

2020

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2020 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENTS

UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2020 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENTS

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI

Umalusi has made a lot of improvements in the setting, maintaining and improving standards in the quality assurance of the Technical and Vocational Education and Training (TVET) qualifications and programmes, over a period of time.

The above success can be attributed to the establishment of implementation of effective and vigorous quality assurance of assessment system which contained established quality assurance processes in the conduct, administration and management of assessment and examinations. The system and processes are redefined and improved on a continual basis.

Umalusi assesses the quality and standard of assessment and examinations by determining the extent to which the assessment bodies and institutions:

- a. Adhere to policy when they implement examination and assessment processes;
- b. Produce examination question papers and their corresponding marking guidelines, internal continuous assessment (ICASS) tasks, integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) of acceptable quality and standard;
- c. Have efficient and effective systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessment; and
- d. Show-case marking of acceptable quality and standard.

Furthermore, Umalusi has fostered a professional working relationship with the Department of Higher Education and Training (DHET). This led to an improvement in the DHET conducted, administered and managed the TVET examinations and assessment. It has been observed that relevant chief directorates of the DHET, the regional offices, public and private colleges and schools, correctional services centres as well as the examination and marking centres, showed improvements regarding implementation of systems and processes relating to the TVET examinations and assessments. However, despite improvement initiatives that have been evident, there remain grey areas for development and improvement, such as non-compliance with the instructions for the administration and internal moderation of internal continuous assessment (ICASS) and integrated summative assessment task (ISAT) as well as the manifestation of examinations irregularities, which must be addressed as a matter of urgency. Other areas that need urgent attention include high absentee rates during the writing of examinations and high student drop-out rates.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met online on 22 – 23 January 2021 to scrutinise evidence presented on the conduct of the November 2020 TVET examinations. Having studied all the evidence at hand on the management and conduct of the November 2020 TVET examinations administered by the DHET, Umalusi is satisfied that, apart from isolated instances of irregularities, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the examinations. The EXCO approved the release of the DHET results of the November 2020 TVET examinations. However, the DHET is required to:

- a) Block the results of the candidates and centres implicated in irregularities, pending the submission of evidence and a detailed report to Umalusi for verification and approval; and
- b) Address the directives for compliance and improvement and submit an improvement plan by 19 March 2021.

The EXCO commended the DHET for conducting successful examinations despite challenges caused by the COVID-19 pandemic.

Umalusi will continue to ensure that the quality, integrity and credibility of the TVET examinations and assessment are maintained. Umalusi will also strive to attain an assessment system that is internationally comparable through research and continuous studies, benchmarking, continuous evaluation and enhancement of systems and processes.

Umalusi applauds the work of all the relevant officials who worked meticulously towards the attainment of fair and credible November 2020 TVET examinations which were conducted, administered and managed by the DHET.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', written in a cursive style.

Dr Mafu S Rakometsi
March 2021

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-points, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

- a. Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- b. May adjust raw marks during the standardisation process; and
- c. Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the council is satisfied that the assessment body or education institution has:
 - i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - ii. Complied with the requirements prescribed by the Council for conducting assessment;
 - iii. Applied the standards, prescribed by the Council, with which a candidate is required to comply in order to obtain a certificate; and
 - iv. Complied with every other condition determined by the council.

This report will give an account of the processes undertaken by Umalusi in the quality assurance of the November 2020 Technical and Vocational Education and Training (TVET) examinations. The report will also reflect on the findings; areas of improvement and good practice; and areas of non-compliance; and will provide directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2019 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations.

In the Technical and Vocational Education and Training Sector Umalusi quality assures the assessment and examinations for the National Certificate (Vocational) [NC(V)] qualifications and NATED Report 190/191: Engineering Studies N2–N3 programmes.

The NC(V) qualifications and NATED Report 190/191: Engineering Studies N2–N3 programmes are offered at public TVET colleges, private Further Education and Training (FET) colleges, Correctional Services Centres, and a few schools. The quality assurance processes of Umalusi made provision for a sample from each type of centre/site.

In addition to the November examinations, supplementary examinations for NC(V) qualifications are held in February/March of every year. The results of the February 2020 supplementary examinations had been released and the quality assurance of assessment report is available on the Umalusi website.

The DHET conducted the November 2020 NC(V) examinations in 260 subjects and NATED Report 190/191: Engineering Studies N2 – N3 and Business Languages examinations in 62 instructional offerings. These examinations were administered amidst very tight regulations as a result of the COVID-19 pandemic, which ravaged the entire continent.

This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- a. Moderation of NC(V) question papers (Chapter 1);
- b. Moderation of NC(V) internal continuous assessment (Chapter 2);
- c. Moderation of the conduct of NC(V) integrated summative assessment tasks and practical assessment tasks (Chapter 3);
- d. Moderation of the reviewed NC(V) integrated summative assessment tasks (Chapter 4);
- e. Standardisation of NC(V) marking guidelines (Chapter 5);
- f. Verification of NC(V) marking (Chapter 6);
- g. Standardisation and verification of results (Chapter 7);
- h. NC(V) certification (Chapter 8)
- i. Moderation of NATED Report 190/191 question papers (Chapter 9);
- j. Moderation of the conduct of NATED Report 190/191 internal continuous assessment (Chapter 10);
- k. Standardisation of NATED Report 19/191 marking guidelines (Chapter 11);
- l. Verification of NATED Report 19/191 marking (Chapter 12);
- m. Standardisation and verification of results (Chapter 13);
- n. NATED Report 190/191 certification (Chapter 14);
- o. Monitoring the state of readiness to conduct examinations (chapter 15)
- p. Monitoring of writing (chapter 16);
- q. Selection, appointment and training of marking personnel (chapter 17); and
- r. Monitoring of marking centres (Chapter 18).

Chapters 8 and 14 cover the state of certification of candidates' achievements prior to the November 2020 examinations. The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether or not to approve the release of the November 2020 NC(V) and NATED Report 190/191: Engineering Studies N2–N3 examinations.

The role and responsibilities of the DHET are to:

- a. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- b. Develop and internally moderate ISAT/PAT and their accompanying marking tools and submit them to Umalusi for external moderation and approval;
- c. Manage the implementation and internal moderation of internal assessment;
- d. Conduct, administer and manage the writing of examinations in all examination centres;
- e. Conduct the marking of examinations and submit results to Umalusi for the standardisation process;
- f. Manage irregularities;

- g. Report to Umalusi on the conduct, administration and management of examinations;
- h. Have an IT system that complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives; and
- i. Process and submit records of candidates' achievements to Umalusi for certification.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that quality standards for the NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

The findings of the external moderation process after initial moderation indicated that there was a decline in the number of NC(V) question papers which were print ready from 36% in 2019 to 22% in 2020. Fifteen percent of the NATED Report 190/191: Engineering Studies N2–N3 question papers were print ready after initial moderation in 2020, compared to 23% in the 2019 examinations.

The NC(V) qualifications and NATED Report 190/191 programmes require ICASS to be conducted by sites of teaching and learning. Umalusi is responsible for determining the quality and appropriateness of the standard and implementation of the ICASS tasks.

The main objectives of the external moderation of ICASS portfolios are to:

- a. Verify that the lecturer portfolio (PoA) and the students' portfolios (PoE) adhere to the ICASS guidelines, that sufficient tasks of different types have been administered and that the quality assurance of the internal assessment component has been effectively managed;
- b. Ascertain the appropriateness and standard of the assessment task;
- c. Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, that it was integrated in teaching;
- d. Determine the extent to which the standardised practical assessment tasks (PAT) for Levels 3 and 4 have been implemented and require review; and
- e. Ensure that assessment across different sites of delivery is consistent and that standards are being maintained.

All candidates registered to write examinations in the NC(V) qualifications and NATED Report 190/191 programmes administered by the DHET are required to complete ICASS tasks. For NC(V) qualifications, the compliance levels with most criteria showed improvement, with 42% of the sites presenting PoA which were 100% compliant with all the criteria, compared to 28% of the sites in 2019. However, the DHET must still improve the quality of internal moderation and qualitative feedback to both assessors and learners.

The purpose of verifying the state of readiness of the DHET to conduct the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations was, largely, to:

- a. Evaluate the DHET's level of preparedness to conduct the November 2019 NC(V) and NATED examinations;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2019 examinations;
- c. Verify that the DHET had systems in place to ensure the integrity of the November 2020 NC(V) and NATED examinations; and
- d. Report on any shortcomings identified during the evaluation and verification of the DHET

systems.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2-N3 examinations. Umalusi noted that the dedicated DHET team responsible for the conduct, administration and management of examinations had made some strides in their preparations for examinations.

Umalusi staff and monitors were deployed to monitor the writing of the examinations at 65 centres to verify if the policy applicable to the conduct administration and management of examinations was complied with. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. Serious irregularities were identified at Academy of Business and Computer Studies. The centre was not accredited to administer N1 – N3 examinations and they were making photocopies of the question papers for the candidates. The college management was called to a meeting at the DHET offices on 20 November 2020 and the centre then stopped administering examinations. The comparison of the November 2020 findings with the findings of the November 2019 examinations revealed an improvement, with 90% of the centres adhering to all the criteria regarding activities during writing as compared to 76% in 2019.

Umalusi sampled one marking centres to audit the marking personnel selected and appointed to mark the November 2020 NC(V) examination scripts. The purpose of this process was to verify compliance to the appointment criteria by the DHET and to monitor the training of the marking personnel who would be involved in the marking and moderation of marking of the examinations. Initiatives implemented by the DHET, for example, the involvement of campus/college management teams, and measures to recruit suitably qualified and experienced markers for the Business Languages N3 yielded positive results.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process. Most of these meetings were held on online platforms to comply with Covid-19 regulations.

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The marking of examination scripts for the November 2020 NC(V) qualifications and NATED Report 190/191 programmes was managed by the DHET. The purpose of monitoring was to verify:

- a. Planning prior to the conduct of the marking process;
- b. The adequacy of resources at the marking centre;
- c. Security provided at the marking centre; and
- d. The management of irregularities identified during the marking process.

Umalusi monitored 12 marking centres to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes. Proper management in the critical areas at all the centres was monitored and found to have improved.

External verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. The verification of marking process revealed that the quality of marking and internal moderation in most subjects and instructional offerings had improved at the marking centres monitored. These centres mostly complied with marking and moderation

requirements.

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than candidates' ability and knowledge.

Umalusi trusts that the report will provide the assessment body and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives where improvements are required.

Umalusi will continue, through bilateral meetings, and other regularized structures, to collaborate with all stakeholders to raise standards in NC(V) qualifications and NATED Report 190/191 N2-N3 programmes in South Africa.

ABBREVIATIONS AND ACRONYMS

ASC	Assessment Standards Committee
CD: NEA	Chief Directorate: National Examinations and Assessment
CEO	Chief Executive Officer
Umalusi	Council for Quality Assurance in General and Further Education and Training
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
FAL	First Additional Language
FET	Further Education and Training
GP	Gauteng Province
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GENFETQA	General and Further Education and Training Quality Assurance
GPW	Government Printing Works
HOD	Head of Department
ID	Identity Document
ICT	Information and Computer Technology
IT	Information Technology
ISAT	Integrated Summative Assessment Task
ICASS	Internal Continuous Assessment
KZN	KwaZulu-Natal Province
L2	Level 2
L3	Level 3
L4	Level 4
LP	Limpopo Province
MP	Mpumalanga Province
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NW	North West Province
NC	Northern Cape Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
PAT	Practical Assessment Task
SA	South Africa
SACE	South African Council for Educators
SOR	State of Readiness
SAG	Subject and Assessment Guidelines
TVET	Technical and Vocational Education and Training
WC	Western Cape Province
WIL	Work Integrated Learning
WBE	Work-based experience

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**PART A: QUALITY ASSURANCE
OF NATIONAL
CERTIFICATE (VOCATIONAL)
ASSESSMENT**

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi conducts the external moderation for the National Certificate (Vocational) [(NC(V)] examination question papers and marking guidelines to ensure that the required quality and standard are maintained across examination cycles.

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the NC(V) examinations. While the DHET sets and internally moderates the question papers for the NC(V) examinations, Umalusi moderates a sample of these question papers externally.

The purpose of the external moderation of question papers is to:

- a. Ensure that question papers of the required standard are presented;
- b. Ascertain that question papers cover a substantial amount of the curriculum;
- c. Produce question papers that are fair and reliable;
- d. Ensure that question papers are representative of relevant conceptual domains; and
- e. Ensure that question papers are representative of relevant levels of cognitive demand.

1.2 Scope and Approach

Umalusi moderated a total of 161 question papers across NC(V) Levels 2, 3 and 4 for the November 2020 examinations. The majority of these question papers came from Level 4 (61%), while Levels 2 and 3 papers were 19% and 20% respectively of the sample. The table below provides a list of the subjects (indicating the papers where a subject has two question papers) and levels moderated by Umalusi.

Table 1A: Subjects included in the moderated sample of NC(V) question papers

No.	NC(V) Subjects moderated	November 2020		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions	✓		✓
3.	Afrikaans First Additional Language (FAL) Paper 1			✓
4.	Afrikaans First Additional Language (FAL) Paper 2			✓
5.	Animal Production		✓	✓
6.	Applied Accounting Paper 1			✓
7.	Applied Accounting Paper 2			✓
8.	Applied Engineering Technology			✓
9.	Applied Policing			✓
10.	Architectural Graphics and Technology Paper 1			✓
11.	Architectural Graphics and Technology Paper 2			✓
12.	Art and Science of Teaching	✓		✓
13.	Automotive Repair and Maintenance	✓		✓
14.	Business Practice			✓

No.	NC(V) Subjects moderated	November 2020		
		Level 2	Level 3	Level 4
15.	Carpentry and Roof Work			✓
16.	Civil and Structural Steel Work Detailing Paper 1			✓
17.	Civil and Structural Steel Work Detailing Paper 2			✓
18.	Client Services and Human Relations		✓	✓
19.	Community Oriented Primary Care			✓
20.	Computer Integrated Manufacturing			✓
21.	Computer Programming Paper 1			✓
22.	Computer Programming Paper 2			✓
23.	Concrete Structures			✓
24.	Construction Planning		✓	✓
25.	Construction Supervision			✓
26.	Consumer Behaviour	✓		✓
27.	Contact Centre Operations			✓
28.	Criminal Justice Process			✓
29.	Criminology			✓
30.	Data Communication and Networking			✓
31.	Drawing Office Procedures and Techniques Paper 1			✓
32.	Drawing Office Procedures and Techniques Paper 2			✓
33.	Early Childhood Development			✓
34.	Economic Environment	✓		✓
35.	Electrical Principles and Practice	✓		✓
36.	Electrical Systems and Construction			✓
37.	Electrical Workmanship		✓	✓
38.	Electronic Control and Digital Electronics			✓
39.	Electrotechnology		✓	✓
40.	Engineering Fabrication Boiler Making			✓
41.	Engineering Fabrication Sheet Metal Work			✓
42.	Engineering Graphics and Design Paper 1		✓	
43.	Engineering Graphics and Design Paper 2		✓	
44.	Engineering Practice and Maintenance		✓	
45.	Engineering Processes			✓
46.	Engineering Technology	✓		
47.	English First Additional Language (FAL) Paper 1	✓	✓	✓
48.	English First Additional Language (FAL) Paper 2	✓	✓	✓
49.	Entrepreneurship	✓		
50.	Farm Planning and Mechanisation			✓
51.	Financial Management			✓
52.	Fitting and Turning			✓
53.	Food Preparation		✓	✓
54.	Freight Logistics	✓		✓

No.	NC(V) Subjects moderated	November 2020		
		Level 2	Level 3	Level 4
55.	Governance			✓
56.	Hospitality Generics	✓		✓
57.	Hospitality Services			✓
58.	Human and Social Development			✓
59.	Introduction to Computers	✓		
60.	Introduction to Law	✓		
61.	Law Procedures and Evidence			✓
62.	Learning Psychology		✓	✓
63.	Life Skills and Computer Literacy Paper 1	✓	✓	✓
64.	Life Skills and Computer Literacy Paper 2	✓	✓	✓
65.	Management Practice			✓
66.	Marketing			✓
67.	Marketing Communication		✓	✓
68.	Masonry	✓		✓
69.	Materials	✓		✓
70.	Mathematical Literacy Paper 1	✓	✓	✓
71.	Mathematical Literacy Paper 2	✓	✓	✓
72.	Mathematics Paper 1	✓	✓	✓
73.	Mathematics Paper 2	✓	✓	✓
74.	Mechanical Draughting and Technology Paper 1			✓
75.	Mechanical Draughting and Technology Paper 2			✓
76.	Mechatronic Systems			✓
77.	Multimedia Basics	✓		
78.	Multimedia Service			✓
79.	New Venture Creation		✓	✓
80.	Office Data Processing	✓		✓
81.	Office Practice		✓	✓
82.	Operations Management		✓	✓
83.	Personal Assistance			✓
84.	Physical Science Paper 1	✓	✓	✓
85.	Physical Science Paper 2	✓	✓	✓
86.	Plumbing		✓	✓
87.	Process Chemistry		✓	✓
88.	Process Control			✓
89.	Process Technology	✓		✓
90.	Professional Engineering Practice			✓
91.	Project Management			✓
92.	Public Health			✓
93.	Pulp and Papermaking Technology		✓	✓
94.	Refrigeration and Air Conditioning Processes			✓
95.	Renewable Energy Technologies			✓

No.	NC(V) Subjects moderated	November 2020		
		Level 2	Level 3	Level 4
96.	Roads			✓
97.	Science of Tourism	✓		✓
98.	Soil Science	✓		
99.	Stored Programme Systems			✓
100.	Sustainable Tourism in SA and International Travel			✓
101.	Sustainable Tourism in SA and Regional Travel		✓	
102.	Systems Analysis and Design		✓	✓
103.	The Human Body and Mind			✓
104.	The South African Health Care System			✓
105.	Theory of Policing Practices		✓	
106.	Tourism Operations	✓		✓
107.	Transport Economics		✓	✓
108.	Transport Operations		✓	✓
109.	Welding			✓
110.	Wholesale and Retail			✓
Total		30	32	99

Umalusi employed external moderators, who quality assured a sample of question papers and marking guidelines according to set criteria to ensure that approved question papers met the required standards. The external moderators are subject experts from Higher Education Institutions (HEI), Technical and Vocational Education and Training (TVET) colleges, provincial education departments and industry. The external moderators received the question papers, accompanying marking guidelines, internal moderator reports (including the assessment grids) and moderation instruments from Umalusi. The external moderators used the set criteria from the Umalusi instruments to measure the question papers and marking guidelines. The question papers and marking guidelines were evaluated in conjunction but were approved independently of each other. An off-site moderation approach was followed for all the question papers.

Umalusi externally moderated 94% of the NC(V) L4 question papers and 30% of the NC(V) L2 and 32% of the NC(V) L3 question papers. Although there was a decrease of 3% to the 97% L4 question papers moderated in 2019, the external moderation of L2 and L3 question papers increased by 5% and 7% respectively. All the fundamental subjects, namely English First Additional Language (FAL), Life Skills and Computer Literacy, Mathematical Literacy and Mathematics are externally moderated on every level for each examination. The vocational subjects for Levels 2 and 3 are rotated on a yearly basis with the aim to cover all subjects over a period of time. However, when challenges were experienced in the subjects on Levels 2 and 3 in previous examinations, or when the curriculum of a specific subject is reviewed, such subjects are included in the list of subjects for external moderation. Other factors such as enrolments are also considered when decisions are taken on the inclusion of subjects in the sample.

Umalusi uses a set of criteria to determine the standard of the question papers and their compliance with the Subject and Assessment Guidelines (SAG).

The criteria according to which the question papers were moderated covered the following aspects:

- a. Technical details related to the presentation of the question papers and marking guidelines;
- b. Internal moderation and its value in assuring quality;
- c. Adherence to the relevant SAG in terms of weighting, cognitive levels and question types;
- d. Consistency and appropriateness of mark distribution and allocation according to cognitive levels and question types;
- e. Relevance and accuracy of the marking guidelines and their facilitation of consistent marking;
- f. The use of language and its appropriateness to the language level of the candidates;
- g. Adherence of the question papers to language rules and the use of unbiased content;
- h. Predictability and/or the degree of innovation in questions;
- i. Progression between subject levels and parity between the standard of the November 2020 question papers and those from previous years; and
- j. An overall evaluation of the papers by external moderators in terms of validity, reliability, fairness and suitability to the level being assessed.

Depending on the extent to which they fulfilled the criteria, the external moderators approved, conditionally approved or rejected the question papers and marking guidelines. If a question paper was approved after the initial moderation, no conceptual changes were necessary. If the question paper was conditionally approved, question(s) needed to be replaced/rephrased/restructured. The internal and external moderator would engage in discussions to improve and finalise the paper. When any question in the question paper was outside the scope of the SAG or the paper had substantial conceptual problems/flaws, the paper was rejected and returned to DHET for re-setting.

