiness Level 2;
- Markers seemed to have adjusted the marking guideline for Hospitality Generics Level 2 and, as a result, there was a 10% difference between the marks of these markers and those of the external moderator;
- There was a significant variation in marks between the marker, internal moderator and external moderator in Physical Science Level 3, Papers 1 and 2; this warranted a remark of all the Paper 1 scripts from the centre concerned.

## **Internal Moderation**

There was evidence of moderation at college level. The standard of this moderation was generally acceptable (with the exception of Physical Science Level 3, Paper 2).

Where available, internal moderation reports were reported to be informative with regard to the standard of marking.

Internal moderation reports were not available for 68% of the sampled subjects.

### **Standard of question papers**

The markers were of the opinion that the papers were fair. However, candidates still experienced difficulty in:

- Answering questions requiring interpretation (Hospitality Generics and Introduction to Policing Practices);
- Numerical skills (Agribusiness);
- Answering scenario based/open-ended questions (New Venture Creation and Science of Tourism);
- Answering questions that required a higher level of cognitive skill and application (Physical Science).

### **5.2.2 NC(V) Level 4**

Umalusi moderated the centralised marking process of Level 4 papers at Springs Campus. The findings are discussed below:

#### **Memorandum discussion**

Minor additions were made to 68% of the marking guidelines.

#### **Correct version of paper written**

Question papers written were generally those which had been moderated. However, it was very unsatisfactory to note that:

- The Physical Science Paper 1 that was printed and written was not the moderated and Umalusi approved version. In the moderated version, significant changes had been made by the external moderator and implemented by the internal moderator.
- Not all requested changes had been made to a number of question papers, namely Mathematical Literacy Paper 1 and 2, Mathematics Paper 1 and 2 and Office Practice.
- There were omissions in question papers, e.g. Mathematical Literacy Paper 1 and 2 and New Venture Creation.

#### **Marking centre management**

Certain good practices were observed but generally there was room for improvement. At some venues, several marking guideline discussions were held at the same time. This was not conducive to concentrated discussions.

### **Marking procedure and standard of marking**

The marking procedure varied from whole script to individual question marking, or a combination of the two. The majority of markers used the whole script marking approach (in 71% of the subjects).

In some cases, where a candidate had answered both optional questions, only the first answer was considered (Mathematical Literacy and New Venture Creation) – the correct procedure. However, when candidates answered both optional questions in Farm Planning and Mechanisation and Agribusiness, both were marked and the higher mark was used – this practice is in contravention of the policy.

The standard of marking was rated as generally reliable and the markers adhered to the marking guidelines. However, it was observed that:

- Some markers lacked the insight to reward candidates for additional correct responses which were not on the marking guideline, or to evaluate answers to open-ended questions, e.g. Computer Programming, Economic Environment, Operations Management, and Welding;
- There were instances where candidates were awarded marks for incorrect responses or where they were not rewarded for correct answers. However, these inconsistencies became less frequent as marking progressed, e.g. Applied Accounting, Electrical Principles and Practice;
- Lack of experience in marking and subject teaching were also cited as factors which contributed to the poor marking standard of some of the markers, e.g. scripts for Consumer Behaviour marked by one particular marker had to be remarked and subjected to moderation again because of the marker's lack of knowledge in the subject.

### **Administration of marks**

In general, the allocation, indication and transfer of marks was made accurately and efficiently. However, it was observed that:

- Mistakes occurred mainly in the addition of marks, but this was addressed immediately, e.g. Advertising and Promotions, Electrical Principles and Practice;
- Mark indication by markers of Computer Programming Paper 1 was inconsistent, e.g. four marks were indicated by one tick by some markers, and by four ticks by others.

### **Internal moderation**

A high standard of internal moderation was observed and in most cases the recommended 10% of marked scripts was moderated.

### Standard of question papers

Moderators indicated that, although all papers were set according to the Subject and Assessment Guidelines/Examination Guidelines, the responses of the candidates indicated that 79% of papers could be rated as fair while 28% were judged as difficult.

### Standard of performance of learners

Performance by the learners was generally poor. This confirms the findings by Umalusi during the monitoring and moderation of internal assessment at sampled sites across the country. The poor quality of teaching and assessment, the limited resources and limited exposure to practical work were reflected in the quality of responses from candidates. The table below indicates some of the subjects and sections/topics in which particularly poor performance was reported:

**Table 26: Topics where poor performance was reported**

Subject	Section/Topic poorly performed
Automotive Repair and Maintenance	Automatic gearbox
Drawing, Setting Out, Quantities and Costing	Computer Aided Design (CAD) sections
Electronic Control and Digital Electronics	Programmable Logic Controllers (PLCs)
Engineering Fabrication, Boilermaking and Fitting and Turning	Computer Numerical Controlled machines (CNCs)
Farm Planning and Mechanisation	Mechanisation section (in particular, the functions, parts, maintenance and operation of certain machines and equipment).
Hospitality Services	Candidates revealed their lack of practical experience in their response to the questions on wine/cocktail services as well as on maintenance of the storeroom.
Physical Science Paper 1	Performance generally poor.

## 6 AREAS OF GOOD PRACTICE

The additional layer of quality assurance of the marking guidelines (Level 2 and 3) and the appointment of experienced chief markers (Level 4) by the DHET contributed to the professional conduct of marking. The appointment of examination assistants made a valuable contribution to the administration of marks and the control of scripts (Level 4).