Where changes were required, the external moderators crafted proposed changes for the improvement of the papers. Discussions between the external moderators from Umalusi and internal moderators from the DHET were conducted to improve the quality of the question papers and marking guidelines. After an agreement was reached and changes implemented, the question papers and marking guidelines were returned to the DHET for formatting. When returned from DHET, question papers and marking guidelines were forwarded to the external moderators and signed off. In cases where a paper was rejected, the question paper, marking guidelines and report with initial findings by the external moderator were sent to the DHET. The internal moderator was responsible to adjust the question paper and marking guidelines. The question paper was then returned to the external moderator for external moderation.

The table 1B and Figure 1A below indicate the approval status of the NC(V) question papers after initial moderation.

Table 1B: Approval status of NC(V) L2-4 question papers after initial moderation

November 2020 examinations				
NC(V) Level	Number of question papers moderated by Umalusi	Number of question papers approved	Number of question papers conditionally approved	Number of question papers rejected
Level 2	30	7	22	1
Level 3	32	7	23	2
Level 4	99	22	77	0
Total	161	36	122	3

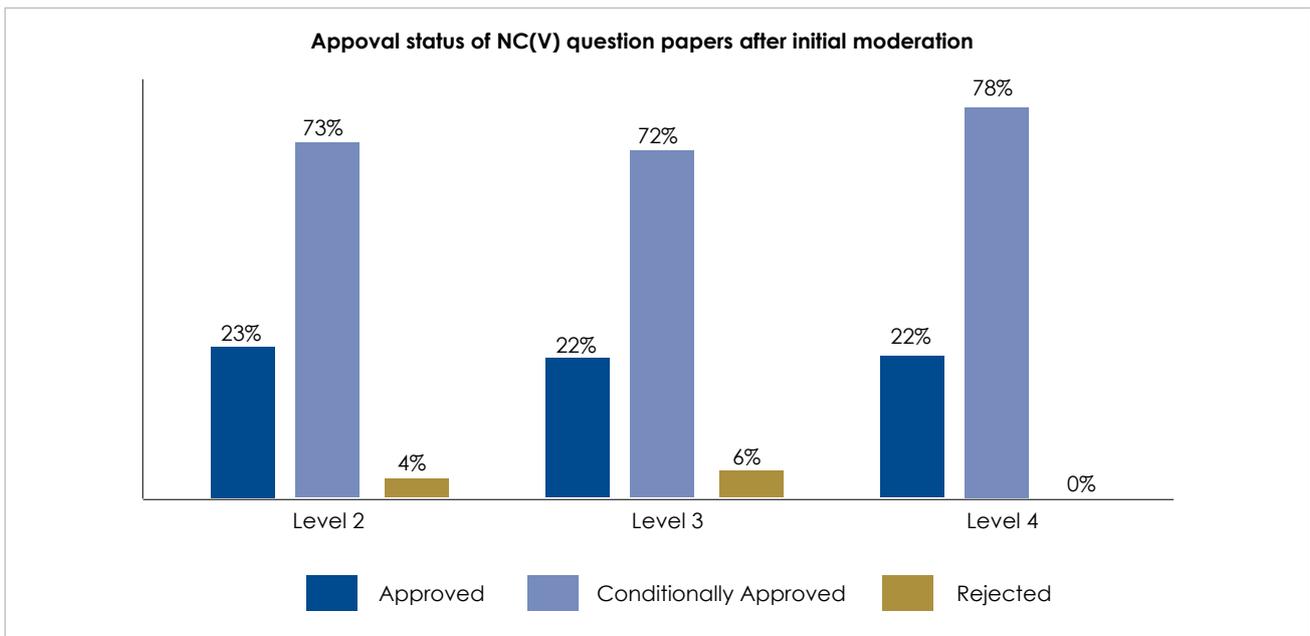


Figure 1A: Approval status of NC(V) question papers after initial moderation

1.3 Summary of Findings

Table 1C below provides a summary of the findings of the initial moderation of the question papers, as captured in the external moderators' reports.

Table 1C: Summary of findings of the initial moderation of NC(V) question papers

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
General compliance	<p>a. Fifty percent of question papers and marking guidelines, as listed met all technical requirements. This is less than the 51% that was shown in the November 2019 examinations;</p> <p>b. The following technical aspects were taken into consideration:</p> <ul style="list-style-type: none"> i. Submission of relevant supporting documents; ii. Completeness and accuracy of information on cover page; iii. Clarity of instructions to candidates; iv. Appropriate layout of paper; v. Clear mark allocation and correspondence of mark allocation between question paper and marking guidelines; vi. Appropriate visuals of print ready quality; and vii. Adherence to format requirements of the subject and assessment guidelines (SAG). 	<p>Advanced Plant Production L4 Advertising and Promotions L2 Afrikaans FAL L4 Paper 1 Animal Production L4 Applied Accounting L4 Paper 1 and 2 Applied Policing L4 Art and Science of Teaching L2 Automotive Repair and Maintenance L2 and L4 Business Practice L4 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Client Services and Human Relations L4 Computer Programming L4 Paper 1 and 2 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 1 Economic Environment L2 Electrical Principles and Practice L2 and L4 Electrical Systems and Construction L4 Electrical Workmanship L3</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
General compliance	c. The remaining question papers and accompanying marking guidelines which did not meet one or more of the technical requirements amount to 50%.	Electronic Control and Digital Electronics L4 Engineering Fabrication Sheet Metal Work L4 Engineering Graphics and Design L3 Paper 1 and 2 Engineering Practice and Maintenance L3 Engineering Processes L4 English FAL L4 Paper 2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L3 Paper 1 and 2 Marketing L4 Masonry L2 and L4 Materials L2 and L4 Mathematical Literacy L2 Paper 1 Mathematics L3 Paper 1 and 2 Mechatronic Systems L4 Office Practice L3 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 Plumbing L3 and L4 Process Control L4 Process Technology L2 and L4 Project Management L4 Public Health L4 Pulp and Papermaking Technology L3 Renewable Energy Technologies L4 Roads L4 Soil Science L2 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
General compliance		Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L4 The Human Body and Mind L4 Theory of Policing Practices L3 Transport Economics L3 and L4 Transport Operations L3 and L4 Welding L4
Information on the cover page	Eight percent of the cover pages lacked some details or contained incorrect or incomplete details or did not adhere to the required format. This is twice the 4% of the previous year.	
	a. The provision of an answer book was not indicated on the cover page.	Engineering Technology L2
	b. The following vital information was not stated on the cover page: i. Show formulae and substitutions in ALL calculations; and ii. Round off ALL answers to TWO decimal places.	Physical Science L2 Paper 1 and 2
	c. The following errors were identified on the cover page of one paper: i. The date of the examination on the question paper and marking guideline differed; ii. The instruction 'Refer to section' should be stated as 'Refer to questions'; and iii. The mark allocation on the cover page was incorrect; it should have been 100 and not 150.	Tourism Operations L2
	d. The duration of the question paper was not in accordance with the SAG (two question papers).	Construction Planning L3 English FAL L3 Paper 1
	e. The mark allocation indicated on page 2 of the question paper was incorrect.	Client Services and Human Relations L3
	f. The date of the examination was incorrect on the marking guideline/ question paper (two question papers)	Computer Integrated Manufacturing L4 Process Chemistry L3
	g. The name of the subject on the cover page was incorrect/spelt incorrectly. (three question papers).	Community Oriented Primary Care L4 Freight Logistics L4 Life Skills and Computer Literacy L2 Paper 1
	h. The number of pages that the question paper consisted of was incorrect on the cover page. (one paper).	Professional Engineering Practice L4

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
Instructions to candidates	a. In 4% of question papers; not all of the instructions to candidates were clearly specified; a decrease of 3% from the 7% in the November 2019 examinations.	Carpentry and Roof Work L4 Electrical Workmanship L4 Mathematical Literacy L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 Refrigeration and Air Conditioning Processes L4
	b. In one question paper; the accompanying formula sheet did not include all relevant formulae that was required to answer the questions.	Mathematics L2 Paper 2
	c. The different sections of the question paper were not indicated on the cover page. The purpose of such indication at the outset is to help candidates plan and manage their time. (one question paper).	English FAL L3 Paper 1
	d. The instruction in some questions included lengthy contexts. (one question paper)	Mathematical Literacy L3 Paper 2
	e. Some instructions/information in the paper were lengthy and not always relevant to the desired response (two question papers).	Life Skills and Computer Literacy L4 Paper 2 Office Data Processing L4
	f. The assessment guideline requires answers to be accurate to third decimal, however, the instructions on the paper indicated two decimals.	Mathematics L2 Paper 1
	g. The following instructions were revised: I. Instruction 4–time allocated for this question paper, includes reading and printing time; and II. Instruction 15–is irrelevant to ICT papers and was therefore removed.	Life Skills and Computer Literacy L2 Paper 2
Layout of question paper	a. Some of the pages in two (1%) question papers were not correctly numbered, a decrease of 2% from the 3% of the previous examination period.	Architectural Graphics and Technology L4 Paper 1 New Venture Creation L3
	b. In nine (6%) question papers, not all of the questions were correctly numbered. This concurs with the 6% of the 2019 examinations.	Carpentry and Roof Work L4 Community Oriented Primary Care L4 Construction Planning L4 Construction Supervision L4 Electrotechnology L3 Hospitality Generics L4 Management Practice L4 Mechanical Draughting and Technology L4 Paper 1 and 2

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
Layout of question paper	c. The 'blog' for question one should have been presented as an addendum; for ease of reference and not to clutter the question paper (one question paper).	English FAL L2 Paper 2
	a. Data and formulae sheets were not included in the question paper (two question papers).	Physical Science L3 Paper 1 Physical Science L4 Paper 2
	e. The information on the cover page appeared on two pages, instead of one.	Mechanical Draughting and Technology L4 Paper 2
Headers and Footers	a. The headers and footers in 4% of the question papers were: <ul style="list-style-type: none"> i. Inconsistent; ii. Did not adhere to the required format; iii. Were incomplete; iv. Contained incorrect information; and/or v. Omitted the footer 'please turn over' where required. <p>This is a decrease from the 11% of the November 2019 examinations.</p>	Client Services and Human Relations L3 Electrical Workmanship L4 English FAL L4 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L3 and L4 New Venture Creation L4
	Font type and size	Fonts were used incorrectly in 4% of the question papers, a decrease of 1% from the 5% of the previous year.
Font type and size	a. The standard font was not used throughout the question paper in 3% of question papers.	Carpentry and Roof Work L4 Consumer Behaviour L4 Mathematics L4 Paper 2 Science of Tourism L4
	b. Fonts on drawings were inconsistent and not according to DHET guidelines (one question paper).	Drawing Office Procedures and Techniques L4 Paper 2
	c. There was unnecessary use of italics in the marking guideline (one question paper).	Mathematics L4 Paper 1
	d. Information and Communication Technology (ICT) question papers require the use of non-standard fonts; however, these were not used appropriately in the question paper (one question paper).	Office Data Processing L2
	Mark and time allocation	a. The mark allocation was not clearly indicated in 8% of the question papers, a decrease of 3% from the 11% of the previous examination period.

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
Mark and time allocation		Electrotechnology L4 Entrepreneurship L2 Freight Logistics L2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Pulp and Papermaking Technology L4 Science of Tourism L4
	b. The mark allocation on the question paper did not correspond with that on the marking guidelines in 6% of the question papers. This is an increase of 1% from the previous year.	Animal Production L3 Economic Environment L4 English FAL L4 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L4 Mathematics L2 Paper 2 Office Data Processing L4 The South African Health Care System L4 Tourism Operations L2
	c. Candidates would be able to complete the question paper in far less than the allocated time; therefore, the question paper required substantial changes and the inclusion of more questions (three question papers).	Consumer Behaviour L2 and L4 Hospitality Generics L2
	d. Candidates would not be able to complete the question paper in the allocated time; as the question papers: I. Contained too many questions; II. The source material took up too much reading time; or III. Questions provided lengthy introductions or contexts. Therefore, questions had to be removed/ amended. (three question papers)	Construction Planning L3 English FAL L2 Paper 1 Mathematical Literacy L3 Paper 2
Quality of graphics and illustrations	a. In 26 (16%) question papers, the quality of illustrations, graphs, tables and visuals was poor and/or not print ready, an increase of 1% from the November 2019 examinations.	Applied Engineering Technology L4 Architectural Graphics and Technology L4 Paper 2 Community Oriented Primary Care L4 Construction Supervision L4 Drawing Office Procedures and Techniques L4 Paper 2

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
Quality of graphics and illustrations	<p>a. In 26 (16%) question papers, the quality of illustrations, graphs, tables and visuals was poor and/or not print ready, an increase of 1% from the November 2019 examinations.</p> <p>b. Aspects of graphics and illustrations that were not print ready included:</p> <ol style="list-style-type: none"> i. Dimensions of drawings not indicated according to South African National Standard 10111; ii. Drawings/images with irrelevant details; iii. Figure/diagram with spelling errors; iv. Figures/diagrams without supporting details or labels; v. Font size for dimensions not appropriate for illustration/diagram; vi. Inappropriate graphics/ illustrations/ addendum used as source material; and vii. Unclear or distorted visuals. 	<p>English FAL L2 Paper 1 Food Preparation L3 Hospitality Generics L4 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L3 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mathematical Literacy L4 Paper 1 Mathematics L2 and L4 Paper 2 Mechanical Draughting and Technology L4 Paper 2 Office Practice L4 Physical Science L2 Paper 1 and 2 Physical Science L3 Paper 2 Process Chemistry L3 Systems Analysis and Design L3 Tourism Operations L2 Wholesale and Retail L4</p>
Format requirements of the Subject Assessment Guidelines	<p>Fourteen (9%) question papers did not adhere to the format requirements in the SAG.</p> <p>This is an increase of 2% from the 7% of the previous year.</p>	<p>Construction Planning L4 Data Communication and Networking L4 Engineering Fabrication Boiler Making L4 English FAL L3 Paper 2 Hospitality Generics L2 and L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 2 Mathematics L4 Paper 2 Multimedia Basics L2 Multimedia Service L4 Operations Management L3 Process Chemistry L4 Tourism Operations L4</p>
Criteria 2: Internal Moderation		
Quality and standard of Internal Moderator reports	<p>a. Overall, 74% of internal moderators' reports were considered to be of an appropriate standard, a decline of 7% from the 81% of the November 2019 examinations; and</p> <p>b. There is room for improvement in the following aspects of internal moderators' reports:</p> <ol style="list-style-type: none"> i. Submission; ii. Relevance; iii. Inclusiveness; iv. Quality; and v. Standard. 	<p>There were about 120 subjects</p>

Criteria	Findings and challenges	Subjects implicated
Criteria 2: Internal Moderation		
Quality and standard of Internal Moderator reports	c. Internal moderator's reports for 2% of the question papers were not received by Umalusi. This concurs with the 2% of the previous year.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 2 Office Data Processing L4 Professional Engineering Practice L4
	d. The information in the internal moderator's report did not correspond with the question paper for 5% of the papers, a decrease of 5% from the November 2019 examinations. In some instances, where the internal moderator's report did not correspond to the question paper, it was found that the assessment grid did not correspond either.	Advanced Plant Production L4 Computer Integrated Manufacturing L4 English FAL L2 Paper 1 Mathematics L4 Paper 1 Operations Management L3 Roads L4 Science of Tourism L2 Transport Operations L3
	e. The internal moderator's report was incorrectly labelled as L3 instead of L2.	Introduction to Law L2
Incomplete moderator reports	a. In 28 (17%) question papers, the internal moderators' reports were not adequately completed. This is a decrease of 12% from the previous examination period.	Afrikaans FAL L4 Paper 1 Client Services and Human Relations L3 and L4 Concrete Structures L4 Data Communication and Networking L4 Early Childhood Development L4
	b. Incomplete reports include those that did not provide: <ul style="list-style-type: none"> i. examiner's/internal moderator's name and/or contact details; ii. signature of internal moderator; iii. the analysis grid; iv. an evaluation of the question paper in terms of specified criteria; and v. the approval status of the question paper and marking guideline. 	Electronic Control and Digital Electronics L4 English FAL L2 Paper 1 and 2 Farm Planning and Mechanisation L4 Hospitality Generics L4 Marketing L4 Mathematical Literacy L3 Paper 2 Mechanical Draughting and Technology L4 Paper 1 Multimedia Basics L2 New Venture Creation L3 Office Practice L4 Physical Science L3 Paper 2 Plumbing L4 Project Management L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Science of Tourism L2 Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L4 Tourism Operations L2 and L4

Criteria	Findings and challenges	Subjects implicated
Criteria 2: Internal Moderation		
Standard of Internal Moderator reports	<p>a. Forty-two (26%) of the internal moderators' reports were not of appropriate standard, an increase of 7% from the 2019 examinations.</p> <p>b. In some reports, checklists had been ticked with no related annotations; whilst in other instances, the annotations provided were either vague and/or meaningless. Reports of this nature added no value to the improvement in the quality and standard of the question paper, other than fulfilling a requirement.</p> <p>c. Some reports focussed on layout, grammatical and typographical errors; whilst core aspects; such as, adherence to the SAG in terms of topic weighting and cognitive distribution; were neglected.</p> <p>In some cases, questions taken verbatim from past question papers; and questions that could have been easily spotted/predicted went unnoticed, compromising the standard of the question paper.</p>	<p>Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L3 and L4 Mathematical Literacy L2 and L3 Paper 1 and 2 Mathematics L4 Paper 2 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L4 Office Practice L3 Physical Science L2 Paper 1 and 2 Physical Science L4 Paper 1 Plumbing L3 Roads L4 Systems Analysis and Design L3 Transport Operations L3 Wholesale and Retail L4</p>
Relevance of Internal Moderator reports	<p>a. In 33 (20%) of the internal moderators' reports, the assessment grid accompanying the internal moderator's report did not correspond with the question paper; was not provided at all or an incomplete assessment grid was provided. This is an increase of 5% from the 15% of the November 2019 examinations.</p> <p>b. In some question papers where the assessment grid did not correspond with the question paper the following was found:</p> <ol style="list-style-type: none"> I. the assessment grid in its entirety did not correspond with the question paper; or II. sections of the assessment grid did not correspond with the question paper; or III. the question numbers in the assessment grid did not match the question numbers in the question paper. 	<p>Advanced Plant Production L4 Animal Production L3 and L4 Architectural Graphics and Technology L4 Paper 2 Construction Planning L3 Contact Centre Operations L4 Data Communication and Networking L4 Engineering Fabrication Boiler Making L4 Engineering Practice and Maintenance L3 English FAL L3 Paper 1 Fitting and Turning L4 Freight Logistics L2 Hospitality Generics L4 Learning Psychology L3 Life Skills and Computer Literacy L2 and L4 Paper 1 and 2 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mechanical Draughting and Technology L4 Paper 1 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L3 Office Practice L3 and L4 Operations Management L3 Physical Science L3 Paper 1 and 2</p>

Criteria	Findings and challenges	Subjects implicated
Criteria 2: Internal Moderation		
Relevance of Internal Moderator reports		Science of Tourism L2 Systems Analysis and Design L3 Tourism Operations L4 Transport Operations L3
Criteria 3: Content Coverage		
Coverage of learning outcomes and assessment standards	<p>a. In 20% of the question papers learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents, an increase of 15% from the previous year.</p> <p>b. Content coverage includes the following aspects:</p> <ol style="list-style-type: none"> I. The subject and learning outcomes being adequately covered; II. Adherence to the prescribed weighting of topics; III. Appropriate spread of subject and learning outcomes throughout the question paper; and IV. Questions and answers remain within the broad scope of the SAG. 	Advanced Plant Production L4 Animal Production L4 Architectural Graphics and Technology L4 Paper 1 Construction Planning L3 and L4 Consumer Behaviour L2 Contact Centre Operations L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Engineering Fabrication Boiler Making L4 English FAL L3 Paper 2 Governance L4 Hospitality Generics L2 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L3 and L4 Mechanical Draughting and Technology L4 Paper 1 and 2 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L2 Office Practice L3 and L4 Operations Management L4 Process Control L4 Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L3 Transport Operations L3 Wholesale and Retail L4
	Sixteen (10%) question papers failed to provide questions representative of the latest developments in the subject, a decrease of 2% from the 12% of the November 2019 examinations.	Applied Accounting L4 Paper 1 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Data Communication and Networking L4 Early Childhood Development L4 English FAL L2 and L4 Paper 1 and 2 Governance L4 Introduction to Computers L2 Process Chemistry L4 Renewable Energy Technologies L4 The Human Body and Mind L4

Criteria	Findings and challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
Types of questions	Four percent of question papers did not show a wide variety of question types, a decrease of 1% from the previous year.	Engineering Processes L4 Introduction to Computers L2 Multimedia Basics L2 Multimedia Service L4 Plumbing L3 Roads L4
Correlation between difficulty level and mark allocation	There was no correlation between mark allocation, level of difficulty and time allocation in 28 (17%) question papers. This concurs with the 17% of the November 2019 examinations.	Advertising and Promotions L2 and L4 Animal Production L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 2 Construction Planning L3 English FAL L2 Paper 1 and 2 English FAL L4 Paper 1 Financial Management L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L3 Paper 1 and 2 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 2 Mathematics L4 Paper 1 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L4 Office Data Processing L2 and L4 Operations Management L3 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L3 Transport Operations L4
	The questions were pitched lower than the required level (one question paper)	Carpentry and Roof Work L4
Source materials	<p>a. The source material used in 16% of the question papers was inappropriate. This is 1% less than the 17% of the November 2019 examination.</p> <p>b. Source material (i.e. prose text, visual drawing, illustration, example, table, graph, figures, charts) that were considered unsuitable; consisted of those that were:</p> <ol style="list-style-type: none"> I. Not subject specific; II. Not of the required length; III. Not functional or relevant to the question/s; 	<p>Afrikaans FAL L4 Paper 2</p> <p>Automotive Repair and Maintenance L2 and L4</p> <p>Carpentry and Roof Work L4</p> <p>Client Services and Human Relations L3</p> <p>Contact Centre Operations L4</p> <p>English FAL L2 and L3 Paper 1</p> <p>English FAL L4 Paper 1 and 2</p> <p>Financial Management L4</p> <p>Hospitality Generics L2</p> <p>Introduction to Computers L2</p> <p>Learning Psychology L3</p> <p>Life Skills and Computer Literacy L2 Paper 2</p>

Criteria	Findings and challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
Source materials	<p>IV. Having complex language that was not appropriate for the level of the candidate;</p> <p>V. Not allowing for the testing of skills (if applicable); and</p> <p>VI. Not generating questions across the cognitive levels</p>	<p>Life Skills and Computer Literacy L4 Paper 1</p> <p>Mathematical Literacy L3 Paper 1 and 2</p> <p>Mathematics L2 Paper 1</p> <p>Multimedia Basics L2</p> <p>Office Data Processing L4</p> <p>Physical Science L4 Paper 1</p> <p>Sustainable Tourism in SA and International Travel L4</p> <p>The Human Body and Mind L4</p> <p>Transport Operations L4</p>
Relevance and clarity of questions	In 3% of question papers the questions did not relate to what is pertinent in the subject, an increase of 1% from the previous year.	<p>Carpentry and Roof Work L4</p> <p>Hospitality Generics L2</p> <p>Introduction to Computers L2</p> <p>Life Skills and Computer Literacy L2 Paper 1</p> <p>Sustainable Tourism in SA and International Travel L4</p>
	In 17% of the question papers, some of the questions did not provide clear instructional key words/verbs. This is an increase of 7% from the previous year.	<p>Automotive Repair and Maintenance L2 and L4</p> <p>Carpentry and Roof Work L4</p> <p>Community Oriented Primary Care L4</p> <p>Consumer Behaviour L2</p> <p>Contact Centre Operations L4</p> <p>Electrotechnology L3</p> <p>English FAL L4 Paper 2</p> <p>Financial Management L4</p> <p>Freight Logistics L4</p> <p>Hospitality Generics L2</p> <p>Human and Social Development L4</p> <p>Law Procedures and Evidence L4</p> <p>Learning Psychology L3</p> <p>Life Skills and Computer Literacy L2 Paper 1</p> <p>Management Practice L4</p> <p>Masonry L4</p> <p>Mathematical Literacy L3 Paper 2</p> <p>Mechanical Draughting and Technology L4 Paper 1</p> <p>New Venture Creation L3</p> <p>New Venture Creation L4</p> <p>Office Data Processing L4</p> <p>Operations Management L3</p> <p>Roads L4</p> <p>Systems Analysis and Design L3</p> <p>Transport Economics L3</p> <p>Transport Operations L3</p>

Criteria	Findings and challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
Relevance and clarity of questions	In 20% of the question papers, some of the questions did not contain sufficient information to elicit an appropriate response. This concurs with the 20% of the previous examination period.	<p>Afrikaans FAL L4 Paper 2 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Architectural Graphics and Technology L4 Paper 2 Automotive Repair and Maintenance L2 and L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Community Oriented Primary Care L4 Computer Integrated Manufacturing L4 Construction Planning L4 Contact Centre Operations L4 Electrotechnology L3 English FAL L2 Paper 1 English FAL L4 Paper 2 Hospitality Generics L2 Human and Social Development L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L3 Office Practice L3 Physical Science L2 Paper 1 and 2 Pulp and Papermaking Technology L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Systems Analysis and Design L3 Tourism Operations L4 Transport Operations L3 and L4 Welding L4</p>
	Twenty-four (15%) question papers contained factual errors or misleading information, an increase of 1% from the November 2019 examinations.	<p>Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L3 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 Construction Planning L3 Construction Supervision L4 Consumer Behaviour L2 Electrotechnology L4 Engineering Practice and Maintenance L3 English FAL L2 Paper 2 English FAL L4 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Office Practice L4 Physical Science L2 and L4 Paper 1 Plumbing L4</p>

Criteria	Findings and challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
Relevance and clarity of questions		Pulp and Papermaking Technology L4 Roads L4 Science of Tourism L2 Systems Analysis and Design L3 The Human Body and Mind L4 Theory of Policing Practices L3
	<p>a. The multiple-choice questions in 14 (9%) question papers were poorly formulated. This is a decrease of 8% from the previous year.</p> <p>b. The options had one or more of the following flaws:</p> <ol style="list-style-type: none"> I. Did not follow grammatically from the stem; II. Were not free from any clues that made one of the options an obvious choice; III. Were not approximately the same length. The answer in some instances were longer, more specific, or more complete than other options; and IV. Used terms such as "All of the above" or "None of the above". 	Advertising and Promotions L4 Applied Engineering Technology L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 Early Childhood Development L4 Engineering Practice and Maintenance L3 Hospitality Generics L4 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 1 New Venture Creation L3 Office Practice L4 Systems Analysis and Design L3 Tourism Operations L2 Wholesale and Retail L4
Criteria 5: Cognitive Skills		
Distribution of cognitive levels	Twenty percent of the question papers showed an inappropriate distribution of marks across cognitive levels, an increase of 1% from the November 2019 examination.	Advertising and Promotions L2 Animal Production L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Construction Planning L3 and L4 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Fabrication Boiler Making L4 English FAL L4 Paper 1 Hospitality Generics L2 and L4 Human and Social Development L4 Introduction to Computers L2 Learning Psychology L3 Life Skills and Computer Literacy L2 and L4 Paper 1 Marketing Communication L3 and L4 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Process Chemistry L3 and L4 Process Control L4 Roads L4 Science of Tourism L4

Criteria	Findings and challenges	Subjects implicated
Criteria 5: Cognitive Skills		
Distribution of cognitive levels		Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L3 The Human Body and Mind L4 Transport Economics L3 Transport Operations L4 Wholesale and Retail L4
	In 20 (12%) question papers, some of the questions did not match the cognitive level instruction; e.g. if it says analyse, the answer in fact shows analysis. This is a decrease of 1% from the 13% of the November 2019 examination	Advanced Plant Production L4 Advertising and Promotions L2 Animal Production L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 English FAL L4 Paper 1 Hospitality Generics L2 and L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 and L4 Paper 1 Marketing Communication L3 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L4 Operations Management L3 Transport Economics L3 Wholesale and Retail L4
Assessment of latest developments in field	In 6% of the papers, some questions were not representative of the latest developments in the teaching of the knowledge field, an increase of 1% from the November 2019 examination.	Applied Accounting L4 Paper 1 Carpentry and Roof Work L4 Data Communication and Networking L4 Early Childhood Development L4 English FAL L4 Paper 2 Governance L4 Hospitality Generics L2 Life Skills and Computer Literacy L4 Paper 1 Process Chemistry L4 The Human Body and Mind L4
Criteria 6: Marking guidelines		
Accuracy of marking guidelines	a. Some of the answers in 45% of the marking guidelines were: <ul style="list-style-type: none"> i. Incomplete; ii. Inaccurate; iii. Outside the scope of the SAG; and iv. Contained typographical errors. <p>This is an increase of 12% from the previous year.</p>	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 and 2 Animal Production L3 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Paper 2 Client Services and Human Relations L3 Community Oriented Primary Care L4

Criteria	Findings and challenges	Subjects implicated
Criteria 6: Marking guidelines		
Accuracy of marking guidelines		Computer Programming L4 Paper 1 and 2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L2 and L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Economic Environment L2 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Electrotechnology L3 and L4 Engineering Practice and Maintenance L3 English FAL L2, L3 and L4 Paper 1 Financial Management L4 Governance L4 Hospitality Generics L2 and L4 Human and Social Development L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 and L4 Paper 1 and 2 Marketing Communication L3 and L4 Masonry L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 and 2 Mathematics L2, L3 and L4 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Office Practice L3 and L4 Physical Science L2 Paper 1 and 2 Physical Science L3 Paper 2 Physical Science L4 Paper 1 Plumbing L3 Professional Engineering Practice L4 Pulp and Papermaking Technology L3 and L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Science of Tourism L2 and L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L3 The Human Body and Mind L4 Theory of Policing Practices L3 Tourism Operations L2 Transport Economics L3 Transport Operations L3 and L4 Welding L4

Criteria	Findings and challenges	Subjects implicated
Criteria 6: Marking guidelines		
Mark allocations on marking guidelines	In 22 (14%) marking guidelines, there were errors in mark allocations and/or the mark allocations were incomplete and/or did not indicate how method marks are to be allocated (where applicable). This is an increase of 3% from the 2019 examinations.	Animal Production L3 Construction Planning L3 Electrotechnology L3 and L4 English FAL L4 Paper 1 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L4 Masonry L2 Mathematics L2 Paper 2 Mathematics L3 Paper 1 and 2 Mathematics L4 Paper 1 Mechanical Draughting and Technology L4 Paper 2 Office Data Processing L4 Refrigeration and Air Conditioning Processes L4 Science of Tourism L2 and L4 Theory of Policing Practices L3 Transport Economics L4 Transport Operations L3
Language and Bias		
Language register	In 94% of question papers the language was pitched at the appropriate level, an improvement of 1% from the previous year. The language register was not appropriate to the level of the candidate in 6% of the question papers, a decrease of 1% from the November 2019 examinations.	English FAL L2 and L3 Paper 1 Financial Management L4 Office Data Processing L4 Physical Science L4 Paper 1 Plumbing L4 Process Chemistry L4 Science of Tourism L2 Sustainable Tourism in SA and International Travel L4 Transport Operations L4
Subject terminology	Subject terminology or data were not always used correctly in 7% of the question papers. This concurs with the 7% of the November 2019 examinations.	Computer Programming L4 Paper 1 Financial Management L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Mechanical Draughting and Technology L4 Paper 2 Plumbing L3 and L4 Roads L4 Systems Analysis and Design L3 Theory of Policing Practices L3

Criteria	Findings and challenges	Subjects implicated
Language and Bias		
Sentence structure	In 14% of question papers, some of the questions contained complicated sentence structures which may present difficulty/confusion for candidates to elicit the desired response.	Advertising and Promotions L2 and L4 Computer Programming L4 Paper 1 Consumer Behaviour L4 Contact Centre Operations L4 Early Childhood Development L4 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L4 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 Office Data Processing L4 Plumbing L3 Roads L4 Systems Analysis and Design L4 Tourism Operations L2 Transport Operations L4
Grammar	There were grammatical errors in 29% of question papers, an increase of 10% from the previous examination.	Advertising and Promotions L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Data Communication and Networking L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Electrotechnology L3 Engineering Practice and Maintenance L3 Engineering Processes L4 English FAL L4 Paper 1 and 2 Hospitality Generics L4 Hospitality Services L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L3 and L4 Masonry L2 Mathematical Literacy L2, L3 and L4 Paper 1 and 2 Mathematics L4 Paper 1 Mechanical Draughting and Technology L4 Paper 2 New Venture Creation L4 Office Data Processing L4

Criteria	Findings and challenges	Subjects implicated
Language and Bias		
Grammar		Office Practice L3 Physical Science L2 Paper 1 and 2 Plumbing L3 and L4 Process Chemistry L3 Pulp and Papermaking Technology L3 Stored Programme Systems L4 Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L3 The Human Body and Mind L4 The South African Health Care System L4
	The language in the marking guidelines contained grammatical errors in 14% of the papers, an increase of 4% from the previous year.	Architectural Graphics and Technology L4 Paper 2 Automotive Repair and Maintenance L4 Client Services and Human Relations L3 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1 Contact Centre Operations L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Electrotechnology L3 Engineering Processes L4 English FAL L4 Paper 1 and 2 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Office Data Processing L4 Office Practice L3 Process Chemistry L3 and L4 Roads L4 Sustainable Tourism in SA and Regional Travel L3 Systems Analysis and Design L3 The Human Body and Mind L4
Bias	In 5% of question papers there was evidence of bias, an increase of 2% from the 2019 examinations.	
	Bias in terms of the following issues was observed in the listed question papers:	
	i. Gender;	Construction Planning L3
	ii. Culture and political;	English FAL L2 Paper 1
	iii. Gender, stereotyping, provincial and regional;	English FAL L2 Paper 2
	iv. Provincial and regional;	English FAL L3 Paper 2 Marketing L4
	v. Stereotyping and HIV stigma;	Life Skills and Computer Literacy L4 Paper 1
	vi. Race; and	Marketing Communication L3
vii. Political.	Mathematical Literacy L3 Paper 1	

Criteria	Findings and challenges	Subjects implicated
Criteria 8: Predictability		
Repetition of questions from previous question papers	Eighty-six percent of question papers did not contain questions similar to those asked in the recent past. Questions that could be easily spotted/predicted or those that were taken verbatim from past question papers were replaced. This is an improvement of 3% from the November 2019 examinations.	
	Nine percent of question papers contained questions that could have been easily spotted or predicted, a decrease of 3% from the previous examination period.	Client Services and Human Relations L3 Computer Programming L4 Paper 2 Electrical Principles and Practice L2 and L4 English FAL L2, L3 and L4 Paper 2 Hospitality Generics L2 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Office Practice L3 Tourism Operations L2 and L4
	Eight percent of question papers contained a question(s) taken verbatim from a past question paper, an increase of 1% from the November 2019 examinations.	Civil and Structural Steel Work Detailing L4 Paper 1 Construction Planning L3 and L4 Electrical Principles and Practice L2 English FAL L2 and L3 Paper 2 Hospitality Services L4 New Venture Creation L4 Office Practice L3 and L4 Pulp and Papermaking Technology L3 and L4 Roads L4
Degree of Originality	a. Thirteen (8%) question papers did not contain an appropriate degree of originality, a decrease of 7% from the 15% of the 2019 examinations.	Contact Centre Operations L4 Electrical Principles and Practice L2 English FAL L2, L3 and L4 Paper 2 English FAL L3 Paper 2 English FAL L4 Paper 2 Introduction to Computers L2 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1
	b. Question papers that demonstrate a degree of originality: <ul style="list-style-type: none"> i. Have new questions/scenarios; ii. Include a variety of question types; iii. Change the style/pattern from that of previous years' question papers; iv. Make use of different resources, other than the prescribed textbook/s; and v. Keep up to date with new teaching methods and developments 	Marketing Communication L4 Multimedia Basics L2 Office Practice L3 Process Chemistry L3 Systems Analysis and Design L3

Criteria	Findings and challenges	Subjects implicated
Criteria 9: Overall Impression		
Standard of question papers	Overall, 83% of the question papers moderated by Umalusi were considered of an acceptable standard. This is an improvement of 1% from the previous examination period. The listed question papers which did not meet the required standard amount to 17%.	Advanced Plant Production L4 Animal Production L4 Carpentry and Roof Work L4 Construction Planning L3 Contact Centre Operations L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L4 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Hospitality Generics L2 Introduction to Computers L2 Law Procedures and Evidence L4 Learning Psychology L3 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L4 Mathematical Literacy L3 Paper 1 and 2 Mathematics L2 Paper 1 Multimedia Service L4 Office Practice L4 Personal Assistance L4 Roads L4 Systems Analysis and Design L3 Transport Operations L3 and L4
	Nine percent of question papers did not satisfy requirements of the current policy/ guideline documents, a decrease of 3% from the November 2019 examination.	Animal Production L4 Carpentry and Roof Work L4 Construction Planning L3 and L4 Data Communication and Networking L4 Engineering Fabrication Boiler Making L4 Governance L4 Hospitality Generics L2 Introduction to Computers L2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L3 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L4 Roads L4
	In 4% of cases, question papers did not adequately assess the outcomes of the curriculum/syllabus. This is a decrease of 1% from the previous year.	Carpentry and Roof Work L4 Consumer Behaviour L2 Data Communication and Networking L4 Governance L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 1 Mathematics L4 Paper 2

Criteria	Findings and challenges	Subjects implicated
Criteria 9: Overall Impression		
Standard of question papers	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 16% of papers. This concurs with the 16% of the November 2019 examinations.	Animal Production L3 and L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 2 Construction Planning L3 and L4 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Fabrication Boiler Making L4 English FAL L4 Paper 1 Hospitality Generics L2 and L4 Introduction to Computers L2 Life Skills and Computer Literacy L3 Paper 1 Marketing Communication L3 and L4 Mathematics L2 Paper 1 Multimedia Basics L2 Multimedia Service L4 New Venture Creation L4 Office Practice L3 and L4 Personal Assistance L4 Roads L4 Science of Tourism L4 The Human Body and Mind L4

1.4 Areas of Improvement

There are a few areas of improvement which have been noted during the initial moderation of question papers by Umalusi:

- a. In 95% of papers, the information in the internal moderator's report corresponded with the question paper. This is an improvement of 5% from the 90% of the November 2019 examinations;
- b. The internal moderators' reports were satisfactorily completed in 83% of question papers, showing a notable improvement of 12% from the 2019 examinations; and
- c. Overall, 83% of the question papers moderated by Umalusi were considered of an acceptable standard, citing a marginal improvement of 1% from the 2019 examinations.

1.5 Areas of Non-compliance

Whilst some aspects in the moderation of question papers showed improvement, a greater proportion showed a decline. These areas of non-compliance could compromise the standard of the examinations:

1.5.1 Question papers with gross non-compliance include:

- a. Those which did not adhere to the requirements of the SAG; and/or had substantial conceptual flaws and/or contained a significant percentage of questions from past papers. This made up 2% of the question papers moderated by Umalusi, which required resetting; and

- b. Those which were conditionally approved but required significant reworking to bring it to an acceptable standard.

1.5.2 In addition, the following areas of non-compliance were also identified:

1.5.2.1 Technical aspects

- a. Fifty percent of question papers and accompanying marking guidelines did not meet one or more of the technical requirements; and
- b. In 16% of question papers, the quality of illustrations, graphs or tables etc. was poor and not print ready.

1.5.2.2. Internal moderation

- a. Twenty-six percent of the internal moderators' reports were not of appropriate standard, citing an increase of 7% from the 2019 examinations; and
- b. In 20% of the internal moderators' reports, an assessment grid accompanying the internal moderator's report was not of appropriate standard or was not provided at all. This is an increase of 5% from the November 2019 examinations.

1.5.2.3 Content coverage and cognitive skills

- a. In 20% of the question papers, the learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents;
- b. Ten percent of question papers failed to provide questions representative of the latest developments in the subject;
- c. Twenty percent of the question papers showed an inappropriate distribution of marks across cognitive levels; and
- d. In 12% of question papers, some of the questions did not match the cognitive level instruction e.g. if it says analyse, the answer in fact shows analysis.

1.5.2.4 Quality of questions

- a. There was no correlation between mark allocation, level of difficulty and time allocation in 17% of the question papers;
- b. The source material used in 16% of the question papers was not always appropriate;
- c. In 17% of the question papers, some of the questions did not provide clear instructional key words/verbs (an increase of 7% from the 2019 examinations) and in 20% of the papers, some of the questions did not contain sufficient information to elicit an appropriate response (same as the 20% of the November 2019 examinations);
- d. Fifteen percent of question papers contained factual errors or misleading information and in 9% of question papers, the multiple-choice questions were poorly formulated;
- e. In 14% of papers, some of the questions contained complicated sentence structures which may present difficulty/confusion for candidates to elicit the desired response; and
- f. In 6% of the papers, some questions were not representative of the latest developments in the teaching of the knowledge field, an increase of 1% from the previous year.

1.5.2.5 Marking guidelines

- a. Some of the answers in 45% of the marking guidelines were incomplete, inaccurate, outside the scope of the SAG or contained typographical errors. This is an increase of 12% from the 33% of the November 2019 examinations; and
- b. In 14% of marking guidelines, there were errors in mark allocations and/or the mark allocations were incomplete, an increase of 3% from the 2019 examinations.