Further good practices were observed in the participation of markers at marking guideline discussions, the sample pre-marking of scripts (English First Additional Language) and the reliability of marking.

Gauteng and Western Cape Province submitted good reports for Life Orientation L2 P2 and Entrepreneurship L2 respectively.

## **7 AREAS FOR IMPROVEMENT**

### **7.1 GENERAL**

The external moderation of an examination paper is conducted to add credibility to the qualification. Furthermore, considerable resources are used in this process. The correct version of the paper *must* be printed and written. The DHET needs to strengthen its processes and procedures if this practice is to be realised. It is unacceptable that an earlier version of a paper is printed.

### **7.2 MARKING GUIDELINES**

#### **Marking Guideline discussions**

The quality of marking guideline discussions and the implementation of decisions arising from these discussions plays an important role in ensuring the validity of the marking process and of candidates' results. For that reason, marking guideline discussions should not be curtailed but must be allowed to run their full course. They should also be held in a venue which is conducive to fruitful discussion.

#### **Attendance and participation**

Only markers who attend the guideline discussions should be authorised to mark. Chief markers must ensure that they scrutinise the guidelines and train the markers in the content of the guidelines and marking approaches. Attendance by chief markers/internal moderators is compulsory. Marking Level 2 and Level 3 papers at sites should not be allowed to prevent markers from attending these discussions. No deviation from this requirement should be tolerated.

#### **Availability of papers and documents**

All necessary documents must be available from the onset of the discussions.

#### **Preparedness for marking guideline discussions**

Markers must prepare for the discussions by working out an individual marking guideline. This preparation optimises the value of the discussion process. It is also mandatory for chief

markers to mark a sample of scripts before the discussions. The marking guideline discussion must be delayed until this has been done.

### **Pre-marking**

The marking of a suitable sample of scripts from different examination centres is essential. Set criteria must be applied for the selection of these sampled scripts.

Pre-marking will ensure that alternative correct methods and answers used by candidates are included in the final marking guidelines.

## **7.3 MODERATION OF MARKING**

### **Marking models**

The marking model applied for Levels 2 and 3 must be interrogated to ensure the complete integrity of the marking process.

### **Appointment of marking teams**

The recruitment and appointment of markers, chief markers and internal moderators should start well in advance of the marking session to ensure that the best candidates are appointed. Issues such as remuneration must be clarified from the outset to ensure the smooth running of the marking process.

### **Training**

Intensive training of marking teams is essential to maintain and enhance the standard, quality and reliability of the marking and moderation processes. This training must include the preparation of individual marking guidelines by markers, their participation in discussions, the preliminary marking of a common sample of scripts, the prescribed method of the allocation and indication of marks per question and the transfer of marks to cover pages and mark sheets. The markers must indicate their names clearly on the scripts to enable further training where necessary.

### **Compliance with policy and DHET memoranda**

It must be impressed upon colleges that the failure to comply with a policy, a marking guideline or communication from the DHET could have potentially serious consequences for the release of their results. The DHET needs to improve the efficiency of its communication with colleges in order to enforce compliance and to follow up where failures to comply are observed.

## 8 CONCLUSION

The moderation of marking by Umalusi confirms that, in general, the marking of the NC(V) scripts was completed professionally and competently. However, this report also reveals that aspects of the systems and practices set up for the NC(V) still require improvement: the marking of examination scripts can only be as good as the systems in place. When different models are used during one examination period – the NC(V) has three levels – measures that guarantee parity must be in place to ensure the credibility of all examination results.

# Chapter 6

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## Standardisation of Results

### 1 INTRODUCTION

Umalusi aims to ensure that the VET examinations yield results that are comparable across the examinations of a specific year and also from year to year, through its quality assurance processes and the standardisation of results.

The standardisation of the examination and internal assessment marks is necessary to address the variation in the standard of examination question papers, internal assessment, and marking that may occur from examination to examination as well as between sites of learning. The challenge with the NC(V) examination results is that it is a fairly new qualification, with Level 4 implemented for the first time in 2009. This is the third year of implementation for NC(V) Level 3 and the fourth year of implementation for NC(V) Level 2. This year historical averages, normally referred to as norms, were introduced at Level 2 as a three-year history is available. Historical averages will be introduced at Level 3 and Level 4 in 2011 and 2012 respectively. Suggested computer adjustments were therefore available for Level 2 this year, whilst the same method of standardisation i.e. the Means Analysis test used in 2009 was used for Levels 3 and 4.

The marks presented for standardisation represent the full component of the external examination, and therefore includes the ISAT as well as the examination mark in the case of the vocational subjects and the examination marks in the case of the fundamental subjects.

### 2 PURPOSE

The purpose of this chapter is to report on the:

- Moderation of the NCV Level 2, 3, and 4 marks.

### 3 SCOPE

This chapter outlines the decisions reached during the standardisation meeting of the November 2010 NC(V) examinations.

## **4 APPROACH**

### **4.1 PRE-STANDARDISATION MEETING**

A preliminary discussion and statistical moderation meeting took place on 19 December 2010 at which the examination results for each subject of all three levels were discussed by the Assessment Standards Committee, a Committee of Umalusi Council and preliminary decisions on adjustments were agreed upon. Final decisions were made at the standardisation meeting held with the DHET on 20 December 2010.