1.5.2.6 Language and bias

- a. The language register was not appropriate to the level of the candidate in 6% of the papers and in 7% of papers the subject terminology or data were not always used correctly;
- b. There were grammatical errors in 29% of question papers and 14% of marking guidelines, an increase of 10 % and 4% respectively, from the previous examination period; and
- c. In 5% of question papers there was evidence of bias.

1.5.2.7 Predictability

- a. Fourteen percent of question papers contained questions that could be easily spotted/predicted and/or those that were taken verbatim from past papers.

1.6 Directives for Compliance and Improvement

In order to improve the quality and standard of question papers, the DHET must ensure that:

- a. Question papers comply with all the quality indicators as set out in the moderation instrument;
- b. Internal moderation is conducted diligently, with the aim of improving the quality and standard of question papers; and
- c. Question papers include the latest developments in the subject and integrate new teaching techniques in the subject field.

1.7 Conclusion

As in previous years, the majority of question papers were conditionally approved during first moderation. In the November 2020 examinations, 22% of question papers were immediately approved, 76% conditionally approved and 2% of question papers required resetting. Overall, 83% of the question papers moderated by Umalusi were considered to be of an acceptable standard at first moderation; noting a marginal improvement of 1% from the November 2019 examinations.

As compared to the November 2019 examinations, some aspects of question paper moderation showed improvement, whilst other aspects showed decline. The quality of questions still remains an area of concern. Questions should be carefully formulated to elicit the desired response and all elements that make a good question, should be observed.

Other areas that require compliance and/or improvement include content coverage, marking guidelines, assessment grids and internal moderators' reports.

The external moderation of the sampled question papers was concluded successfully through consultation and consensus between DHET and Umalusi.

CHAPTER 2 MODERATION OF INTERNAL CONTINUOUS ASSESSMENT

2.1 Introduction

Internal continuous assessment (ICASS) is assessment conducted at the site of learning. Ideally, ICASS allows for assessment to take place at the time of learning, and, more importantly, to be integrated with teaching. Proof of the candidates' ICASS is contained in a portfolio of evidence (PoE), according to the requirements specified in the subject assessment guidelines (SAG) of that particular subject and in the (ICASS) guidelines for the National Certificate (Vocational) [NC(V)] qualifications at Technical and Vocational Education and Training (TVET) Colleges (hereafter ICASS guidelines).

An ICASS mark forms a compulsory component of the final subject promotion mark for all students registered for the NC(V) qualifications. This mark has a weighting of 25% for the fundamental subjects and 50% for the vocational subjects. The internal continuous assessment of the NC(V) qualifications is thus as important as the external assessment component in terms of contribution to the final mark. Umalusi assures the quality of internal assessment through a rigorous moderation process that is explained below.

Umalusi's quality assurance of internal assessment process usually entails two phases – the initial monitoring of the provision at site level, focusing on the quality of tasks and their compliance with the ICASS guidelines at the sites of learning (during May) and the moderation of the lecturer's portfolios of assessment (PoA) and students' portfolios of evidence (PoE) from sampled sites (during October). Unfortunately, owing to the outbreak of Covid-19, quality assurance at the sites of learning could not take place in May 2020. This chapter covers only the October 2020 ICASS moderation phase.

Standardised practical assessment tasks (PATs) have been developed and implemented for Level 3 and 4 vocational subjects to address the poor quality of practical tasks and the failure by colleges to implement them in the past. All the assessment tasks for Level 2 and the fundamental subjects (which include the languages, Mathematical Literacy, Mathematics and two components of Life Orientation) are still developed at the sites of learning or at college or provincial level.

The main objectives of moderating the internal assessment portfolios are to:

- a. Verify that the lecturer portfolio (PoA) and the students' portfolios (PoE) adhere to the ICASS guidelines, sufficient tasks of different types were administered and the quality assurance of the internal assessment component of the NC(V) has been effectively managed;
- b. Ascertain the appropriateness and standard of the assessment tasks in the case of vocational subjects, without standardised tasks, and the fundamental subjects;
- c. Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, that it was integrated with teaching;
- d. Determine the extent to which the standardised practical assessment tasks (PAT) for Levels 3 and 4 have been implemented and require review; and
- e. Ensure that assessment across different sites of delivery was consistent, fair and reliable and that standards have been maintained.

2.2 Scope and Approach

The external moderation took place at centralised venues in all nine provinces over a period of four days, from 23–26 October 2020. The purpose was to moderate Levels 2, 3 and 4 ICASS student and lecturer portfolios from a sample of NC(V) subjects.

In the main, Level 4 subjects were moderated. Eleven subjects were moderated at Levels 2 and 3 only. The table below illustrates the breakdown of subjects which were moderated at Level 2,3 and 4.

Table 2A: Subjects moderated at Level 2,3 and 4

Level	Subjects
Moderated at Level 2 only	Engineering Systems
	Introduction to Governance
	Multimedia Content
Moderated at Level 3 only	Engineering Graphics and Design
	Engineering Practice and Maintenance
	Plumbing
	Soil Science
	Stored Program Systems
Moderated at Level 2 and 3	Electrotechnology
	Management Practice
	Plant Production
Moderated at all Levels 2, 3 and 4	English First Additional Language (FAL)
	Freight Logistics
	Life Orientation (Life Skills)
	Life Orientation (Computer Literacy ¹)
	Mathematical Literacy
	Mathematics
	Pulp and Papermaking Technology

Seventy one subjects (Life Orientation has two components, namely Life Skills and Computer Literacy and has thus been counted as two subjects) were sampled for moderation, compared with 42 in 2019, which is an increase of 69%. Two subjects were sampled to be moderated in the Northern Cape (NC), five in the Free State (FS), 11 in the North West (NW), 12 in Limpopo (LP) and Mpumalanga (MP) each, 13 in the Western Cape (WC), 15 in the Eastern Cape (EC), 22 in KwaZulu-Natal (KZN) and 32 in Gauteng (GP). Thirty-five subjects were moderated in one province only and 29 subjects were moderated in two provinces.

Two subjects were moderated in three provinces, namely Electronic Control and Digital Electronics and Food Preparation and one subject was moderated in four provinces, namely Mathematical Literacy.

¹ In the past, the second component of Life Orientation was referred to as ICT. This has now changed to Computer Literacy. In future, Life Orientation will be referred to as Life Skills and Computer Literacy only

Two subjects, namely the Computer Literacy component of Life Orientation and Mathematics, were each moderated in five provinces, while the Life Skills Component of Life Orientation was moderated in six provinces. Only English FAL was moderated in seven provinces.

The provinces that were requested to submit their portfolios in the 71 subjects for moderation are indicated in Table 2B. This table also reflects the levels from which portfolios were included as well as the number of campuses or sites included in the process. The sample included 470 sites compared with 356 sites in 2019, giving an increase of 24%.

Table 2B: Moderation of ICASS portfolios – October 2020

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1.	Advertising and Promotions					L4 (3)				
2.	Animal Production			L3 (1) L4 (1)				L3 (1) L4 (1)		
3.	Applied Accounting	L4 (4)					L4 (4)			
4.	Applied Engineering					L4 (3)				
5.	Automotive Repair and Maintenance	L4 (4)								L4 (4)
6.	Business Practice	L4 (4)		L4 (4)						
7.	Carpentry and Roof Work				L4 (4)					
8.	Client Service and Human Relations		L4 (3)							L4 (4)
9.	Computer Programming	L4 (4)								L4 (4)
10.	Concrete Structures			L3 (1) L4 (3)						
11.	Construction Planning				L4 (3)					L3 (1) L4 (1)
12.	Construction Supervision	L4 (4)						L4 (3)		
13.	Consumer Behaviour		L3 (2) L4 (2)							

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
14.	Contact Centre Operations				L3 (1) L4 (3)					
15.	Criminal Justice Structures and Mandates			L3 (4)						
16.	Data Communication and Networking			L4 (4)	L4 (3)					
17.	Early Childhood Development			L3 (2) L4 (2)						
18.	Economic Environment				L4 (4)					
19.	Electrical Principles and Practice			L4 (4)			L4 (4)			
20.	Electrical Systems and Construction			L4 (4)		L4 (4)				
21.	Electrical Workmanship	L4 (4)						L4 (4)		
22.	Electronic Control and Digital Electronics			L4 (2)			L4 (2)	L4 (2)		
23.	Electrotechnology			L2 (1) L3 (3)						
24.	Engineering Fabrication Boiler Making									L3 (2) L4 (2)
25.	Engineering Graphics and Design	L3 (4)								L3 (4)
26.	Engineering Practice and Maintenance					L3 (1)				
27.	Engineering Processes					L4 (3)				
28.	Engineering Systems					L2 (1)				
29.	English FAL		L4 (4)	L2 (4)		L4 (4)	L2 (4)	L4 (4)	L3 (4) L4 (4)	L3 (4)

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
30.	Financial Management			L4 (4)	L4 (3)					
31.	Fitting and Turning			L4 (4)			L4 (4)			
32.	Food Preparation			L4 (3)	L4 (3)			L4 (3)		
33.	Freight Logistics							L2 (2) L3 (1) L4 (1)		
34.	Hospitality Generics									L4 (4)
35.	Hospitality Services			L4 (4)			L4 (4)			
36.	Introduction to Governance				L2 (3)					
37.	Learning Psychology			L3 (2) L4 (2)	L4 (4)					
38.	Life Orientation Life Skills	L2 (3)		L3 (4)	L3 (4)	L2 (3)	L4 (4)		L4 (4)	
39.	Life Orientation Computer Literacy	L2 (4) L3 (4)	L3 (3)		L4 (4)		L4 (4)	L2 (4)		
40.	Management Practice			L2 (4)						L2 (3) L3 (1)
41.	Marketing			L4 (4)						
42.	Masonry	L4 (4)								
43.	Materials			L4 (4)	L4 (3)					
44.	Mathematical Literacy		L3 (4) L4 (2)	L2 (4) L3 (3) L4 (4)	L2 (4) L3 (4)					L3 (4)

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
45.	Mathematics	L2 (4)		L4 (4)			L3 (3)	L3 (4) L4 (3)		L2 (4)
46.	Mechatronic Systems			L3 (1) L4 (3)						
47.	Multimedia Content				L2 (4)					
48.	New Venture Creation					L4 (4)	L4 (4)			
49.	Office Data Processing	L4 (4)						L4 (4)		
50.	Office Practice	L4 (4)					L4 (4)			
51.	Operations Management	L4 (3)								L3 (1) L4 (3)
52.	Personal Assistance			L4 (2)				L4 (2)		
53.	Plant Production						L2 (2) L3 (2)			
54.	Plumbing			L3 (4)						
55.	Process Chemistry					L3 (2) L4 (2)				
56.	Process Control			L3 (1) L4 (1)	L3 (1) L4 (1)					
57.	Professional Engineering Practice				L4 (4)					
58.	Project Management			L4 (4)						

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
59.	Pulp and Papermaking Technology				L2 (1) L3 (1) L4 (1)					
60.	Renewable Energy Technologies			L3 (1) L4 (1)				L3 (1) L4 (1)		
61.	Roads					L3 (2)				
62.	Science of Tourism									L4 (4)
63.	Soil Science				L3 (4)					
64.	Stored Program Systems	L3 (2)								
65.	Sustainable Tourism in South Africa and International Travel					L4 (4)				
66.	Systems Analysis and Design			L4 (4)	L4 (4)					
67.	Tourism Operations			L4 (3)	L4 (3)					
68.	Transport Economics				L3 (1) L4 (3)					
69.	Transport Operations			L3 (2) L4 (2)						
70.	Welding				L4 (4)					
71.	Wholesale and Retail			L4 (2)						

Provincial departments of education, colleges and campuses/sites were informed in writing in advance of this moderation process. A sample of sites, including public and private colleges and correctional services centres, were requested to submit four PoE each for moderation, together with the relevant PoA. Staff from centralised venues at TVET colleges coordinated the planning of this moderation process.

Umalusi's brief was to check compliance with the stipulations of the ICASS guidelines.

2.3 Summary of Findings

A. PORTFOLIOS OF ASSESSMENT

A total of 470 sites (compared to 329 sites in 2018 and 356 sites in 2019), representing 71 NC(V) subjects, were sampled by Umalusi for the moderation of PoA and PoE. Despite being informed of Umalusi's impending external moderation in writing and in good time, the following 20 sites (compared with three sites in 2019) failed to submit their portfolios for moderation:

Table 2C: Sites that Failed to submit portfolios for moderation

TVET College	Campus	Subject
South West Gauteng	George Tabor	Animal Production L3
Vuselela	Klerksdorp	Animal Production L3
King Hintsa	Teko	Automotive Repair and Maintenance L4
Qalakabusha Correctional Services		Economic Environment L4
King Hintsa	Teko	Engineering Graphics and Design L3
Ingwe	Mount Frere	Engineering Graphics and Design L3
Orbit	Mankwe	Food Preparation L4
Orbit	Lehurutshe	Life Orientation (Computer Literacy) L2
Rostec Technical College	Pretoria	Life Orientation Life Skills L3
Academy of Training and Development	East London	Life Orientation (Computer Literacy) L3
Thekwini	Springfield	Life Orientation (Computer Literacy) L4
Saint Ignatius	Johannesburg	Mathematical Literacy L2
Umgungundlovu	Midlands	Mathematical Literacy L3
Rostec	Pretoria	Mathematical Literacy L4
South West Gauteng	Molapo	Mathematical Literacy L4
Bolton	Bloemfontein	Mathematics L4
Ekurhuleni East	Spring	Project Management L4
Sedibeng	Sebokeng	Project Management L4
Port Elizabeth	Ighayiya	Stored Program Systems L3
Buffalo City	East London	Stored Program Systems L3

Wrong files had been submitted by one of the campuses. Instead of submitting the PoE of Life Orientation (Computer Literacy) L4 as requested, Maluti TVET College's Bonamelo Campus submitted their Life Orientation (Life Skills) documents.

Colleges were requested to submit four PoE for each site representing a range of marks, from good to poor. Forty sites did not submit the required number of PoE but sites listed in Table 2D did not submit the required number in two or more campuses of the same college.

Table 2D: Sites that did not submit the required number of files at two or more campuses

TVET College	Campus	Subject
Vuselela	Taung	English FAL L4
	Jouberton	Renewable Energy Technologies L3 and 4
Sedibeng	Heidelberg	Fitting and Turning L4
	Vanderbijlpark	Hospitality Services L4
Tshwane North	Soshanguve	Freight Logistics L2
	Pretoria	Management Practice L2
Ikhala	Aliwal North	Business Practice L4
	Ezibeleni	Construction Supervision L4
Lovedale	Zwelitsha	Construction Supervision L4
	Zwelitsha	Masonry L4
South West Gauteng	Roodepoort	Early Childhood Development L3
	Roodepoort	Early Childhood Development L4
Gert Sibande	Standerton	New Venture Creation L4
	Perdekop	New Venture Creation L4
Elangeni	Mpumalanga	Systems Analysis and Design L4
	Ntuzuma	Welding L4
Western	Randfontein	Hospitality Services L4
	Randfontein	Mathematics L4
Ingwe	Mount Frere	Automotive Repair and Maintenance L4
	Maluti	Mathematics L2
	Fletcher	Operations Management L4
Nkangala	Witbank	Hospitality Services L4
	Mtimkulu	Hospitality Services L4
	CN Mahlangu	New Venture Creation L4
Ehlanzeni	Kanyamazane	English FAL L2
	Mapulaneng	Hospitality Services L4
	Mlumati	New Venture Creation L4
	Mthimba	Plant Production L2 and 3

2.3.1 Contents

Umalusi expects lecturers to ensure that their PoA contain all the relevant documents and information, namely:

- a. Table of contents;
- b. Lecturer information on the appointment and duties (name, qualifications, SACE registration, teaching/lecturing experience, work experience);
- c. Latest version of the assessment guidelines;
- d. Subject assessment schedule;
- e. All ICASS tasks and their accompanying marking guidelines;
- f. A complete pre-moderation checklist for each of the ICASS tasks and their accompanying assessment tools;
- g. A post-moderation checklist completed once the task has been administered and assessed;
- h. Subject record sheet per level reflecting the marks achieved by students for their ICASS tasks;

- i. Electronically captured marks; and
- j. Evidence of review of tasks.

Since the format of the PoA has been nationally standardised, the general finding was that the contents and appearance of the PoA had improved steadily in terms of compliance over the past nine years. In 2020, 192 sites, compared with 98 in 2019, had assembled all the required documents and evidence in their PoA. This means that in 2020, 94 more sites had complied than in 2019. However, it needs to be pointed out that the total number of fully compliant sites in 2020 represents 42% of the sample, which is less than half the number of sites moderated.

A further 19 sites, compared with 22 sites in 2019, were identified as having a PoA which had been well organised, neatly presented and well maintained, even though, in some instances, some of the documents were not available.

Rostec Technical College's Pretoria Campus did not submit a PoA for Criminal Justice Structures and Mandates L3 at all. There were a range of documents missing from the Northern Cape Urban's Moremogolo's English FAL L3 PoA and Gert Sibande's Evander Campus's Life Orientation (Computer Literacy) PoA. The Head of Department of the Ekurhuleni East TVET College's Springs Campus reported that they had been unable to implement the new curriculum for Systems Analysis and Design L4 because of logistical and challenged presented by Covid-19. According to the King Sabatha Dalindyebo TVET College's Ntabozuko Campus, not all the assessments and marking guidelines could be filed owing to Covid-19 and student protests.

Twelve PoA were disorganised and untidy and it was difficult to locate the necessary information. This number compares well with the 16 of 2019 and it needs to be noted that only two of the sites listed in the previous year, appear in this list again, namely Elangeni and Umfolozi TVET Colleges, but the campuses and the subjects differ. The sites are listed in the following table:

Table 2E: Disorganised, untidy portfolios

TVET College	Campus	Subject
King Sabatha Dalindyebo	Engcobe	Applied Accounting L4
Esayidi	Kokstad	Carpentry and Roof Work L4
Elangeni	Ntuzuma	Carpentry and Roof Work L4
Mnambithi	Ladysmith	Contact Centre Operations L4
Northern Cape Urban	Moremogolo	English FAL L3
Western	Krugersdorp	Financial Management L4
Lovedale	King William's Town	Life Orientation (ICT) L3
Umfolozi	Eshowe	Life Orientation (ICT) L4
Northern Cape Urban	City	Life Orientation (Life Skills) L4
Lovedale	Zwelitsha	Masonry L4
Coastal	Appelbosch	Materials L4
Rostec Technical College	Johannesburg	Systems Analysis and Design L4

One of the reasons why the PoA was difficult to negotiate was that DHET's prescribed templates were not used and requirements for the contents were not being adhered to. This was the case at the following sites:

Table 2F: DHET's prescribed templates not used in PoA

TVET College	Campus	Subject
Vuselela	Klerksdorp	Animal Production L4
Gert Sibande	Standerton	Electrical Principles and Practice L4
Gert Sibande	Sibaneseffthu	Electrical Principles and Practice L4
Ehlanzeni	Mapulaneng	Electrical Principles and Practice L4
Northern Cape Urban	Moremogolo	English FAL L3
Boland	Paarl	English FAL L3
NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
Rostec	Polokwane	Life Orientation (Life Skills) L2
Letaba	Tzaneen	Life Orientation (Life Skills) L2
Vhembe	Thengwe	Life Orientation (Life Skills) L2
Maluti	Sefikeng	Mathematics L4
Majuba	Technology Centre	Welding L4

Other reasons why the PoA had not been fully compliant, included:

- Three per cent of the sites had not provided a contents page (2% in the previous year);
- Only eighty two percent of the sites had included all the required lecturer information in their PoA (86% in 2019). The main documents that were missing were the lecturers' qualifications and evidence of a SACE certificate;
- Twelve per cent of the PoA (8% in 2019) did not contain the latest version of the assessment guidelines, but had retained those from 2007. This meant that the tasks were based on the incorrect guidelines;
- All of the planned tasks could be found in 74% of the PoA, a drop from 83% in 2019. None or not all of the tasks had been included in the file; and
- In 80% of instances, the marking guideline had been included in the PoA.

The Covid-19 virus advanced number of challenges at the colleges. The national lockdown, which begun on 27 March 2020, meant that students and staff were not allowed to attend college until June 2020. To respond to the situation, the Department of Higher Education and Training (DHET) circulated an amended subject assessment schedule. The number of required tasks were reduced. Yet, the following sites did not have the latest version of the amended assessment plan (Covid-19 response) in their PoA:

Table 2G: No amended assessment plan in the PoA

TVET College	Campus	Subject
Gert Sibande	Ermelo	Applied Accounting L4
Ehlanzeni	Mlumati	Applied Accounting L4
Ehlanzeni	Nelspruit	Applied Accounting L4
King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
Ingwe	Ngqungqushu	Applied Accounting L4
EastCape Midlands	Grahamstown	Applied Accounting L4
King Hintsa	Willowvale	Business Practice L4
Taletso	Mafikeng	Construction Supervision L4

TVET College	Campus	Subject
Vusela	Jouberton	Construction Supervision L4
Ikhala	Ezibeleni	Construction Supervision L4
Port Elizabeth	Iqhayiya	Construction Supervision L4
Tshwane North	Mamelodi	Data Communication and Networking L4
Thekwini	Melbourne	Data Communication and Networking L4
Umfolozi	Chief Albert Luthuli	Data Communication and Networking L4
Coastal	Umlazi BB	Financial Management L4
Elangeni	Pinetown	Financial Management L4
Western	Krugersdorp	Financial Management L4
Ekurhuleni East	Benoni	Financial Management L4
Sedibeng	Heidelberg	Fitting and Turning L4
King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
Esayidi	Enyenyezi	Life Orientation (ICT) L2
Rostec	Bloemfontein	Life Orientation (ICT) L3
Umfolozi	Eshowe	Life Orientation (ICT) L4
Northern Cape Rural	Kuruman	Life Orientation (Life Skills) L4
Northern Cape Rural	Namaqualand	Life Orientation (Life Skills) L4
Rostec	Vereeniging	Mathematical Literacy L3
Ehlanzeni	Mapulaneng	Mathematics L3
Gert Sibande	Ermelo	Mathematics L3
Gert Sibande	Balfour	Mathematics L3
Ekurhuleni East	Springs	Systems Analysis and Design L4
Umfolozi	Esikhawini	Welding L4
Umfolozi	Chief Albert Luthuli	Welding L4
Elangeni	Ntuzuma	Welding L4

The assessment year plans were adapted to accommodate the amended assessment schedule. Assessment year plans were found in 83% (84% in 2019) of the files but they were not always used as planning documents. The following sites had not updated their year plans to accommodate the revised assessment schedule.

Table 2H: Assessment year plan not adapted to accommodate Covid-19

TVET College	Campus	Subject
Central Johannesburg	Langlaagte	Business Practice L4
Taletso	Mafikeng	Construction Supervision L4
Ikhala	Ezibeleni	Construction Supervision L4
Port Elizabeth	Iqhayiya	Construction Supervision L4
Central Johannesburg	Ellis Park	Electrical Systems and Construction L4
Ikhala	Ezibeleni	Electrical Workmanship L4
Ingwe	Ngqungqushe	Electrical Workmanship L4
Orbit	Brits	Electrical Workmanship L4
Coastal	Umlazi BB	Financial Management L4

TVET College	Campus	Subject
King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
Vhembe	Thengwe	Life Orientation (Life Skills) L2
Taletso	Mafikeng	Life Orientation (ICT) L2
Rostec	Bloemfontein	Life Orientation (ICT) L3
Gert Sibande	Perdekop	New Venture Creation L4
Coastal	Swinton Road	Professional Engineering Practice L4
Esayidi	Gamalakhe	Tourism Operations L4
Umfolozzi	Esikhawini	Welding L4
Elangeni	Ntuzuma	Welding L4

Even though the year plan had been adapted for Covid-19, it was difficult to determine what work had been covered during Covid-19 lockdown period. Letaba TVET College Tzaneen Campus explained how difficult it was to teach under Covid-19 circumstances since many staff members were absent. online teaching had taken place as far as possible with Microsoft Teams (team collaboration software). It was reported that there was no evidence that any teaching and learning had taken place at the following four campuses:

Table 2I: No evidence that teaching and learning having taken place

TVET College	Campus	Subject
Coastal KZN	Umlazi BB	Economic Environment L4
King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
Umfolozzi	Esikhawini	Welding L4

Sixty eight per cent of the sites had used an analysis grid to set the assessment task, however these grids were not always correct or complete. Goldfields TVET College's Welkom Campus used a colleague's analysis grid for Mathematical Literacy L3. Vhembe TVET College's Mavhoi Campus photocopied an example of an analysis grid and inserted the dates by hand.

All the necessary ICASS tasks had been included in the PoA in 74% of instances (considerably fewer than the 83% in 2019). In some instances, no tasks had been included in the PoA; in others, not all of the tasks had been included. This is explained in more detail in Table 2J below.

Table 2J: Non-compliance related to the tasks in the PoA

TVET College	Campus	Campus	Subject
No tasks in PoA	King Sabatha	Mngazi	Business Practice L4
	Ingwe	Ngqungqushu	Electrical Workmanship L4
	Boland	Paarl	English FAL L3
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
	Vhembe	Makwarela	Roads L3
	Vhembe	Makwarela	Roads L4
	Elangeni	Pinetown	Systems Analysis and Design L4

TVET College	Campus	Campus	Subject
Not all tasks filed in PoA	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	Vuselela	Klerksdorp	Life Orientation (ICT) L2
	Orbit	Rustenburg	Life Orientation (ICT) L2
	Taletso	Mafikeng	Life Orientation (ICT) L2
	Esayidi	Enyenyenzi	Life Orientation (ICT) L2
	Umfoloji	Richtek	Life Orientation (ICT) L2
	Mthashana	Nquthu	Life Orientation (ICT) L2
	Northern Cape Rural	Namaqualand	Life Orientation (Life Skills) L4
	Flavius Mareka	Kroonstad	Mathematical Literacy L3
	Goldfields	Welkom	Mathematical Literacy L3
	Flavius Mareka	Sasolburg	Mathematical Literacy L3
	Maluti	Maluti	Mathematical Literacy L3
	Tshwane North	Temba	Mathematical Literacy L4
	King Sabatha Dalindyebo	Libode	Mathematics L2
	Central Johannesburg	Alexandra	Mathematics L4
	Coastal	Durban	Multimedia Content L3
Tshwane North	Soshanguve North	Plumbing L3	
Tasks unlabelled/filed haphazardly/in the wrong order	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	Majuba	IT and Business	Mathematical Literacy L3
Too few assessments completed	Coastal KZN	Umlazi BB	Economic Environment L4
	Tshwane North	Soshanguve North	Plumbing L3
	Western	Krugersdorp	Mathematical Literacy L3
	Ekurhuleni East	Kwa Thema	Process Control L3
	Ekurhuleni East	Kwa Thema	Process Control L4
	Umfoloji	Mandeni	Process Control L3
Umfoloji	Mandeni	Process Control L4	
Incomplete tasks included in the PoA	Elangeni	Pinetown	Financial Management L4
No theory tasks	Ehlanzeni	Nelspruit	Applied Accounting L4
No evidence of an internal examination at the time of external moderation	Ehlanzeni	Nelspruit	Applied Accounting L4
	Ehlanzeni	Nelspruit	Applied Accounting L4
	Ekurhuleni West	Usizo Kathorus	Business Practice L4
	Boland	Paarl	Construction Planning L4
	Vuselela	Jouberton	Electrical Workmanship L4
	Orbit	Mankwe	Electrical Workmanship L4
	Orbit	Brits	Electrical Workmanship L4
	Elangeni	Pinetown	Financial Management L4
Qalakabusha Correctional Centre		Financial Management L4	

TVET College	Campus	Campus	Subject
No evidence of an internal examination at the time of external moderation	Letaba	Tzaneen	Life Orientation (Life Skills) L2
	Orbit	Rustenburg	Life Orientation (ICT) L2
	West Coast	Atlantis	Management Practice L2
	College of Cape Town	Gugulethu	Management Practice L2
	Majuba	IT and Business	Mathematical Literacy L3
	Flavius Mareka	Sasolburg	Mathematical Literacy L3
	Maluti	Maluti	Mathematical Literacy L3
	Letaba	Tzaneen	New Venture Creation L4
	Mopani South East	Phalaborwa	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
	Umgungundlovu	Plessislaer	Professional Engineering Practice L4
	Majuba	Newcastle Technology Centre	Professional Engineering Practice L4
	Umfolozi	Mandeni	Pulp and Papermaking Technology L2

Fifty seven sites (too numerous to list) had used previous examination papers to replace tasks and this was often a cut and paste exercise which was often poorly copied.

Completed mark sheets had been filed in the PoA at 89% (88% in 2019) of sites. However, it was difficult to ascertain whether the marks had been recorded correctly or that the conversions were correct because in many instances, the mark sheet was either incomplete or blank, did not meet the required standard or only an electronic version had been filed. This finding is detailed below in Table 2J.

Table 2K: Non-compliant mark sheets

Non-compliance	TVET College	Campus	Subject
No mark sheets had been filed in the PoA	South West Gauteng	George Tabor	Animal Production L4
	Coastal	Appelbosch	Construction Planning L4
	Vuselela	Jouberton	Electrical Workmanship L4
	Orbit	Mankwe	Electrical Workmanship L4
	Orbit	Brits	Electrical Workmanship L4
	Taletso	Mafikeng	Electrical Workmanship L4
	Northern Cape Urban	Moremogolo	English FAL L3
	Taletso	Mafikeng	Life Orientation (ICT) L2
	Umfolozi	Richtek	Life Orientation (ICT) L2
	Coastal	Appelbosch	Materials L4
	Western	Krugersdorp	Mathematical Literacy L3
	Ehlanzeni	Mlumati	New Venture Creation L4
	Vhembe	Makwarela	Roads L3

Non-compliance	TVET College	Campus	Subject
Not all mark sheets filed	Esayidi	Kokstad	Carpentry and Roof Work L4
	Rostec	Polokwane	Life Orientation (Life Skills) L2
	Coastal	Ubuhle-Bogu	Tourism Operations L4
	Umfolozi	Esikhawini	Welding L4
Incomplete mark sheets	Ikhala	Ezibeleni	Construction Supervision L4
	Orbit	Mankwe	Electronic Control and Digital Electronics L4
	Elangeni	Pinetown	Financial Management L4
	Lovedale	King William's Town	Life Orientation (ICT) L3
	Umfolozi	Eshowe	Life Orientation (ICT) L4
	Ehlanzeni	Mapulaneng	Life Orientation (ICT) L4
	Gert Sibande	Evander	Life Orientation (ICT) L4
	Flavius Mareka	Kroonstad	Mathematical Literacy L3
	Goldfields	Welkom	Mathematical Literacy L3
	Maluti	Sefikeng	Mathematics L4
	Central Johannesburg	Alexandra	Mathematics L4
	Capricorn	Seshego	Roads L4
	Elangeni	Pinetown	Systems Analysis and Design L4
	Marks inaccurately calculated/ recorded/ with errors and discrepancies	Nkangala	Witbank
Esayidi		Kokstad	Carpentry and Roof Work L4
Sedibeng		Heidelberg	Electrical Systems and Construction L4
Central Johannesburg		Ellis Park	Electrical Systems and Construction L4
Tshwane North		Soshanguve	Electrical Systems and Construction L4
Ikhala		Ezibeleni	Electrical Workmanship L4
Orbit		Brits	Electrical Workmanship L4
Ehlanzeni		Mlumati	Electronic Control and Digital Electronics L4
Ekurhuleni West		Germiston	Electrotechnology L3
Qalakabusha Correctional Centre			Financial Management L4
Western		Krugersdorp	Financial Management L4
Ekhureleni East		Kwa-Thema	Fitting and Turning L4
South West Gauteng		Molapo	Fitting and Turning L4
King Sabatha Dalindyebo		Ntabozuko	Life Orientation (Life Skills) L2
Orbit		Rustenburg	Life Orientation (ICT) L2
Majuba		Newcastle Technology Centre	Life Orientation (ICT) L2
Esayidi		Enyenyenzi	Life Orientation (ICT) L2
Mthashana		Nquthu	Life Orientation (ICT) L2
Tshwane North		Soshanguve North	Plumbing L3

Non-compliance	TVET College	Campus	Subject
Marks inaccurately calculated/ recorded/ with errors and discrepancies	Wilberforce Community		Mathematical Literacy L3
	Maluti	Sefikeng	Mathematics L4
	Ingwe	Maluti	Office Data Processing L4
	West Coast	Atlantis	Operations Management L4
	Ikhala	Queenstown	Operations Management L4
	Mnambithi	Ladysmith	Tourism Operations L4
	Ekurhuleni West	Kempton	Tourism Operations L4
Marks incorrectly weighted/not changed to the revised values as a result of Covid-19	Ehlanzeni	Nelspruit	Applied Accounting L4
	Ikhala	Aliwal North	Business Practice L4
	King Sabatha	Mngazi	Business Practice L4
	Ikhala	Aliwal North	Business Practice L4
	King Hintsa	Willowvale	Business Practice L4
	Academy of Training and Development		Business Practice L4
	Rostec	Pretoria	Business Practice L4
	Central Johannesburg	Langlaagte	Business Practice L4
	Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
	Rostec	Polokwane	Life Orientation (Life Skills) L2
	Barberton Correctional Services		Life Orientation (ICT) L4
	Northern Cape Rural	Namaqualand	Life Orientation (Life Skills) L4
	Central Johannesburg	Langlaagte	Management Practice L2
	Rostec	Vereeniging	Mathematical Literacy L3
	Maluti	Sefikeng	Mathematics L4
	Mnambithi	Ladysmith	Tourism Operations L4
	Umfolozini	Esikhawini	Welding L4
Marks submitted to DHET may not be accurate	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
Mark sheets untidy or hand-written/difficult to decipher	UMgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
	Thekwini	Cato Manor	Food Preparation L4

Non-compliance	TVET College	Campus	Subject
No evidence of electronic mark sheets	Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
	UMgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
	Thekwini	Cato Manor	Food Preparation L4
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	Vuselela	Klerksdorp	Life Orientation (ICT) L2
	Elangeni	Ntuzuma	Welding L4
The electronic mark sheet of all the students' results was inserted into all the students' PoE	Lovedale	King William's Town	Life Orientation (ICT) L3

2.3.2 Monitoring and auditing of portfolios

Monitoring and auditing visits by college or campus management to check whether the files were in order, had taken place at 79% of the sites, the same as in 2019. The frequency of these visits ranged from between once a year to a maximum of four times a year. Forty percent of the time (compared with 32% in 2019), the monitoring and moderation of portfolios took place just before files had to be submitted for external moderation by Umalusi. This suggests that this activity was not used to enhance teaching and learning but was merely a case of malicious compliance to regulations.

At sites where college or campus visits had taken place, 74% had provided auditing reports, a slight improvement on the 69% in the previous year. Although a monitoring visit had taken place, non-compliance issues were ignored and in some instances consisted of an undated college stamp. It was therefore difficult to determine when these visits took place and it was sometimes unclear whether these visits had been conducted by college or campus management. The monitoring of many campuses was merely a case of rubber stamping without checking for compliance. Despite these instances of non-compliance, three colleges kept doing excellent work with good monitoring practices. These colleges are Ekurhuleni East TVET College's Springs Campus, Tshwane South TVET College's Centurion Campus and Umfolozi TVET College's Chief Albert Luthuli Campus in Hospitality Services L4 at the first two colleges and Welding L4 at the third college.

This general lack of quality assurance of teaching, learning and assessment at management level might be a contributing factor towards the level of non-compliance in the sector. As in 2019, it appeared that the responsibility for quality assurance rested solely on Umalusi.

2.3.3 Assessment tasks

Umalusi's focus was on only one practical assessment task, but in the absence of these tasks, external moderators were obliged to consider the available assessments. The following sites failed to provide any evidence of their practical assessment tasks:

Table 2L: No practical assessment tasks

TVET College	Campus	Subject
South West Gauteng	Roodepoort	Early Childhood Development L4
Ekurhuleni West	Germiston	Early Childhood Development L4
Orbit	Brits	Electrical Workmanship L4
Ehlanzeni	Nelspruit	Life Orientation (Life Skills) L4
Flavius Mareka	Kroonstad	Mathematical Literacy L3
Goldfields	Welkom	Mathematical Literacy L3
Flavius Mareka	Sasolburg	Mathematical Literacy L3
Goldfields	Welkom	Mathematical Literacy L3
Maluti	Maluti	Mathematical Literacy L3
Western	Krugersdorp	Mathematical Literacy L3
Gert Sibande	Perdekop	Plant Production L2
Tshwane North	Soshanguve North	Plumbing L3
Majuba	Newcastle Technology Centre	Professional Engineering Practice L4

At Ehlanzeni TVET College's Nelspruit Campus and Maluti TVET College's Lere La Tshepe Campus the practical task had been substituted by the PAT in Applied Accounting L4 and Client Services and Human Relations L3 respectively.

The tasks in terms of content coverage showed a marked improvement on those in 2019. Ninety per cent of the assessment tasks were appropriate, compared with 81% in the previous year. A substantial amount of work had been covered in 88% of the tasks, also an increase on the 77% in 2019. The weighting and cognitive spread of the questions were appropriate 84% of the time, compared with 78% in 2019. Eighty nine per cent of the tasks had been pitched at the right level compared to 75% in 2019, an increase of 14%. Sixty seven per cent (65% in 2019) allowed for creative responses and 78%, (74% in 2019), included an element of practical application. Eighty one per cent of the tasks were representative of the latest developments in the subject, 75% in 2019. The level of content coverage had thus improved considerably since the previous year.

An analysis grid was used 68% of the time, but when it was used, it was not always used correctly to ensure that the questions in the tasks were pitched at the appropriate cognitive level. Questions were thus often too easy, concentrating mainly on first-level knowledge and comprehension questions with few or no questions aimed at higher levels of cognition that required application or analysis. This did not prepare the student adequately for the examination or for the world of work where the student could be expected to solve problems and think critically.

There was also a general improvement on the technical aspects of the tasks as can be seen in the following findings:

- a. Eighty per cent of the tasks had been neatly typed and contained all the relevant information, which was a percentage point down from the 81% of the previous year. The tasks in Mathematical Literacy and Mathematics were often handwritten because the assessor was unable to type mathematical symbols. The assessors did not use the software available for these two subjects;
- b. The instructions in the questions were clear and unambiguous 80% of the time, compared with 2019's 83%;
- c. In 91% of the tasks, the appropriate language and terminology had been used, which was

- a 5% increase on the 86% of 2019. In some subjects, students struggled to understand the instructions and thus did not fare well in the tasks, as can be seen in Table 2N;
- d. The mark allocation was clear in 89% of the tasks, a comfortable 7% better than the 82% in 2019. The marks in the task mirrored the marks allocated in the marking guide in 88% of the tasks, a marked improvement on the 80% in 2019;
 - e. The numbering was correct 88% of the time, compared with 85% in 2019; and
 - f. The time allocation had been realistic and sufficient for 89% of the tasks which compared well with 81% in 2019.

It was noted that standardised tasks helped sites to maintain a high quality of assessment tasks, but it was not always easy to identify which campuses had standardised tasks. The following sites had standardised assessment tasks of a high standard:

Table 2M: Sites that had standardised assessment tasks

TVET College	Campus	Subject
Eastcape Midlands	Charles Goodyear	Automotive Repair and Maintenance N4
King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance N4
Ingwe	Mount Frere	Automotive Repair and Maintenance N4
Northern Cape Rural	Kuruman	English FAL L3
Northern Cape Rural	De Aar	English FAL L3
Northern Cape Urban	Moremogolo	English FAL L3
Northern Cape Urban	City	English FAL L3

It is necessary to point out that standardised assessments were written at two campuses, Brits and Mankwe, of the same college, Orbit TVET College, two weeks apart which could lead to the assessment being leaked.