Umalusi conducted a post examination analysis for three fundamental NC(V) subjects, namely English First Additional Language Level 4, Mathematics Level 4 and Mathematical Literacy Level 4. This project analysed the question papers and compared the November 2010 question papers with those of November 2009. The purpose of the project is to provide insights into the nature of the cognitive demand and levels of difficulty in the papers in order to help the Assessment Standards Committee in the absence of historical averages (norms). The results of this project were considered in the adjustment of the marks of the three subjects.

Qualitative data as contained in the chief markers' and internal moderators' marking reports were, where applicable and appropriate, also considered in the decision-making process.

### **4.2 STANDARDISATION MEETING**

The November NCV Level 2, 3, and 4 examination results were standardised on 20 December 2010.

## **5 FINDINGS**

All the NC(V) subjects were presented for standardisation and could be standardised.

The lack of qualitative data in the reports received from the chief markers and internal moderators was a concern.

In most cases, either the raw marks were accepted or modest adjustments were agreed upon.

The table below summarises the adjustments that were effected. From the table it is evident that in the majority of subjects the raw marks were sufficiently close to the norm or mean to be accepted without adjustments.

**Table 27: Standardisation of NCV results**

Decisions	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Raw marks accepted	42	49	37	128
Adjusted upwards	5	15	12	32
Adjusted downwards	21	5	6	32
<b>TOTAL</b>	<b>68</b>	<b>69</b>	<b>55</b>	<b>192</b>

In 66% of the subjects the raw marks were accepted, and 17% of subjects' marks were adjusted downwards and 17 % were adjusted upwards.

## 6 AREAS FOR IMPROVEMENT

### Chief marker and internal moderator reports

The chief markers' and internal moderators' reports, especially the Level 2 and 3 reports, seriously lacked useful qualitative data. Consensus needs to be reached on exactly what type of qualitative information is needed to inform standardisation decisions and a viable way to consolidate information from the chief marker and internal moderator reports must swiftly be found.

## 7 CONCLUSION

Umalusi is satisfied that the final examination marks, which in the majority of cases are the raw marks, represent a fair reflection of the candidates' performance in the November 2010 examination.

## Section three

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Quality assurance of NATED (Report 190/191)  
examinations

# Quality assurance of NATED (Report 190/191) examinations

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## 1 INTRODUCTION AND BACKGROUND

The NATED qualification was due to be phased out in favour of the National Certificate(Vocational), and anticipating a low number of enrolments (mostly repeaters), Umalusi had not intended to quality assure any NATED examinations in 2010. However, as a result of the demand to continue with the National Technical Education (NATED) Report 190/191 programmes, a revised decision allowed colleges to offer these programmes. This led to a substantial number of enrolments in NATED programmes. Umalusi consequently undertook a limited quality assurance of the 2010 NATED examinations.

## 2 PURPOSE

The purpose of this section of the document is to report on the processes followed by Umalusi in the quality assurance of the NATED examinations, to present the findings, the areas of good practice as well as areas requiring improvement. The findings are based on information contained in the reports received from Umalusi monitors and staff, reports received from the Department of Higher Education and Training as well as the moderation of marks during the standardisation process.

### 2.1 QUALITY ASSURANCE PROCESSES

This report covers the following quality assurance processes which Umalusi followed to ensure that the assessments were of the required standard:

- an audit of the internal moderation of a sample of selected subjects;
- monitoring the conduct of the examinations at the sampled examination and marking centres;
- the moderation of examination scores.

## 3 SCOPE AND APPROACH

### 3.1 AUDIT OF INTERNAL MODERATION OF QUESTION PAPERS

No 2010 examination papers were externally moderated as this had not been planned. In response to the decision by the DHET to continue offering the NATED programmes, Umalusi quality assured a selection of question papers by conducting an audit of the quality of the internal moderation processes.

The following subjects with high enrolments were included in the audit process of the April and August 2010 examinations:

Building and Civil Technology
Building Drawing
Building Science
Electrical Trade Theory
Electro-Technology
Engineering Drawing
Engineering Science
Industrial Electronics
Mathematics
Mechanotechnology

In the June 2010 examination session, Umalusi conducted an audit of all N3 subjects written. Subjects included in the June audit process were:

Economic and Legal Environment
Office Practice
Computer Practice
Applied Accounting
Public Administration
Information Processing

It should be noted that the June General and Business Studies N1 – N3/NSC examination caters for fewer candidates than the other NATED Report 190/191 examinations. Furthermore, owing to the proposed phasing out of the NATED Business and General Studies programmes, there was a decline in the number of enrolments.

## 3.2 MONITORING OF EXAMINATIONS

Monitoring of the various phases of the examination was undertaken in order to determine the level of adherence to policy in terms of establishing systems, processes and procedures for the effective administration of the examinations at examination centres and marking at the marking centres. The main focus was on the monitoring of the writing phase of the examinations.

The spotlight of this quality assurance process fell on the following:

- The effectiveness of the systems established to appoint and train chief invigilators and invigilators;
- The measures in place to ensure the security of the examination material – question papers, scripts and examination material;
- The processes related to the administration and conduct of the examination; and
- The processes involved in the collection and dispatch of scripts to marking centres.

Umalusi deployed monitors to visit a pre-selected sample of examination centres during the April, June, August, and November examination sessions. (Please note that the information for the November examination is contained in Section 2, Chapter 4 as the NATED and NC(V) examinations ran concurrently at the same examination centres). Sites were carefully selected, taking into consideration factors such as previous visits, number of enrolled candidates, as well as sites identified for follow-up visits.

Umalusi considers that provision of feedback to colleges is vital in ensuring that practices are improved where necessary. All the centres visited were thus issued with informative post-monitoring feedback letters.

The monitoring/verification of the writing and marking phases made provision for the inclusion of examination centres at both public and private FET colleges, correctional services centres and schools. Only a limited number of correctional services centres and schools were visited, however, as there were low enrolments at these centres. No centres in the Northern Cape were included as their enrolments were very small.

The table on the next page provides a summary of the examination centres included in Umalusi's monitoring of the writing phase and indicates the number and type of centre per province during the April, June, and August 2010 examination sessions.

**Table 28: Sites included in monitoring of conduct of examinations**

PROVINCE	April	June	August
Eastern Cape	Eastern Cape Technical and Commercial *	Ntabozuko Campus (King Sabata Dalindyebo College)	Eastern Cape Technical and Commercial *
Free State		Jim Fouche High School	Sasolburg Campus (Flavius Mareka College)
Gauteng	Technical *	Baviaanspoort Maximum Security	Technical *
	Krugersdorp West Campus (South West Gauteng College)		African Academy for Computer Assisted Engineering *
			Rock of Springs Vereeniging *
			Rock of Springs Training Centre *
			Rock of Springs Rostec *
KwaZulu-Natal	Tisand *	Maputa Campus (Mthashana College)	Berea Technical *
Limpopo	Professional Technical *	North Technical College *	Professional Technical *
Mpumalanga	Thibela Technical *	Hendrina Combined School	Thibela Technical *
			Advisor Progressive *
Northern Cape	--	--	--
North West		Damelin – Klerksdorp *	
Western Cape	Belhar Campus (Northlink College)	Protea Campus (Northlink College)	Goodwood Campus (Northlink College)

\* Private colleges

As concerns had been raised about the way in which examinations had been conducted during the April and June examinations, certain colleges were monitored again during the August examination to evaluate their progress since the previous visits.

### 3.3 MODERATION OF MARKING

The marking of two of the NATED subjects examined in November were selected for moderation. The Umalusi moderator for Mathematics N3 attended the marking guideline discussion at Mamelodi Campus and the moderator for Computer Practice N3 verified the marking of scripts at Springs Campus. Scripts covering the whole range of performance of

candidates from all the provinces marked at this particular marking centre were included in the sample.

### **3.4 STANDARDISATION OF RESULTS**

The results of the N1 – N3 subjects examined in April, June, August, and November 2010 were standardised using the Kolmogorov-Smirnov goodness-of-fit procedure in conjunction with historical averages. In the case of the February 2010 supplementary examination, the standardisation decisions of the November 2009 examinations were applied.

## **4 FINDINGS**

The findings are based on information contained in the reports received from Umalusi monitors and moderators, reports received from the DHET, and the moderation of marks during the standardisation process.

### **4.1 AUDIT OF QUESTION PAPERS**

The only evidence of internal moderation received with the April question papers was a checklist. The following is a summary of the aspects included in the checklist:

- compliance of the question paper and marking guideline with the prescriptions of the syllabus;
- content coverage;
- the spread of questions across the subject matter covered by the syllabus;
- the length of the question paper; and
- the standard of original and the translated texts.

Apart from these completed and signed checklists, the only other indication that internal moderation had been applied was minor technical changes made to some of the question papers.

In the June and August examinations, the DHET made internal moderator reports available. Although these reports were an improvement on the checklists, it was disappointing that only a single report covering all three examination question papers (April, August and November 2010) was submitted.

There were no assessment frameworks or other evidence to prove interrogation of the question papers or to indicate that the cognitive demand of the papers had been

checked and found to be of an appropriate level. The Office Practice paper was an exception, and an additional document was submitted to demonstrate the spread of questions on the various topics. No indication of the cognitive demand of these questions was provided, however.

The quality of some of the question papers raised serious concerns about the capacity of the examiners/internal moderators to set and moderate question papers. The issues of concern are listed below:

- The standard of short questions was not sufficiently challenging:
  - Distractors/answers to multiple choice questions were too obvious;
  - Clues/answers to questions were provided elsewhere in the same question paper;
  - Phrasing and accuracy of questions was poor;
- Translation of question papers:
  - the translated version of some of the questions did not have exactly the same meaning as the original.

Errors on the marking guidelines included:

- Mark allocation:
  - too often two marks were awarded for single word answers and there were also cases of no mark differentiation where more (or less) information was required;
- No correlation between question paper and marking guideline;
- The cognitive demand of the audited question papers was generally low (pure recall questions);
- Marking guidelines provided for only a limited number of possible answers (too often there was a stipulation on marking guidelines: "and any other correct answer" – this would not ensure consistency in marking).

## **4.2 MONITORING OF EXAMINATIONS**

FET colleges administer examinations regularly throughout the year, and the necessary systems to ensure that they are conducted in a credible manner were found to be in place. Deviations from the examination conduct policy were mostly minor in nature.

In terms of public colleges, Ntabozuko Campus of King Sabata Dalindyebo College did raise some concerns, however. The processes at this campus, especially the training of the personnel to deal with examinations according to policy, require an urgent investigation. Furthermore, the campus does not have telephone connectivity, hence computers are not connected to the internet; the computer hardware is outdated and the campus has

no technician to maintain them. The buildings are also not suitable for housing computers and the conditions are uncomfortable for candidates as there is no air conditioning or proper ventilation.