There were many instances where the tasks were not numbered in the correct order as prescribed in the ICASS guidelines. There was either no time or mark allocation awarded or the time and mark allocations were inappropriate. However, there were many colleges whose tasks were of a high standard. These are listed in the following table:

Table 2N: Colleges with Tasks of a high standard

South West Gauteng	Roodepoort	Early Childhood Development L4
Ekurhuleni West	Germiston	Early Childhood Development L4
Orbit	Mankwe	Freight Logistics L2, L3 and L4
Gert Sibande	Standerton	Hospitality Services L4
Ehlanzeni	Mapulaneng	Hospitality Services L4
Nkangala	Witbank	Hospitality Services L4
Nkangala	Waterval Boven	Hospitality Services L4
Mthasana	Kwa-Gqikazi	Mathematical Literacy L2
Ekurhuleni West	Kempton	Electrical Systems and Construction L4
Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
Tshwane North	Soshanguve	Electronic Control and Digital Electronics L4
Orbit	Mankwe	Electronic Control and Digital Electronics L4

South West Gauteng	Roodepoort	Early Childhood Development L4
Vuselele	Jouberton	Electronic Control and Digital Electronics L4
Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
Ehlanzeni	Mlumati	Electronic Control and Digital Electronics L4
Nkangala	Witbank	Electronic Control and Digital Electronics L4
Gert Sibande	Standerton	Electronic Control and Digital Electronics L4
Flavius Mareka	Sasolburg	English FAL L4
Ekurhuleni East	Benoni	Management Practice L2
Ingwe	Siteto	Mathematics L2
College of Cape Town	Athlone	Mathematics L2
Falsebay	Westlake	Mathematics L2
Northlink	Wingfield	Mathematics L2
West Coast	Vredendal	Mathematics L2
Elangeni	kwaMashu	Multimedia Content L3
Ekurhuleni West	Germiston	Project Management L4
Esayidi	Gamalakhe	Soil Science L3

In Table 2N, pertinent issues with regard to the quality of the tasks, are highlighted:

Table 2O: Quality of the tasks

Quality issues	TVET College	Campus	Subject
No/incomplete cover page (no details such as time allocation etc.)	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	Ingwe	Ngqungqushu	Applied Accounting L4
	Buffalo	East London	Applied Accounting L4
	EastCape Midlands	Grahamstown	Applied Accounting L4
	Esayidi	Kokstad	Carpentry and Roof Work L4
	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	Umfolozi	Chief Albert Luthuli	Data Communication and Networking L4
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Sedibeng	Vereeniging	Electrotechnology L3
	Coastal	Umlazi BB	Financial Management L4
	Vhembe	Thengwe	Life Orientation (Life Skills) L2
	Barberton Correctional Services		Life Orientation (ICT) L4
	Northern Cape Urban	Moremoholo	Life Orientation (Life Skills) L4
	Northern Cape Urban	City	Life Orientation (Life Skills) L4
	King Sabatha Dalindyebo	Libode	Mathematics L2
	Ingwe	Maluti	Mathematics L2
	Ingwe	Mount Fletcher	Office Practice L4
	King Hintsa	HB Tsengwa	Office Practice L4
	Ikhala	Sterkspruit	Office Practice L4
	Academy of Training and Development	East London	Office Practice L4

Quality issues	TVET College	Campus	Subject
Task did not meet ICASS requirements/ not all topics covered	Nkangala	Mpondozankomo	Electrical Principles and Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	Majuba	IT and Business	Mathematical Literacy L3
	Mthashana	Vryheid	Mathematical Literacy L3
	Qalakabusha Correctional Services		Mathematical Literacy L3
	Rhodes Technical		Mathematical Literacy L3
	Ekurhuleni East	kwaThema	Mathematics L4
	Western	Randfontein	Mathematics L4
	Rostec Technical College	Johannesburg	Systems Analysis and Design L4
Test written too late in the year	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
Test 1 and the assignment were identical tasks (not picked up by internal moderation)/same test written twice	Rhodes Technical		Mathematical Literacy L3
	Letaba	Giyani	Electrical Systems and Construction L4
Tasks were not done in the right sequence and were weighted incorrectly	Maluti	Sefikeng	Mathematics L4
Software not used for drawings/drawing untidy or unclear	Tshwane North	Mamelodi	Concrete Structures L3
	Tshwane South	Atteridgeville	Concrete Structures L4
	Tshwane North	Mamelodi	Concrete Structures L4
	Sedibeng	Sebokeng	Concrete Structures L4
	Ehlanzeni	Kanyamazane	Fitting and Turning L4
	Gert Sibande	Evander	Fitting and Turning L4
	Nkangala	Witbank	Fitting and Turning L4
	Nkangala	Middelburg	Fitting and Turning L4
	Maluti	Sefikeng	Mathematics L4
	Orbit	Rustenburg	Mathematics L3
	Vuselela	Jouberton	Mathematics L3
	Taletso	Mafikeng	Mathematics L3
	Taletso	Lehurutse	Mathematics L3

Quality issues	TVET College	Campus	Subject
Inflated marks/ incorrect mark allocation (e.g. 2 or more marks for single answers, true/ false questions etc.)	Sekhukhune	CN Phatudi	Advertising and Promotions L4
	Barberton Correctional Services		Life Orientation (ICT) L4
	King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance N4
	Taletso	Mafikeng	Construction Supervision L4
	Ikhala	Ezibeleni	Construction Supervision L4
	Nkangala	Mpondozankomo	Electrical Principles and Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Western	Krugersdorp	Electrical Principles and Practice L4
	Ekurhuleni East	Daveyton	Electrical Principles and Practice L4
	South West Gauteng	Roodepoort West	Electrical Principles and Practice L4
	Central Johannesburg	Ellis Park	Electrical Systems and Construction L4
	Ehlanzeni	Kanyamazane	English FAL L2
	Maluti	Maluti, Sefikeng, Itemoheleng	English FAL L4
	UMgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
	Thekwini	Cato Manor	Food Preparation L4
	Orbit	Mankwe	Freight Logistics L2
	Majuba	Dundee	Life Orientation (ICT) L4
	Nkangala	Mpondozankomo	Life Orientation (ICT) L4
	Capricorn	Senwabarana	New Venture Creation L4
	Letaba	Tzaneen	New Venture Creation L4
	Vhembe	Mavhoi	New Venture Creation L4
	Mopani South East	Phalaborwa	New Venture Creation L4
	Gert Sibande	Standerton	New Venture Creation L4
	Gert Sibande	Perdekop	New Venture Creation L4
	Nkangala	CN Mahlangu	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
	Ehlanzeni	Mlumati	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4
	King Hintsa	HB Tsengwa	Office Practice L4
	Ikhala	Sterkspruit	Office Practice L4
	Academy of Training and Development	East London	Office Practice L4

Quality issues	TVET College	Campus	Subject
The nature of the subject requires students to master analysis and design-related learning objectives, but this had not been adequately addressed or assessed.	Rostec Technical College	Johannesburg	Systems Analysis and Design L4
Previous year's tasks repeated	Western	Krugersdorp	Mathematical Literacy L3
Incorrect/ unclear mark allocation	Esayidi	Kokstad	Carpentry and Roof Work L4
	Gert Sibande	Standerton	Electrical Principles and Practice L4
	Gert Sibande	Sibaneseffthu	Electrical Principles and Practice L4
	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Sedibeng	Heidelberg	Electrical Systems and Construction L4
	Orbit	Mankwe	Electronic Control and Digital Electronics L4
	Maluti	Maluti, Sefikeng, Itemo-heleng	English FAL L4
	Rostec	Polokwane	Life Orientation (Life Skills) L2
	Letaba	Tzaneen	Life Orientation (Life Skills) L2
	Vhembe	Thengwe	Life Orientation (Life Skills) L2
	Barberton Correctional Services		Life Orientation (ICT) L4
	Ehlanzeni	Mapulaneng	Life Orientation (ICT) L4
	Northern Cape Rural	Kuruman	Life Orientation (Life Skills) L4
	Ingwe	Mount Fletcher	Office Practice L4
	King Hintsa	HB Tsengwa	Office Practice L4
	Ikhala	Sterkspruit	Office Practice L4
	Academy of Training and Development	East London	Office Practice L4
	Mfolozi	Mandeni	Pulp and Papermaking Technology L2
	Northlink	Protea	Science of Tourism L4

Quality issues	TVET College	Campus	Subject
Marks do not add up/totalled incorrectly/ not all marks included	Capricorn	Polokwane	Advertising and Promotions L4
	Coastal	Umlazi BB	Financial Management L4
	Ekurhuleni East	Benoni	Financial Management L4
	Ehlanzeni	Kanyamazane	Fitting and Turning L4
	Gert Sibande	Evander	Fitting and Turning L4
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	Mfolozi	Mandeni	Pulp and Papermaking Technology L2
No sub-totals	South West Gauteng	Molapo	Fitting and Turning L4
No mark distribution indicated (ticks within questions)	Sekhukhune	CN Phatudi	Advertising and Promotions L4
	Coastal	Appelbosch	Construction Planning L4
	Mnambithi	Ladysmith	Contact Centre Operations L4
	South West Gauteng	Roodepoort	Early Childhood Development L3
	Ekurhuleni West	Germiston	Early Childhood Development L3
	Ehlanzeni	Mapulaneng	Electrical Principles and Practice L4
	Nkangala	Mpondozankomo	Electrical Principles and Practice L4
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Vuselela	Jouberton	Electrical Workmanship L4
	Coastal	Umlazi BB	Financial Management L4
	Western	Krugersdorp	Financial Management L4
	Orbit	Mankwe	Freight Logistics L2
	Gert Sibande	Sibanesetfu	Life Orientation (Life Skills) L4
	Majuba	IT and Business	Mathematical Literacy L3
	Mthashana	Vryheid	Mathematical Literacy L3
	Qalakabusha Correctional Services		Mathematical Literacy L3
	Western	Randfontein	Mathematical Literacy L4
	King Sabatha Dalindyebo	Libode	Mathematics L2
	Coastal	Durban	Multimedia Content L3
	Umfolozi	Chief Albert Luthuli	Multimedia Content L3
Umfolozi	Richtek	Multimedia Content L3	
Elangeni	kwaMashu	Multimedia Content L3	
Incorrect mark distribution	Mfolozi	Mandeni	Pulp and Papermaking Technology L2
	Mfolozi	Mandeni	Pulp and Papermaking Technology L2
	Mfolozi	Mandeni	Pulp and Papermaking Technology L2

Quality issues	TVET College	Campus	Subject
Task poorly copied	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
All tasks completed before lockdown commenced in March	Qalabusha Correctional Centre		Financial Management L4
PPE not worn during practical and penalised for this	Tshwane North	Mamelodi	Concrete Structures L4

In Life Orientation (Life Skills) L4, DHET had supplied the colleges with an alternative Covid-19 response task to replace the initial task. The new task was clear, of a higher cognitive order, served a useful function and allowed for creativity and research as well as the application of Computer Literacy. This task required individual work rather than the group work of the earlier task, which was the point of the alternative project because of the virus. However, while two campuses at the Northern Cape Urban TVET College did the alternative project, the Kuruman Campus of the Northern Cape Rural TVET College did the old standardised project which the Covid-19 response task was meant to replace. The earlier standardised project is much easier than the alternative task and it is also a group project. Concern was raised, firstly, about the inflated marks the Kuruman Campus had recorded in comparison to the other campuses that had done the correct task. It also raised the question of how the group task could have been implemented during Covid-19 period, where social distancing was recommended. There was no evidence that the other campus at this college, Namaqualand Campus, had done any project at all. At this campus, there was evidence of only three tasks that had been completed for both components of Life Orientation, totalling 50 instead of 100 marks. It appears that the Northern Cape Rural TVET College might not have known about the revised ICASS guidelines distributed in June 2020 since these had not been found in the files.

The quality of the assessment tools or marking guidelines will be discussed in the next section.

2.3.4 Assessment tools

There was a substantial increase in the quality of the assessment tools in 2020. The following were the findings with regard to the design of assessment tools:

- The marking tools were relevant and appropriate 85% of the time compared with 76% in 2019;
- Eighty four per cent of the marking guides were clear and neatly typed in comparison with 77% in the previous year, showing an increase of 7%;
- A clear indication of mark allocation within questions occurred in 74% of cases, compared with 69% in 2019, an increase of 5%; and
- The marking guides were easy to use 73% of the time, which is also an improvement on the 71%, of 2019.

The following chart shows how the quality of the assessment tool improved in all respects over the past three years:

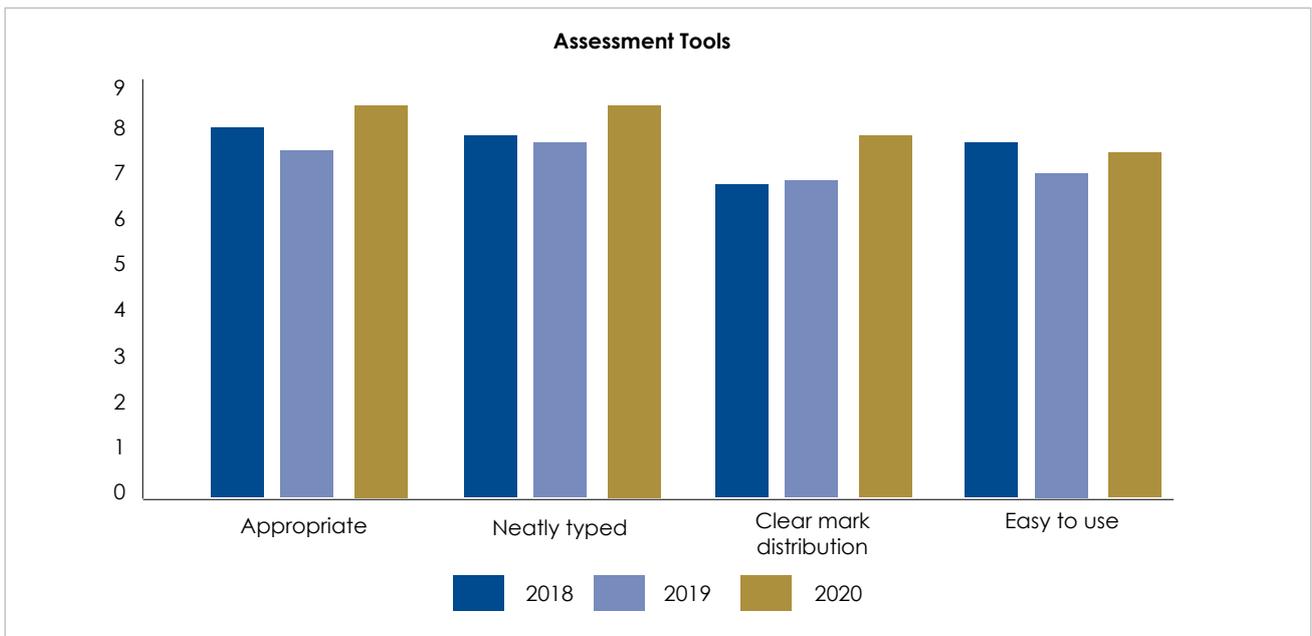


Figure 2A Improvement of the quality of assessment tools in three years

The marking tools of Flavius Mareka TVET College's Sasolburg Campus and Northlink TVET College's Wingfield Campus were excellent for English FAL L4 and Mathematics L2 respectively. Western TVET College's Carletonville Campus's marking tool for Mathematical Literacy L2 was also considered to be good.

Not all the sites submitted assessment tools with their tasks. There were also tasks that could not be moderated or validated for a range of reasons. Table 2P illustrates the problems encountered with the marking tools.

Table 2P: Quality of the marking guidelines or tools

Quality issues	TVET College	Campus	Subject
No marking tools	Orbit	Brits	Electrical Workmanship L4
	Taletso	Mafikeng	Electrical Workmanship L4
	Sedibeng	Vereeniging	Electrotechnology L3
	Sedibeng	Sebokeng	Electrotechnology L3
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
	Orbit	Rustenburg	Mathematics L3
	King Hintsa	HB Tsengwa	Office Practice L4
	Gert Sibande	Perdekop	Plant Production L2
Incomplete marking tools	Goldfields	Welkom	Consumer Behaviour L3
	Thekwini	Melbourne	Data Communication and Networking L4
	Mopani	Sir Val Duncan	Electrical Systems and Construction L4
	Sedibeng	Heidelberg	Electrical Systems and Construction L4

Quality issues	TVET College	Campus	Subject
Incomplete marking tools	Vuselele	Jouberton	Electronic Control and Digital Electronics L4
	Elangeni	Pinetown	Financial Management L4
	Taletso	Lehurutshe	Office Data Processing L4
	Ekurhuleni East	Kwa Thema	Process Control L3
	South West Gauteng	Technisa	Project Management L4
	Mfolozi	Mandeni	Pulp and Papermaking Technology L2
	Mnambithi	Ladysmith	Tourism Operations L4
	Coastal	Ubuhle-Bogu	Tourism Operations L4
Not all marking tools filed	South West Gauteng	Roodepoort	Early Childhood Development L4
	Ekurhuleni West	Germiston	Early Childhood Development L4
Poor correlation between task and marking tool	Esayidi	Kokstad	Carpentry and Roof Work L4
	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	Central Johannesburg	Ellis Park	Electrical Systems and Construction L4
	Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
	Vuselele	Jouberton	Electronic Control and Digital Electronics L4
	Vuselela	Taung	English FAL L4
	Ekhureleni East	Kwa-Thema	Fitting and Turning L4
	Tshwane North	Soshanguve	Freight Logistics L2
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
	Tshwane North	Soshanguve	Marketing L4
	Ehlanzeni	Mlumati	New Venture Creation L4
	Vhembe	Makwarela	Roads L3
	Mnambithi	Ladysmith	Tourism Operations L4
	Coastal	Ubuhle-Bogu	Tourism Operations L4
No correlation between numbering of task and numbering of marking tool	Esayidi	Kokstad	Carpentry and Roof Work L4
	Tshwane North	Soshanguve	Electrical Systems and Construction L4
	Tshwane North	Soshanguve	Freight Logistics L2
	UMgungundlovu	Plessislaer	Learning Psychology L4
	Central Johannesburg	Langlaagte	Management Practice L2
	Northlink	Protea	Science of Tourism L4
No/little correlation between mark allocation of tasks and marking tool	UMgungundlovu	Edendale	Carpentry and Roof Work L4
	Esayidi	Kokstad	Carpentry and Roof Work L4
	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	Maluti	Maluti, Sefikeng, Itemoheleng	English FAL L4

Quality issues	TVET College	Campus	Subject
No/little correlation between mark allocation of tasks and marking tool	Vuselela	Taung	English FAL L4
	Taletso	Lehurutshe	English FAL L4
	Coastal	Durban	Multimedia Content L3
	Umfolozzi	Mandeni	Process Control L4
Not all answers worded clearly	Qalakabusha Correctional Centre		Financial Management L4
	King Sabatha Dalindyebo	Libode	Mathematics L2
Alternative correct answers not given credit	Ikhala	Ezibeleni	Electrical Workmanship L4
	Qalakabusha Correctional Centre		Financial Management L4
	Western	Krugersdorp	Financial Management L4
	UMgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
	Thekwini	Cato Manor	Food Preparation L4
	West Coast	Malmesbury	Hospitality Generics L4
	College of Cape Town	City	Hospitality Generics L4
	Northlink	Protea	Hospitality Generics L4
	Falsebay	Muizenburg	Hospitality Generics L4
	Letaba	Tzaneen	New Venture Creation L4
	Vhembe	Mavhoi	New Venture Creation L4
	Gert Sibande	Perdekop	New Venture Creation L4
Ekurhuleni West	Germiston	Project Management L4	
Incorrect/ missing answers	Goldfields	Welkom	Consumer Behaviour L3
	Ingwe	Ngqungqushe	Electrical Workmanship L4
	Coastal	Umlazi BB	Financial Management L4
	South West Gauteng	Roodepoort	Learning Psychology L3
	Academy of Training and Development	East London	Office Practice L4
Marking tool did not facilitate marking	Coastal	Appelbosch	Construction Planning L4
	Goldfields	Welkom	Consumer Behaviour L3
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Sedibeng	Vereeniging	Electrotechnology L3
	Tshwane North	Mamelodi	Concrete Structures L3
	Tshwane South	Atteridgeville	Concrete Structures L4
	Tshwane North	Mamelodi	Concrete Structures L4
	Sedibeng	Sebokeng	Concrete Structures L4
	Tshwane North	Soshanguve	Freight Logistics L2
	South West Gauteng	Roodepoort	Learning Psychology L3
	Vhembe	Thengwe	Life Orientation (Life Skills) L2
	Orbit	Rustenburg	Life Orientation (ICT) L2
	College of Cape Town	City	Management Practice L2
Coastal	Durban	Multimedia Content L3	

Quality issues	TVET College	Campus	Subject
Inappropriate tool (e.g. where a rubric could have been better or where answers are left to the marker's discretion)	Sedibeng	Vereeniging	Electrotechnology L3
	Ehlanzeni	Mapulaneng	Life Orientation (ICT) L4
	Barberton Correctional Services		Life Orientation (ICT) L4
	Gert Sibande	Evander	Life Orientation (ICT) L4
	Western	Krugersdorp	Mathematical Literacy L3
	Rhodes Technical		Mathematical Literacy L3
	Tshwane North	Temba	Mathematical Literacy L4
	South West Gauteng	Technisa	Project Management L4
Errors in marking tool/wrong answers	Gert Sibande	Ermelo	Applied Accounting L4
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Vuselela	Potchefstroom	Office Data Processing L4
	Ehlanzeni	Mlumati	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4
No mark allocation/wrong mark allocation/wrong total	Ikhala	Ezibeleni	Electrical Workmanship L4
	Ingwe	Ngqungqushe	Electrical Workmanship L4
	Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
	Vuselela	Taung	English FAL L4
	Qalakabusha Correctional Centre		Financial Management L4
	South West Gauteng	Roodepoort	Learning Psychology L3
	Umfolozu	Mandeni	Learning Psychology L4
	Ekhuruleni West	Germiston	Learning Psychology L4
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
King Sabatha Dalindyebo	Libode	Mathematics L2	
Marks of task not same as marking tool	Sekhukhune	CN Phatudi	Advertising and Promotions L4
	Ehlanzeni	Mlumati	Applied Accounting L4
	Ehlanzeni	Nelspruit	Applied Accounting L4
No correlation between marked scripts and task and/or marking tool	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	UMgungundlovu	Edendale	Carpentry and Roof Work L4
	Esayidi	Kokstad	Carpentry and Roof Work L4
	Vuselela	Taung	English FAL L4
	Tshwane North	Soshanguve	Freight Logistics L2
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	Vhembe	Mavhoi	New Venture Creation L4
	Majuba	Technology Centre	Welding L4

Many omissions and mistakes that had been made with regard to design and implementation of the assessment tasks and tools could have been picked up thorough, qualitative internal moderation. This remains a weakness in the ICASS assessment system at the majority of sites.