While public colleges generally conduct examinations effectively and are well prepared, this was not the case at private colleges and the correctional services site. Monitoring at the sampled private colleges indicated that, while the conduct of the examinations did not threaten their integrity, there were a number of instances of very low compliance or even non-compliance. These private colleges remain a concern. The reasons and the colleges concerned are listed below:

- The colleges failed to implement the recommendations made after previous monitoring exercises. (Technical and Professional Technical)
- Private colleges used venues other than the venue that was registered as an examination centre for the writing of examinations. These venues were also some distance from the teaching venue. This created problems with seating plans during the examination sessions. The security risk presented by having to transport papers cannot be discounted either. (Rock of Springs Training Centre, Johannesburg writes examinations at Rock of Springs, Vereeniging and Technical uses Pretoria and/or their satellite campus in City Deep, Johannesburg.)
- Public colleges/schools allowed candidates from private colleges to use their examination venue or facilities. This could encourage private colleges to operate as a business rather than a quality education provider since the infrastructure required is reduced. Umalusi has referred this case to the DHET for further investigation. (Pretoria Gardens High School)
- Consistency of ownership: A private college was found to have split as a result of a dispute over ownership. The college was continuing to function as two separate colleges but one was without a registered examination venue.
- The physical addresses of private colleges were discovered to have been changed without their informing either the Department or Umalusi. This made unannounced monitoring a challenge (Rock of Springs Training Centre, Johannesburg; Thibela, Witbank).
- Private colleges are using buildings that are not suitable for teaching and learning (Rock of Springs Technical College; Advisor Progressive Witbank; Eastern Cape Technical and Commercial).
- Private colleges do not demand the correct identification documents from their candidates. (Eastern Cape Technical and Commercial)
- Private colleges do not demonstrate respect for examination regulations and candidates were disadvantaged when some or all of the following were not adhered to;
  - Regulations on conduct of examinations were not read out to candidates;

- Chief invigilators did not read instructions on question papers to candidates;
- Candidates were not instructed to verify whether they were writing the correct paper;
- Candidates were not instructed to check the number of pages and text in the question paper;
- The location and centre numbers were not clearly visible to candidates;
- Clocks were either absent or not clearly visible.

(Thibela, Eastern Cape Technical and Commercial, Professional Technical)

- The verification of monitoring visits by the assessment body could not be established because centres did not keep registers.

Absenteeism remains an issue of grave concern. Colleges found it difficult to insist upon attendance by learners. There are no requirements regarding examination eligibility, and results reflect nominal attendance of classes. The number of learners registered for an examination and the number who actually wrote it differed significantly.

#### **4.2.1 Preparation of examination centres**

This section provides an overview of the findings at the examination and marking centres which were monitored.

##### **Planning for examinations**

The processes related to planning for the administration and conduct of the examination were generally well organised and invigilation timetables were available at all centres monitored.

##### **Receipt and safekeeping of question papers and examination material**

Measures had been taken to ensure that all question papers were received (via courier) from the DHET and any discrepancies were efficiently remedied. Question papers were generally stored in strong-rooms/safes. Examination stationery was generally securely stored. Access to examination material was strictly limited to chief invigilators and campus managers or another designated senior staff member. Stock registers were available at most centres. Most campuses had adequate security systems in place and in many cases security guards were also deployed.

Suggestions for improving the securing of examination material were made to Ntabozuko Campus, Jim Fouche School, Professional Technical College and North Technical College.

## **Preparation for invigilation**

Most invigilators were internal staff appointments. External invigilators were only used where necessary. Not all chief invigilators had been appointed in writing by the college. Most chief invigilators were either very experienced or had received additional training. The training of the chief invigilators at some colleges does, however, require attention. Proper training of chief invigilators would ensure the successful cascading of training to invigilators at campus level. (Particularly necessary at Ntabozuko Campus, Jim Fouche School and Henrek/Hendrina Combined School.)

Campus management compiled invigilation and duty rosters for their centres and some had contingency plans in place. (Such a plan was lacking at Ntabozuko Campus.)

The centres generally complied with the required learners: invigilator ratios and examinations were adequately invigilated. (Notable exception was Ntabozuko Campus)

### **4.2.2 Monitoring of the conduct of writing phase**

#### **General management of the examination**

The management of examinations by public colleges generally complied with requirements. However, some private colleges were particularly challenging in this regard (Eastern Cape Commercial and Technical, Advisor Progressive and Technical).

#### **Security of examination materials**

There were no reported incidents of questions papers being received unsealed and all sites reported that the bags were opened in the presence of the candidates.

Stock registers were in place at most centres (the one exception being Professional Technical).

#### **The examination room**

Most venues had been carefully prepared and were conducive to the writing of examinations. This was not always the case, however:

- Seating plans were not in place. (Eastern Cape Commercial and Technical, Advisor Progressive and Technical);
- Technical wrote examinations at more than one venue;

Eastern Cape Commercial and Technical was housed in very cramped accommodation.

#### **Before commencement of the examination**

Invigilators were punctual, well-trained and attendance registers were available for most monitored examination centres.

No incidents of unregistered candidates were reported.

Identity documents and examination permits were clearly displayed by candidates at most centres throughout the examination (exceptions were Eastern Cape Technical and Commercial, Tisand and Krugersdorp).

### **During the examination**

Correct procedures in terms of seating of candidates, reading aloud of regulations on conduct of examinations, the provision of reading time, the availability of timing devices, the collection of scripts and the movement of candidates were reported at most of the examination centres (exceptions were Eastern Cape Technical and Commercial, Tisand and Professional Technical).

Invigilation was well conducted and few irregularities were reported. However, the lack of registers made it impossible to confirm the records of the centre.

Daily reports were not completed by all centres (Tisand, Thibela, Professional Technical and Technical).

### **Packaging and transmission of answer scripts**

The checking, collection, recording and packaging of scripts were carefully done.

### **Evidence of monitoring by the assessment body**

There was a noticeable lack of record-keeping of any monitoring visits at most of the sites visited.

## **4.3 MODERATION OF MARKING**

Marking centres were well-organised. Great care was taken to establish the necessary systems in order to secure and manage the flow of scripts efficiently.

Markers were well prepared, marking guideline discussions took place, sample marking was done and follow-up marking guideline meetings were held. A number of minor corrections had to be made to the November Mathematics memorandum.

The majority of markers were experienced; new markers were monitored closely and received support throughout the marking period. Markers adhered to the marking guidelines. The small differences in marks allocated by the marker, internal moderator and

external moderator indicated a uniform standard of marking. The allocation, calculation and transfer of marks were done according to the prescribed procedure.

The moderation sample comprised 10% of the marked scripts across a wide spectrum of scripts. Where there were substantial differences in the marks allocated by the marker and the internal moderator, the marker was required to remark the whole batch of scripts.

The external moderator of Computer Practice N3 reported that the performance of the candidates was poor because the majority were repeaters who had not received any tuition. Tuition is essential in this subject and learners must have opportunities to practise the different skills components on computers.

## **5 CHIEF MARKER AND INTERNAL MODERATOR (OF MARKING) REPORTS**

In the main, the examination and the marking of the papers were evaluated as fair and of an appropriate standard. However, the disappointing performance by candidates could be attributed to the following salient observations in the chief examiners' and internal moderators' reports:

- Candidates were not well prepared for the examination. The reports indicated that tuition in certain sections of the syllabi/subject guidelines may have been neglected. (It is important to determine the reasons for this. It might be that educators do not have the capacity to teach certain sections or that, as one moderator observed, the candidates were mostly "rewrites" and had not received much or any tuition to assist them. This opinion was shared by a significant number of the moderators.)
- The general standard of candidates' scripts was poor. The following reasons were provided: a lack of basic knowledge of subject matter, a lack of skill in examination techniques, a lack of communication skill, a lack of practical training and theory tuition).
- Certain principles in the setting of question papers are apparently not applied, e.g. the first question of the question paper should be fairly straightforward.
- Candidates' generally better performance on objective/short questions than subjective questions was ascribed to their poor language proficiency.
- Moderators were of the opinion that candidates lacked problem-solving, critical thinking and creative thinking skills.
- Differing interpretations of marking guidelines could also have had an effect on the standard of marking.

Although some advance in the standard of the moderator reports and the use of the correct report format was observed, there is still room for improvement: the content of the

reports does not provide information that assists in standardisation decisions. The impression is that the majority of moderators completed the reports merely because this is required of them and do not put any effort into providing qualitative feedback that might improve teaching and learning. Furthermore, the quality of some of the reports raises serious concerns about the abilities of the marker/internal moderator concerned.

No chief marker or internal moderator reports were received for certain subjects, despite these being requested.

Very few of the internal moderator reports were accompanied by the minutes of the memorandum discussion meetings. Those minutes which were submitted were mostly of an inferior quality.

## **6 IRREGULARITIES**

Umalusi received daily reports on irregularities from some of the colleges during the examinations. (Regular reports were received from all the colleges in the Free State and the cooperation of this PDE is to be commended.)

The reports received from the Department of Higher Education and Training contained irregularities reported by only certain provinces. Furthermore, the reports were incomplete since some of the alleged irregularities that had been mentioned at the NEIC meeting, as well as some reported at the marking centres were not included in the reports.

The reported irregularities included:

- Copying reported by markers;
- “Crib” notes;
- Alleged leakage of a question paper (April examination);
- Answering according to marking guideline;
- Scripts handed in late.

The DHET blocked the results of the candidates allegedly involved in irregularities until the finalisation of the investigations and decisions at the National Examination Irregularity Committee meetings.

The following issues have been repeatedly reported but, despite efforts of the DHET to improve the situation, there seems to be no improvement:

- Very low numbers of irregularities were reported. The impression is that there is either a lack of understanding of what constitutes an irregularity or that invigilators regard it as unnecessary to report certain categories of irregularities;
- There is a lack of cooperation between examination centres and Provincial Departments of Education when it comes to submitting reports to the DHET and Umalusi; and
- More accurate and detailed information should have been included in reports on irregularities that were submitted.

## 7 AREAS OF GOOD PRACTICE

Generally, the examinations for the NATED qualifications were well administered. The preparation and the actual implementation of policy were satisfactory.

### 7.1 AUDIT OF QUESTION PAPERS

Question papers for all three examinations (April, August and November 2010) were set and internally moderated at the same time to ensure papers of the same standard and cognitive demand, and to prevent verbatim repetition of questions.

The setting and moderation process was concluded in 2009 - well in advance of the examination dates.

### 7.2 MONITORING OF THE CONDUCT OF EXAMINATIONS

#### **Planning by sites for the examinations**

Public colleges generally have well established examination procedures which are constantly being refined. Most sites had very experienced personnel who contributed to the effective administration of examinations.

#### **Monitoring of the writing of the examination**

In general, the necessary systems and processes to ensure that examinations are conducted in a credible manner were found to be in place.