2.3.5 Internal Moderation

There was a general lack of internal moderation of the tasks and tools, and of student performance

a) Pre-Moderation (moderation of tasks prior to administration)

Even though there had been an indication that pre-assessment moderation had taken place, often with the evidence of an internal moderator's checklist at 83% of the sites (75% in 2018 and 85% in 2019), this appeared to have been only a paper exercise with little evidence that the checklist had been used effectively. There was evidence that relevant, qualitative feedback had been given to the assessor in 34% of instances, the same as 2019, despite there being glaring errors in the task. These will be illustrated in table 2P that follows. The general lack of qualitative internal moderation of the tasks at the colleges has resulted in the poor assessment practices at the sites described in the previous sections.

b) Post-moderation (moderation of marking and student performance)

The required 10% of marked tasks were internally moderated at 79% of the sites (73% in 2019), with 77% of the sample moderated containing a full range of marks, a 7% improvement on the 70% of 2018. Once again, it was noted that when internal moderation of marking occurred, it was a paper exercise where shadow marking had taken place, mirroring the ticks, crosses and mark allocation of the marker. The internal moderator had provided qualitative feedback to the assessor in 34% of cases, an increase of 6% on the 28% in 2019. Post moderation generally improved in 2020, but it was found to be far from satisfactory as it appeared that only a third of the colleges took internal moderation seriously.

The following sites are recorded for their good internal moderation practices:

Table 2Q: Quality internal moderation at campuses

TVET College	Campus	Subject
Western	Randfontein	Food Preparation L4
Central Johannesburg	Parktown	Food Preparation L4
College of Cape Town	City	Hospitality Generics L4
Ekhuruleni East	Springs	Hospitality Services L4
Tshwane South	Centurion	Hospitality Services L4
Gert Sibande	Sibaneseftu	Life Orientation (Life Skills) L4
Rhodes Technical College	Lenasia	Mathematical Literacy L2
Ingwe	Siteto	Mathematics L2
Falsebay	Westlake	Mathematics L2
Thewini	Umbilo	Transport Economics L3
Umfolozi	Chief Albert Luthuli	Welding L4
Vuselela	Klerksdorp	Animal Production L4

The poor standard and quality of internal moderation at some colleges are reflected in the following table:

Table 2R: The poor quality of internal moderation at campuses

TVET College	Campus	Campus	Subject
There had been no internal moderation whatsoever	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	Ingwe	Ngqungqushe	Applied Accounting L4
	Buffalo	East London	Applied Accounting L4
	EastCape Midlands	Grahamstown	Applied Accounting L4
	Coastal	Appelbosch	Construction Planning L4
	Vuselela	Klerksdorp	Life Orientation (ICT) L2
	Orbit	Rustenburg	Life Orientation (ICT) L2
	Taletso	Mafikeng	Life Orientation (ICT) L2
	Mthashana	Nquthu	Life Orientation (ICT) L2
	Goldfields	Welkom	Mathematical Literacy L3
	Central Johannesburg	Alexandra	Mathematics L4
	Coastal	Durban	Multimedia Content L3
	Vhembe	Makwarela	Roads L4
	Coastal	Umlazi	Soil Science L3
No/insufficient moderation/did not add value to the process	Ehlanzeni	Nelspruit	Applied Accounting L4
	Ingwe	Mount Frere	Automotive Repair and Maintenance N4
	Maluti	Bonamelo	Client Services and Human Relations L3
	Tshwane South	Atteridgeville	Concrete Structures L4
	Ikhala	Ezibeleni	Construction Supervision L4
	Eastcape M	Park Avenue	Electrical Workmanship L4
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Ingwe	Ngqungqushe	Electrical Workmanship L4
	Port Elizabeth	Iqhayiya	Electrical Workmanship L4
	Letaba	Maake	English FAL L4
	Rostec	Polokwane	English FAL L4
	Vhembe	Mavhoi	English FAL L4
	Waterberg	Mahwelereng	English FAL L4
	Northern Cape Rural	Upington	English FAL L4
	Northern Cape Rural	Kuruman	English FAL L4
	Northern Cape Urban	City	English FAL L4
	Northern Cape Urban	Moremogolo	English FAL L4
	Sedibeng	Heidelberg	Fitting and Turning L4
	West Coast	Malmesbury	Hospitality Generics L4
	Northlink	Protea	Hospitality Generics L4
	Falsebay	Muizenburg	Hospitality Generics L4
	South West Gauteng	Roodepoort	Learning Psychology L4
	Ekhuruleni West	Germiston	Learning Psychology L4
	Western	Carletonville	Life Orientation (Life Skills) L3
	Wilberforce Community College		Life Orientation (Life Skills) L3

TVET College	Campus	Campus	Subject
No/insufficient moderation/did not add value to the process	Rostec	Pretoria	Life Orientation (Life Skills) L3
	Buffalo City	John Knox Bokwe	Masonry L4
	Lovedale	Zwelitsha	Masonry L4
	Majuba	IT and Business	Mathematical Literacy L3
	Rhodes Technical		Mathematical Literacy L3
	Maluti	Sefikeng	Mathematics L4
	King Sabatha Dalindyebo	Libode	Mathematics L2
	Ingwe	Maluti	Mathematics L2
	Ingwe	Siteto	Mathematics L2
	Orbit	Mankwe	Mathematics L4
	Gert Sibande	Standerton	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
	Vuselela	Potchefstroom	Office Data Processing L4
	Ehlanzeni	Mlumati	Office Practice L4
	Gert Sibande	Sibenesefthu	Office Practice L4
	Nkangala	Middelburg	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4
	Ekurhuleni West	Germiston	Project Management L4
	Tshwane	Pretoria	Food Preparation L4
	Ekurhuleni West	Boksburg	Wholesale and Retail L4
Ekurhuleni East	Benoni	Wholesale and Retail L4	
Very poor quality of assessment practices (setting of task, marking and internal	King Sabatha Dalindyebo	Libode	Mathematics L2
	Taletso	Mafikeng	Mathematics L4
	Nkangala	Witbank	Applied Accounting L4
	Ehlanzeni	Mlumati	Applied Accounting L4
moderation)/ DHET moderation checklists not used	Ehlanzeni	Nelspruit	Applied Accounting L4
	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	Ingwe	Ngqungqushu	Applied Accounting L4
	Buffalo	East London	Applied Accounting L4

The main problem encountered, besides the lack of moderation, seemed to be that shadow moderation was taking place or moderation for the sake of compliance rather than to improve the assessment practices it was meant to oversee. The 106 sites at which shadow moderation took place in most of the subjects are too numerous to list.

Often, the reason for poor assessment practices is that lecturers are not qualified to teach the subject they have been appointed to teach or else have no teaching qualification, experience or knowledge of the subject. The unqualified teachers are identified in Table 2S.

Table 2S: Unqualified teachers

TVET College	Campus	Subject
Maluti	Maluti	Consumer Behaviour L3 and L4
Coastal KZN	Umlazi BB	Economic Environment L4
Tshwane North	Soshanguve	Freight Logistics L2
Rostec	Polokwane	Life Orientation (Life Skills) L2
Northern Cape Urban	Moremoholo	Life Orientation (Life Skills) L4
Northern Cape Urban	City	Life Orientation (Life Skills) L4
Mnambithi	Ladysmith	Tourism Operations L4
Coastal	Ubuhle-Bogu	Tourism Operations L4
Esayidi	Gamalakhe	Tourism Operations L4

2.3.6 Implementation of PAT (Practical Assessment Tasks)

The Practical Assessment Tasks or PATs were implemented at Level 3 and 4 in all the core subjects, therefore not in the fundamentals, namely the languages, Mathematical literacy, Mathematics and both components of Life Orientation.

The PATs had been implemented according to the instructions 75% of the time, a sharp drop from the 91% in 2019. At 70% of the sites, the lecturer had a clear understanding of what was expected, compared with 89% in 2019. The marking tool had facilitated accurate marking 75% of the time, while in 2019, it was 93%. Internal moderation took place 60% of the time, a drop of 11% from the 71% in 2019. It was of an appropriate standard 59% of the time, another fall from the 73% of 2019. This is the third year that the PATs have been implemented and the results are not encouraging. It appears that this year, there was a decline in intent to implement PAT properly.

Either PAT was not implemented at all, or it was either incomplete or the prescribed PAT had not been used. There were other challenges at 25% of the sites as can be seen in Table 2T, some specifically related to the special requirements of a specific subject.

Table 2T: Challenges encountered with implementing the PATs

Quality issues	TVET College	Campus	Subject
No PATs had been done	East Cape Midlands	Grahamstown	Applied Accounting L4
	Nkangala	Witbank	Applied Accounting L4
	Elangeni	Ntuzuma	Carpentry and Roof Work L4
	Maluti	Lere Le Tsepe	Client Services and Human Relations L3
	East Cape Midlands	Park Avenue	Computer Programming L4
	Rostec	Vereeniging	Criminal Justice Structures and Mandates L3
	Rostec	Johannesburg	Criminal Justice Structures and Mandates L3
	Rostec	Pretoria	Criminal Justice Structures and Mandates L3
	Tshwane North	Temba	Criminal Justice Structures and Mandates L3
	Mnambithi	Ladysmith	Data Communication and Networking L4

Quality issues	TVET College	Campus	Subject
No PATs had been done	Coastal KZN	Umlazi BB	Economic Environment L4
	Qalabusha Correctional Services		Economic Environment L4
	Western	Randfontein	Electrical Principles and Practice L4
	Lephalale	Ellisras	Electrical Systems and Construction L4
	Letaba	Giyani	Electrical Systems and Construction L4
	Mopani	Sir Val Duncan	Electrical Systems and Construction L4
	Taletso	Mafikeng	Electrical Workmanship L4
	Letaba	Giyani	Engineering Practice and Maintenance L3
	Lephalale	Ellisras	Engineering Processes L4
	Elangeni	Mpumalanga	Food Preparation L4
	Tshwane North	Soshanguve North	Materials L4
	Majuba	Dundee Technology Centre	Materials L4
	Coastal	Appelbosch	Materials L4
	Sedibeng	Sebokeng	Mechatronic Systems L4
	Sedibeng	Vereeniging	Mechatronic Systems L4
	Coastal	Durban	Multimedia Content L3
	Gert Sibande	Perdekop	Plant Production L3
	Port Elizabeth	Dower	Office Data Processing L4
	Central Johannesburg	Ellis Park	Plumbing L3
	Tshwane South	Atteridgeville	Plumbing L3
	Tshwane North	Soshanguve North	Plumbing L3
	South West Gauteng	Molapo	Plumbing L3
	Elangeni	Kwadabeka	Professional Engineering Practice L3
Vhembe	Makwarela	Roads L3	
Umfoloji	Richtek	Systems Analysis and Design L4	
The standardised DHET PAT task had not been used.	Ehlanzeni	Nelspruit	Applied Accounting L4
	Nkangala	Witbank	Applied Accounting L4
	Vhembe	Mavhoi	Electrical Systems and Construction L4
	Central Johannesburg	Ellis Park	Electrical Systems and Construction L4
	Orbit	Mankwe	Freight Logistics L4
	Umfoloji	Richtek	Multimedia Content L3
	Coastal	Swinton Road	Professional Engineering Practice L4

TVET College	Campus	Campus	Subject
Although PAT 2 had no Task 1 and parts of Task 2 were missing, the marks had been allocated for both/no evidence that PAT had been done, but marks had been recorded	Eastcape Midlands	Charles Goodyear	Automotive Repair and Maintenance L4
	King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance L4
	Ingwe	Mount Frere	Automotive Repair and Maintenance L4
	South West Gauteng	Roodepoort	Learning Psychology L3
	Ehlanzeni	Mlumati	Office Practice L4
	Gert Sibande	Sibeneseffthu	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4
Incomplete PAT	Capricorn	Seshego	Roads L3
	South West Gauteng	Roodepoort	Learning Psychology L3
	Vhembe	Makwarela	Roads L4
	Elangeni	Mpumalanga	Systems Analysis and Design L4
	Mnambithi	Ladysmith	Tourism Operations L4
Insufficient evidence of PAT 1 having been completed correctly.	Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
	Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
	Ehlanzeni	Mlumati	Electronic Control and Digital Electronics L4
	Gert Sibande	Standerton	Electronic Control and Digital Electronics L4
PAT 2 not done	Majuba	Newcastle Technology Centre	Professional Engineering Practice L4
	Elangeni	Ntuzuma	Welding L4
All the learners' work handed in for PAT 2 were similar	Vhembe	Mavhoi	New Venture Creation L4
PAT 2 done later than scheduled	Capricorn	Senwabarana	New Venture Creation L4
	Letaba	Tzaneen	New Venture Creation L4
	Vhembe	Mavhoi	New Venture Creation L4
	Mopani South East	Phalaborwa	New Venture Creation L4
	Gert Sibande	Standerton	New Venture Creation L4
	Gert Sibande	Perdekop	New Venture Creation L4
	Nkangala	CN Mahlangu	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
2017 PAT done instead of 2019	Thekwini	Melbourne	Systems Analysis and Design L4

TVET College	Campus	Campus	Subject
In this subject, the lecturer was expected to create both PATs and ISAT. This had not been done.	Rostec Technical College	Johannesburg	Systems Analysis and Design L4
	Tshwane South	Pretoria West	Systems Analysis and Design L4
	Tshwane North	Mamelodi	Systems Analysis and Design L4
	Ekurhuleni East	Springs	Systems Analysis and Design L4
Marks inflated	Vhembe	Makwarela	Roads L4
	Ikhala	Aliwal North	Business Practice L4
	Western	Randfontein	Business Practice L4
PAT 2's marking tool did not indicate how marks should be allocated	Capricorn	Senwabarana	New Venture Creation L4
	Letaba	Tzaneen	New Venture Creation L4
	Vhembe	Mavhoi	New Venture Creation L4
	Mopani South East	Phalaborwa	New Venture Creation L4
	Gert Sibande	Standerton	New Venture Creation L4
	Gert Sibande	Perdekop	New Venture Creation L4
	Nkangala	CN Mahlangu	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
No marking tools	Nkangala	CN Mahlangu	New Venture Creation L4
	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	King Sabatha Dalindyebo	Ntabozuko	Life Orientation (Life Skills) L2
No evidence of measurements for PAT 1.	Orbit	Mankwe	Electronic Control and Digital Electronics L4
	Vuselele	Jouberton	Electronic Control and Digital Electronics L4
	Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
	Ehlanzeni	Mlumati	Electronic Control and Digital Electronics L4
	Gert Sibande	Standerton	Electronic Control and Digital Electronics L4
No explanation of how PAT had been executed.	Buffalo City	John Knox Bokwe	Masonry L4
	Ingwe	Ngqungashe	Masonry L4
	King Sabatha	Mthatha	Masonry L4
	Lovedale	Zwelitsha	Masonry L4
The instructions did not appear to be clear/information missing	Letaba	Tzaneen	Sustainable Tourism in South Africa and International Travel L4
	Vhembe	Mashamba	Sustainable Tourism in South Africa and International Travel L4
Lack of mark distribution in the rubric caused marking inconsistencies	False Bay	Muizenburg	Client Services and Human Relations L3

TVET College	Campus	Campus	Subject
Lack of mark distribution in the rubric caused marking inconsistencies	College of Cape Town	Crawford	Client Services and Human Relations L3
	West Coast	Malmesburg	Client Services and Human Relations L3
	Northlink	Protea	Client Services and Human Relations L3
	College of Cape Town	City	Management Practice L2
The students' checklists had been used as a marking tool instead of the lecturer's checklist.	Gert Sibande, ,	Ermelo	Applied Accounting L4
	Nkangala	Witbank	Applied Accounting L4
	Ehlanzeni	Mlumati	Applied Accounting L4
	Ehlanzeni	Nelspruit	Applied Accounting L4
	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	Ingwe	Ngqungqushu	Applied Accounting L4
	Buffalo	East London	Applied Accounting L4
	EastCape Midlands	Grahamstown	Applied Accounting L4
	UMgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
The lecturers did not have sufficient understanding of how to conduct PAT 2.	Thekwini	Cato Manor	Food Preparation L4
	Umfolozzi	Mandeni	Learning Psychology L4
	Mnambithi	Laysmith	Learning Psychology L4
	Coastal	Swinton Road	Learning Psychology L4
	Esayidi	Umzimkhulu	Soil Science L3
Marking tool did not facilitate marking	False Bay	Muizenburg	Client Services and Human Relations L3
	College of Cape Town	Craford	Client Services and Human Relations L3
	West Coast	Malmesburg	Client Services and Human Relations L3
	Northlink	Protea	Client Services and Human Relations L3
	Western	Krugersdorp	Mathematical Literacy L3
Marking tool not adhered to, penalising students	Ehlanzeni	Mlumati	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4
Poor marking	Rostec	Pretoria	Business Practice L4
	Western	Randfontein	Business Practice L4
	Central Johannesburg	Langlaagte	Business Practice L4
	Ekurhuleni West	Usizo Kathorus	Business Practice L4
	Ikhala	Aliwal North	Business Practice L4
	False Bay	Muizenburg	Client Services and Human Relations L3
	Maluti	Maluti	Consumer Behaviour L4

TVET College	Campus	Campus	Subject
Poor marking	King Sabatha	Mngazi	Business Practice L4
	Northern Cape Urban	City	Life Orientation (Life Skills) L4
Poor assessments because of lecturers not understanding the work	Ikhala	Aliwal North	Business Practice L4
	King Hintsa	Willowvale	Business Practice L4
	Academy of Training and Development		Business Practice L4
	Rostec	Pretoria	Business Practice L4
	Western	Randfontein	Business Practice L4
	Central Johannesburg	Langlaagte	Business Practice L4
	Ekurhuleni West	Usizo Kathorus	Business Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Western	Krugersdorp	Electrical Principles and Practice L4
	South West Gauteng	Roodepoort West	Electrical Principles and Practice L4
	West Coast	Malmesbury	Hospitality Generics L4
Vhembe	Mavhoi	New Venture Creation L4	
Insufficient/ no internal moderation	Umfoloji	Esikhawini	Transport Economics L4

B. STUDENTS' PORTFOLIOS OF EVIDENCE

Colleges were expected to submit their PoE containing the following information:

- Table of contents;
- Student information;
- Student authenticity;
- Assessment Schedule;
- All marked tasks;
- Evidence of internal moderation (where applicable);
- Appropriate record of marks; and
- Prescribed number of tasks.

Nkangala TVET College's Mpondozankomo Campus was identified as having a PoE of a high quality for Life Orientation (Computer Literacy) L4.

However, either many PoE were not submitted or were of a poor quality, with documents missing, as can be seen in the following table:

Table 2U: Non-compliant issues with the PoE

Non-compliance	TVET College	Campus	Subject
No PoE was submitted at all	Rostec	Johannesburg	Criminal Justice Structures and Mandates L3
	Mnambithi	Ladysmith	Data Communication and Networking L4
	Ehlanzeni	Kanyamazane	Fitting and Turning L4
	Gert Sibande	Evander	Fitting and Turning L4
	Ekhureleni East	Kwa-Thema	Fitting and Turning L4
	Rostec	Bloemfontein	Life Orientation (ICT) L3
	Boston	Bloemfontein	Life Orientation (ICT) L3
	Rostec Technical College	Pretoria	Mathematical Literacy L2
	Elangeni	Mpumalanga	Systems Analysis and Design L4
Poor quality: not all documents included, filing haphazard, no mark sheets	Ehlanzeni	Mlumati	Applied Accounting L4
	South West Gauteng	George Tabor	Data Communication and Networking L4
	Ehlanzeni	Mapulaneng	Electronic Control and Digital Electronics L4
	Ehlanzeni	Mlumati	Electronic Control and Digital Electronics L4
	Gert Sibande	Standerton	Electronic Control and Digital Electronics L4
	Northern Cape Urban	Moremogolo	English FAL L3
	Western	Randfontein	Mathematical Literacy L4
	Maluti	Sefikeng	Mathematics L4
	South West Gauteng	Technisa	Project Management L4
	Capricorn	Seshego	Roads L3
	Capricorn	Seshego	Roads L4
	Umfoloji	Esikhawini	Welding L4
The question paper in the PoE had been marked and moderated as though it were a student response	Rostec	Bloemfontein	Life Orientation (ICT) L3

The following sites have excelled by having both the PoA and the PoE in good order:

Table 2V: Both PoA and PoE of a high standard

TVET College	Campus	Subject
Nkangala	Middelburg	Life Orientation (Life Skills) L4
Ingwe	Siteto	Mathematics L2
College of Cape Town	Athlone	Mathematics L2
Falsebay	Westlake	Mathematics L2
Northlink	Wingfield	Mathematics L2
West Coast	Vredendal	Mathematics L2

TVET College	Campus	Subject
Thewini	Umbilo	Transport Economics L3
Umgungundlovu	Midlands	Transport Economics L4
Umfolozi	Chief Albert Luthuli	Welding L4

2.3.7 Student performance

Eighty seven per cent of the students (compared with 85% in 2019) appeared to have interpreted and responded well to the tasks. Seventy nine per cent of the marks allocated were a true reflection of the student's ability (compared with 78% in 2019). It appears that compliance had increased slightly in this area too.