## **8 AREAS FOR IMPROVEMENT**

### **8.1 AUDIT OF QUESTION PAPERS**

The quality of the question papers scrutinised is a clear indication that the current setting and quality assurance processes of the DHET are not effective. Evidence of actual interrogation of the question papers in the form of detailed reports and assessment frameworks must be stipulated as a requirement by the DHET.

Furthermore, question papers and marking guidelines must be checked by the DHET before printing and distribution to eliminate errors and discrepancies between question papers and marking guidelines.

### **8.2 MONITORING OF THE CONDUCT OF EXAMINATIONS**

The persistent non-compliance of certain colleges must be investigated by the DHET and the necessary steps taken.

The absence of irregularity registers at most sites made it impossible to compare the performance of the centre with that of previous years.

### **8.3 MODERATION OF MARKING**

Relevant information contained in the chief marker/internal moderator reports submitted to the DHET must be conveyed to the college sector at the beginning of the following year to improve teaching and learning.

### **8.4 CHIEF MARKER AND MODERATOR REPORTS**

Training must be provided to chief markers and moderators to ensure that their reports are meaningful. The selection, appointment and training of chief markers and internal moderators require more attention in future.

### **8.5 REPORTING OF IRREGULARITIES**

Almost all alleged irregularities which were reported were only detected at marking centres. Campus invigilators must be better trained to detect irregularities and this must be effectively shared with examination personnel. Training of invigilators in subjects where computers are used should be prioritised.

In addition, the fact that the majority of irregularities stem repeatedly from private colleges is a clear indication that the conduct of examinations at these sites requires further investigation.

## 9 STANDARDISATION OF RESULTS

The majority of subjects could be standardised at the standardisation meetings. In most cases, the raw scores of the subjects were accepted, as indicated in the table below.

**Table 29: Standardisation of NATED results**

DESCRIPTION	EXAMINATION			
	April	June	August	November
Number of subjects presented for standardisation.	54	23	34	128
Subjects not presented for standardisation.	9	0		-
Number of subjects that could not be standardised because fewer than 80% of the results were available.	9	0	3	4
Number of subjects that could not be standardised: Reason investigation.	1	0	-	0
Number of subjects where Umalusi requested a revision of the proposed decision by the DHET.	15	3	9	21
Number of subjects where raw scores were accepted.	30	20	19	88
Number of subjects for which marks were adjusted upwards.	19	2	7	13
Number of subjects for which marks were adjusted downwards.	4	1	3	17
Number of subjects standardised at standardisation meeting.	53	23	34	128

The following information provides an overview of the challenges that were experienced during the standardisation of the 2010 examination results, and the areas of concern:

- April examination
  - Poor performance of candidates could have been the result of inadequate tuition.
  - Technical errors/discrepancies in statistical data presented for pre-standardisation and standardisation were problematic.

- The impact of the ceiling of norms for the adjustment of marks does not allow a true reflection of actual ability of learners.
  - It is difficult to compare performance of current cohort of candidates with previous groups due to increase or decrease in numbers.
  - The extremely low pass rate (2,5%) for Surface Mining Geology N3.
  - The current confusion about the future of the NATED courses.
- June examination:
    - Poor performance of candidates could have been the result of inadequate tuition.
    - Adjustment of marks around 40% at marking centres (Office Practice and Public Administration N3) – Umalusi requested the DHET to remark the 135 scripts of candidates who scored 40% in Public Administration.
    - The impact of the ceiling of norms for the adjustment of marks does not allow a true reflection of actual ability of learners (Applied Accounting N3);
    - Standard of Computer Practice N3 paper – the paper did not discriminate effectively (flat paper).
    - The Office Practice N3 paper was too easy – this was clear from a sudden improvement in performance compared to previous examinations.
    - Wasteful expenditure – very low enrolments (one candidate per instructional offering in some cases).
- August examination:
    - Mathematics N3 – alleged irregularities (copying) reported by two marking centres but not included in composite report received from DHET.
    - Supervision in Industry – alleged irregularities (a number of scripts reflected the answers given in the marking guideline, verbatim) were not included in composite report received from the DHET.
    - Industrial Organisation and Planning N3 – a larger number of distinctions than usual: distinction rate jumped from around 5% to 17%.
    - The principles and required processes must be applied in subjects in which fewer than 80% of the results have been captured by the time of the standardisation meetings.
- November examination:
    - General high pass rate for N1 and N2 subjects in comparison with previous examinations.
    - Public Administration – apparent adjustment of marks around 40%;
    - Poor performance in Electrical Trade Theory N3, versus excellent performance in Electrical Trade Theory N2;

The DHET was requested to investigate the following subjects:

- April examination:
  - Surface Mining Geology N3.
  
- August examination:
  - Industrial Organisation and Planning N3 – sudden rise in distinction rate (The outcome of the investigation was that the results of 661 candidates were declared as nil and void);
  - Plant Operation Theory N3 – very low pass rate.

The DHET was requested to remark the Building Drawing scripts of 25 candidates who achieved 40% in the August Examination. (The results of the remarking process pointed to erratic marking).

- November examination:
  - Public Administration N3;
  - Electrical Trade Theory N3, Electrical Trade Theory N2;
  - Poor performance in Plant Operation Theory N3 and Supervision in Industry N3.

## 10 CONCLUSION

In general, the NATED examinations were administered in a professional manner and high standards were maintained.

Apart from the alleged leaking of the Engineering Science N3 paper in the April examination session and the alleged copying by 50 candidates in the June examination session, no other serious incidents which might have jeopardised the credibility of the examinations were reported to Umalusi by any of the monitors or moderators. All the alleged irregularities were investigated and Umalusi was satisfied with the decisions taken at the National Examination Irregularity Committee meetings.

Since an extension has been granted to the NATED programmes, Umalusi's quality assurance scope and approach will have to be revised to ensure that issues such as the following are addressed/improved in these qualifications:

- Use of norms that are influenced by a ceiling;
- Format of internal moderators' reports (question paper moderation);
- Quality of marker and internal moderator reports (marking and moderation of marking);
- Reporting and resolving of irregularities.

The necessary measures must be taken to ensure quality NATED question papers and marker/internal moderators' reports. The implementation of the recommended improvements will help to maintain an acceptable standard.

# Section Four

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Quality assurance of VET assessment

# Conclusion

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The main focus in the Vocational Education and Training sector for 2010 was the quality assurance of the National Certificate (Vocational) programmes. The NATED programmes were due to be phased out, and anticipating a low number of enrolments (mostly repeaters), Umalusi had not intended to quality assure any NATED examinations in 2010. However, the revised decision of the Minister of Higher Education and Training, to reintroduce these courses, gazetted during the year, led to a substantial number of enrolments in NATED programmes. Umalusi consequently undertook a limited quality assurance of the 2010 NATED examinations.

Considering that the NC(V) is still a relatively new qualification, Umalusi is in general, satisfied with the progress being made in the implementation of assessment of this qualification. The DHET has successfully reviewed some systems and procedures; however, the difficulty in implementing proper plans, coupled with the evident lack of capacity, still impacts on the quality and standard of assessment, especially the ICASS and ISAT at site level. In addition the lack of systems and resources at some of the sites of delivery to effectively train the numbers of learners enrolled are of serious concern.

Moderation of a sample of NC(V) question papers by Umalusi subject experts helped to ensure that the papers written were appropriate in terms of subject content and cognitive challenge for the particular level. Umalusi staff engaged with question papers much more intensively and this together with Umalusi's involvement in signing off the translated version of a number of the question papers of the 2011 supplementary examination, has added value to the process.

The 2010 examinations for the NC(V) and the NATED 190/191 were administered in a professional manner. Generally, good standards were maintained for the administration of the written part of the examinations; however, Umalusi has raised concerns about the consistency in terms of the conduct of the ISATs across the different provinces and colleges and even more specifically at certain sites. The ISAT contributes 30% of the external assessment mark. It is therefore critical that the implementation of ISATs are monitored and the tasks are moderated. Umalusi has therefore recommended that the release of the results of certain sites be withheld, until acceptable evidence of ISAT marks submitted, are made available for verification by the DHET.

Umalusi is in general satisfied that marking was consistent. There are however certain systemic issues that warrant prompt revision and improvement. For example; the system

for the appointment and training of suitably qualified and experienced markers; and the refinement of the model for internal marking at Level 2 and 3.

Learner performance has been generally poor. This calls for serious investigation of the real contributing factors and causes for such under-performance and requires the colleges to generate ways of addressing the issues and improving the situation.

The Umalusi Council has approved the release of the results based on the fact that the examinations were administered in terms of the applicable examination policies and that there were no reports (at the date of release) of any serious irregularities which would jeopardise the credibility of the examination.

However, the Umalusi Council wishes to highlight the following specific concerns for the assessment body to attend to:

- The lack of adherence to timeframes must be rectified. The failure to do so caused delays in the external moderation of question papers and the moderation of ISATs. Consistent adherence to timeframes and plans must be instituted;
- The inferior quality of the NATED question papers requires urgent attention – the setting panels must be trained;
- The moderation/monitoring of ICASS and the implementation of ISATs by the assessment body requires attention - The possibilities of implementing large scale quality assurance in a cost effective way must be investigated as a means to ensure that the mode of delivery offers learners meaningful learning opportunities and that all learners are assessed in accordance with the requirements and standards for the specific qualification;
- The lack of infrastructure and human resources to offer certain programmes that was observed at certain colleges as well as the inadequate resources/facilities for the number of learners at certain colleges must be resolved – it is necessary that an audit be conducted to determine whether colleges are in a position to offer the intended programmes before they are allowed to do so. Furthermore colleges must be assisted in streamlining programme offerings, even if it means suspending some programmes in order to address the challenges that exist;
- College and campus managers must be held accountable for ensuring that all the resources required for the successful implementation of the qualifications are available;
- Viable solutions must be found for the challenges around the recruitment and retention of staff with the required expertise to teach certain programmes;
- Effective planning and execution of plans at college and campus level must be instituted;
- The determination of ICASS marks must be standardised;

- The possibility that irregularities are not being reported and the lack of Irregularity registers at examination centres is of concern. Tighter controls on this reporting must be instituted;
- The planning for centralised marking must start well in advance so that the best possible markers are recruited and all related marking processes can be run efficiently;
- The non-attendance of marking guideline discussions by markers/chief markers/internal moderators was observed. Officials not attending these discussions should not be allowed to participate in the marking process.

The review of certain sections of the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational) requires urgent attention.

The NC(V) is a qualification, which is just starting to become established, and for that reason, quality issues are critical and must be addressed. Workable solutions need to be found to ensure the success of the NC(V) which has an important role to play in the education of South Africa's youth.

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