2.3.8 Standard of marking

The marking was consistent with the marking guidelines 79% of the time, which compares well with the 75% of the previous year. The standard of marking was of an acceptable standard in 78% of instances (74% in 2019) with qualitative and relevant feedback to students occurring a low 28% of the time. In 2019, feedback was given to the students 37% of the time. This essential part of the assessment process shows a sharp decrease of 9% which does not augur well if scant feedback is provided to the majority of students.

Some sites were identified as maintaining a high standard of marking which was fair, consistent and accurate as can be seen in the next table:

Table 2W: High standard of marking

TVET College	Campus	Subject
False Bay	Khayelitsha	Automotive Repair and Maintenance N4
Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
Western	Randfontein	Food Preparation L4
Central Johannesburg	Parktown	Food Preparation L4
Nkangala	Middelburg	Life Orientation (Life Skills) L4
Falsebay	Westlake	Mathematics L2
Thewini	Umbilo	Transport Economics L3

Assessors at the following colleges had provided good, qualitative and relevant feedback to the students after they had completed their tasks:

Table 2X: High standard of feedback to students by lecturers

TVET College	Campus	Subject
Gert Sibande	Ermelo	Applied Accounting L4
False Bay	Khayelitsha	Automotive Repair and Maintenance N4
Majuba	Majuba Technical Centre	Carpentry and Roof Work L4
Gert Sibande	Sibaneseffthu	Electrical Principles and Practice L4
Tshwane South	Pretoria West	Electronic Control and Digital Electronics L4
Umgungundlovu	Midlands	Transport Economics L4
Northlink	Wingfield	Mathematics L2

The poor standard of marking can be attributed to deviation from the marking guideline. The following table refers to the general standard of marking at the colleges:

Table 2Y: Poor standard of marking

Non-compliance	TVET College	Campus	Subject
Deviated from marking guideline	Gert Sibande	Ermelo	Applied Accounting L4
	Ehlanzeni	Nelspruit	Applied Accounting L4
	King Sabatha Dalindyebo	Engcobo	Applied Accounting L4
	Ingwe	Ngqungqushu	Applied Accounting L4
	Esayidi	Kokstad	Carpentry and Roof Work L4
	Gert Sibande	Standerton	Electrical Principles and Practice L4
	Gert Sibande	Sibaneseffthu	Electrical Principles and Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Central Johannesburg	Ellis Park	Electrical Systems and Construction L4
	South West Gauteng	Roodepoort	Learning Psychology L4
	Majuba	Newcastle Technology Centre	Life Orientation (ICT) L2
	Nkangala	Mpondozankomo	Life Orientation (ICT) L4
	Letaba	Tzaneen	New Venture Creation L4
South Cape	Mosselbay	Science of Tourism L4	
Inconsistent/poor/inaccurate marking	King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance N4
	West Coast	Vredendal	Automotive Repair and Maintenance N4
	Boland	Paarl	Construction Planning L4
	Goldfields	Welkom	Consumer Behaviour L3

Non-compliance	TVET College	Campus	Subject
Inconsistent/ poor/inaccurate marking	Maluti	Maluti	Consumer Behaviour L4
	Nkangala	Mpondozankomo	Electrical Principles and Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Western	Krugersdorp	Electrical Principles and Practice L4
	Ekurhuleni East	Daveyton	Electrical Principles and Practice L4
	South West Gauteng	Roodepoort West	Electrical Principles and Practice L4
	Tshwane South	Soshanguve North	Electrical Principles and Practice L4
	Mopani	Sir Val Duncan	Electrical Systems and Construction L4
	Tshwane North	Soshanguve	Electrical Systems and Construction L4
	Ikhala	Ezibeleni	Electrical Workmanship L4
	Letaba	Maake	English FAL L4
	Rostec	Polokwane	English FAL L4
	Taletso	Lehurutshe	English FAL L4
	Vuselela	Taung	English FAL L4
	Coastal	Umlazi BB	Financial Management L4
	Nkangala	Middelburg	Fitting and Turning L4
	Tshwane North	Soshanguve	Freight Logistics L2
	West Coast	Malmesbury	Hospitality Generics L4
	College of Cape Town	City	Hospitality Generics L4
	Northlink	Protea	Hospitality Generics L4
	Falsebay	Muizenburg	Hospitality Generics L4
	Majuba	Newcastle Technology Centre	Life Orientation (ICT) L2
	Ehlanzeni	Mapulaneng	Life Orientation (ICT) L4
	Barberton Correctional Services		Life Orientation (ICT) L4
	Gert Sibande	Evander	Life Orientation (ICT) L4
	Nkangala	Waterval Boven	Life Orientation (Life Skills) L4
	Gert Sibande	Standerton	New Venture Creation L4
	Gert Sibande	Perdekop	New Venture Creation L4
	Nkangala	CN Mahlangu	New Venture Creation L4
	Ehlanzeni	Mlumati	New Venture Creation L4
	King Hintsa	HB Tsengwa	Office Practice L4
	Academy of Training and Development	East London	Office Practice L4
	Tshwane North	Soshanguve North	Plumbing L3

Non-compliance	TVET College	Campus	Subject
Ticks do not add up to the marks awarded	Umgungundlovu	Northdale	Food Preparation L4
	Elangeni	Mpumalanga	Food Preparation L4
	Thekwini	Cato Manor	Food Preparation L4
	Mnambithi	Ladysmith	Tourism Operations L4
No sub-totals for the ticks	Ingwe	Mount Fletcher	Operations Management L4
Negative marking which is not prescribed by the guidelines marking	Umfoloji	Eshowe	Life Orientation (ICT) L4
Awarded additional marks/ marking too lenient	Eastcape Midlands	Charles Goodyear	Automotive Repair and Maintenance N4
	King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance N4
	Ingwe	Mount Frere	Automotive Repair and Maintenance N4
	Boland	Worcester	Automotive Repair and Maintenance N4
	Tshwane North	Soshanguve North	Plumbing L3
	Mopani South East	Phalaborwa	New Venture Creation L4
	Ingwe	Mount Fletcher	Office Practice L4
	King Hintsa	HB Tsengwa	Office Practice L4
	Ikhala	Sterkspruit	Office Practice L4
	Academy of Training and Development	East London	Office Practice L4
Marks added up wrongly/ conversions wrong/not done	Maluti	Maluti	Consumer Behaviour L3
	Orbit	Mankwe	Electrical Workmanship L4
	Taletso	Lehurutshe	English FAL L4
	Ehlanzeni	Kanyamazane	Fitting and Turning L4
	South West Gauteng	Roodepoort	Learning Psychology L4
	Flavius Mareka	Kroonstad	Mathematical Literacy L3
	Goldfields	Welkom	Mathematical Literacy L3
	Flavius Mareka	Sasolburg	Mathematical Literacy L3
	Maluti	Maluti	Mathematical Literacy L3
	Western	Krugersdorp	Mathematical Literacy L3
	Tshwane North	Soshanguve North	Plumbing L3
	Tshwane North	Soshanguve	Freight Logistics L2
Wrong answers marked correct and vice versa	Umfoloji	Mandeni	Learning Psychology L4
	Majuba	IT and Business	Mathematical Literacy L3
	King Sabatha Dalindyebo	Libode	Mathematics L2
	Ingwe	Siteto	Mathematics L2
	West Coast	Vredendal	Mathematics L2
	Ehlanzeni	Mlumati	Office Practice L4
	Ehlanzeni	Nelspruit	Office Practice L4

Non-compliance	TVET College	Campus	Subject
A question/not all questions marked	Nkangala	Witbank	Fitting and Turning L4
	King Sabatha Dalindyebo	Mapuzi	Life Orientation (Life Skills) L2
	NCM Computer and Business Academy	East London	Life Orientation (Life Skills) L2
	Majuba	Newcastle Technology Centre	Life Orientation (ICT) L2
Task in PoA not that in PoE	Rostec	Bloemfontein	Life Orientation (ICT) L3
No/little correlation between mark on marksheet and evidence in the PoE	Esayidi	Kokstad	Life Orientation (Life Skills) L3
	West Coast	Vredendal	Mathematics L2
	Umfoloji	Richtek	Multimedia Content L3

It was picked up in Life Orientations (Life Skills) L4 that students did not appear to have been taught to acknowledge their sources in written projects, even if these sources are were from the Internet.

Most non-compliance should have been picked up by an internal post moderation as has been pointed out earlier.

2.4 Areas of Improvement

There were some colleges which were doing their best to perform well and were delivering good service. The sites listed below upheld a high quality of work and could be regarded as leaders in their field. The areas of good practice are highlighted as follows:

- Practical tasks often require expensive resources to execute but Gert Sibande TVET College's Sibanesefthu Campus managed to execute the practical well despite limited resources for Electrical Principles and Practice L4;
- It is often difficult to provide evidence of practical tasks but Nkangala TVET College's Mpondozankomo Campus and Mfolozi TVET College's Mandeni Campus provided photographs and pictures of the practical test for Electrical Principles and Practice L4;
- The colleges are expected to prepare students for the world of work, Elangeni TVET College's Inanda Campus keeps Economic Environment L4 current by structuring the International Standards Organisation document very well;
- A built circuit was provided as evidence for the PAT 1 for Electrical Principles and Practice L4 by Ekurhuleni East TVET College's Daveyton Campus and South West Gauteng TVET College's Roodepoort West Campus;
- Despite Covid-19 challenges, Boland TVET College's Worcester Campus and College of Cape Town's Athlone Campus maintained a high retention of students in Automotive Repair and Maintenance I4;
- Ehlanzeni TVET College's Mapulaneng's Campus produced excellent lesson plans which were detailed and included time for students to reflect on their learning;
- Boland TVET College made use of a generic quality assurance template that listed the duties of the lecturer and the lines of authority. This template had been inserted in the Worcester and Strand Campuses for Automotive Repair and Maintenance N4 and Mathematical Literacy L3 respectively;
- False Bay TVET College's Khayelitsha Campus, West Coast TVET College's Vredendal

Campus and Tshwane North's Temba Campus had developed a comprehensive planner or pacesetter for Automotive Repair and Maintenance N4 for the first two campuses and Mathematical Literacy L4 for the third campus;

- i. For the subject Consumer Behaviour L4, Goldfields TVET College's Welkom Campus had developed an assessment schedule which was combined with the record of marks so that it was easy to see the student's progress;
- j. Gert Sibande TVET College's Standerton and Perdekop Campuses had developed a comprehensive, user-friendly PoA monitoring tool for New Venture Creation L4;
- k. Mnambithi TVET College's Ladysmith Campus had a template for recording consumables required for Tourism Operations L4 that could be shared with other colleges;
- l. Also worth sharing with other campuses is Coastal TVET College's Ubuhle-Bogu Campus's template for planning ISAT for Tourism Operations L4;
- m. Northern Cape Urban TVET College's Moremoholo Campus and Thekwini TVET College's Umbilo Campus had executed DHET's alternative Covid-19 response Life Orientation (Life Skills) project well; and
- n. There was clear evidence of work having been done during lockdown at NCM Computer and Business Academy's East London Campus in Life Orientation (Life Skills) L2.

2.5 Areas of Non-compliance

The areas of concern are outlined as follows:

- a. The internal assessment component of the NC(V) has not been effectively managed since the monitoring of campuses is not taking place regularly or at all;
- b. The importance of proper planning is generally ignored;
- c. Tests and tasks are not undertaken throughout the year with some tests and the internal examination taking place in October or later;
- d. Documents are not filed in the PoA and PoE according to the ICASS guidelines;
- e. Tasks are not labelled appropriately but filed haphazardly, not according to the prescribed order;
- f. Analysis grids are not used correctly to set tests and tasks, thus failing to cover all cognitive levels, learning and subject outcomes;
- g. Practical assessment tasks take the form of theoretical tests;
- h. There is a dependency on previous examination papers for setting tasks;
- i. Standardised assessments are written two weeks apart at two different campuses of the same college;
- j. Cover pages for tasks are either missing or incomplete;
- k. Time allocation for tasks is not always appropriate;
- l. Mark allocation is often too lenient or unclear, with more than one mark awarded for single-answer questions;
- m. Software is not used for drawing or typing Mathematical equations or illustrations for technical subjects;
- n. Marking tools are not user-friendly, following the numbering of the task and indicating where marks are to be allocated within questions;
- o. The assessment process is being largely ignored, where quality pre-moderation and post-moderation of tasks are not taking place at all or not sufficiently;
- p. Marking is often not of a high standard;
- q. There is very little feedback given to students by lecturers and lecturers by internal moderators;
- r. Marks are not always accurately recorded, converted, weighted or transferred as very little or no verification takes place;

- s. Marks submitted to DHET are thus not always accurate; and
- t. Unqualified lecturers are employed to teach subjects.

Ten sites (seven in 2019), as listed below, are identified for an urgent intervention by DHET for contravening most of the non-compliance issues listed above:

- a. King Sabatha TVET College, Mngazi Campus – Business Practice L4;
- b. Ikhala TVET College, Aliwal North Campus – Business Practice L4;
- c. King Hintsa TVET College, Willowvale Campus – Business Practice L4;
- d. Coastal TVET College, Appelbosch Campus – Construction Planning L4;
- e. Northern Cape Rural TVET College, Kuruman Campus – Life Orientation (Life Skills) L4;
- f. Northern Cape Rural TVET College, Namaqualand Campus – Life Orientation (Life Skills) L4;
- g. Nkangala TVET College, Waterval Boven Campus – Life Orientation (Life Skills) L4;
- h. *Rhodes Technical College – Mathematical Literacy L3;
- i. Western TVET College, Krugersdorp Campus – Mathematical Literacy L3; and
- j. Ehlanzeni TVET College, Mlumati Campus – New Venture Creation L4.

*It needs to be noted that Rhodes Technical College was also identified for an urgent intervention in the same subject and level in 2019.

2.6 Directives for Compliance and Improvement

Based on the findings in this report, recommendations for improving ICASS implementation at the colleges are made below. DHET should furthermore ensure that the management teams of colleges ensure that:

- a. The quality and standard of internal moderation of ICASS is strengthened to acceptable level;
- b. Training and capacity building takes place to ensure that assessment tasks and assessment tools meet all requirements;
- c. Only standardised PAT tests and tasks that are issued by DHET are used; and
- d. Only suitably qualified lecturers are appointed.

2.7 Conclusion

It remains a concern that the students at vocational and technical colleges either do no practical tasks or they do not do sufficient practical tasks. The PATs are also not taking place as they should and there were many challenges related to its implementation. These ranged from no PATs taking place at all to lecturers not understanding what they were expected to do. Although the PAT were put in place to improve the poor standard of practical assessment, there has been a real deterioration in the quality of the PATs in the third year since its inception.

With the exception of the implementation of PAT, colleges generally fared much better this year than in previous years. This is especially commendable considering how difficult it must have been to function normally in the unpredictable and different times of Covid-19. However, the assessment practices, of the setting of quality tasks and marking tools, quality marking and internal moderation are still not receiving the full attention and dedication that these functions deserve. The provision of relevant feedback both to the lecturers who set the tests and tasks and the students, is essential. If managers could monitor their campuses more diligently and regularly, a number of non-compliant issues would be picked up early enough and corrected. With efficient and thorough internal moderation, a better quality of teaching and learning will take place.

Although there are many colleges that are making an effort to be compliant, there are too many colleges that are not complying with the basic requirements of ICASS. Most of the areas of non-compliance have been reported on repeatedly. These colleges have had enough time to understand what is required of them and what they should be doing to meet these requirements. There are also so many examples of good practice that this chapter can be concluded on a positive and hopeful note.

CHAPTER 3 MODERATION OF THE CONDUCT OF THE INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS

3.1 Introduction

Moderation of the conduct of the integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) by Umalusi occurs at the sites where the National Certificate (Vocational) [NC(V)] programmes are offered. The ISAT is a compulsory, practical component of the external summative assessment for the vocational subjects in the NC(V), while the PAT is a compulsory, practical component of the internal continuous assessment (ICASS). The ISAT constitutes 15% of the external summative assessment mark in the vocational subjects and tests the skills and practice of cumulative learning achieved during the year. The PAT constitutes 25% of the ICASS mark.

The ISAT and PAT evaluates the practical skills of students through the performance of assessment tasks that replicate or simulate a workplace or real-life process and/or product. The ISAT is completed either in phases throughout the year, over a specific period, or as a once-off task, depending on the nature of the subject. On the other hand, the PAT constitutes two practical tasks that are implemented as part of the internal continuous assessment.

The purpose of the moderation of the conduct of the ISAT/PAT was to:

- a. Evaluate the planning for the conduct of the ISAT/PAT;
- b. Report on the appropriateness and standard of the assessment environment;
- c. Confirm whether proper assessment processes and procedures were followed in the implementation of ISAT/PAT;
- d. Confirm whether candidates could demonstrate the acquired skills and competencies, and the knowledge underpinning the tasks;
- e. Verify the quality and standard of the assessment;
- f. Report on the consistency of the assessment and the assurance of the same standard across different sites of delivery; and
- g. To make general observations on the conduct of the ISAT/PAT.

3.2 Scope and Approach

The moderation of the ISAT/PAT in 2020 focused on NC(V) Level 4 as the final exit level of the qualification. In addition, two subjects from NC(V) Level 2 and one from NC(V) Level 3 were sampled. Umalusi moderated the conduct of ISAT/PAT for 41 subjects. Forty Umalusi moderators visited 62 sites across the nine provinces. Each moderator was sent to one or two sites. Umalusi sampled sites that we never visited before, sites that were not visited in the recent past (3 years) and sites that required a follow up visit based on areas of non-compliance, identified during previous moderation visits.

Table 3A below indicates the subjects and sites included in the monitoring and moderation of the conduct of the Level L2, L3 and L4 ISAT/PAT.

Table 3A: Sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT

No.	Subject	Province	College	Campus/Site
1.	Advanced Plant Production L4	KwaZulu-Natal	Coastal KZN	Umlazi-V
		Mpumalanga	Ehlanzeni	Mthimba
2.	Applied Policing L4	Eastern Cape	Port Elizabeth	Dower (Bethelsdorp)
3.	Automotive Repair and Maintenance L4	KwaZulu-Natal	Elangeni	KwaDabeka
4.	Business Practice L4	Free State	Goldfields	Welkom
		Northern Cape	Northern Cape Urban	Kimberley (Moremogolo)
5.	Carpentry and Roof Work L4	Gauteng	South West Gauteng	Molapo
6.	Civil and Structural Steelwork Detailing L4	Gauteng	Central Johannesburg	Johannesburg
7.	Client Services and Human Relations L4	North West	Orbit	Mankwe
		Western Cape	Northlink	Protea
8.	Computer Programming L4	Eastern Cape	King Sabata Dalindyebo	Mthatha
9.	Concrete Structures L4	Gauteng	Tshwane North	Mamelodi
10.	Construction Planning L4	Gauteng	Tshwane North	Mamelodi
		Gauteng	Tshwane North	Mamelodi
		Western Cape	Boland	Paarl
11.	Consumer Behaviour L4	Gauteng South	Tshwane North	Soshanguve
		KwaZulu-Natal	Coastal KZN	Umbumbulu
12.	Contact Centre Operations L4	KwaZulu-Natal	Mnambithi	Ladysmith
13.	Criminal Justice Process L4	Gauteng	South West Gauteng	George Tabor
		KwaZulu-Natal	Elangeni	Inanda
14.	Early Childhood Development L4	Free State	Motheo	Bloemfontein
		Gauteng	Ekhuruleni West	Germiston
15.	Electrical Workmanship L4	Eastern Cape	Buffalo City	John Knox Bokwe
			Ikhala	Ezibeleni
16.	Electrotechnology L4	Limpopo	Capricorn	Polokwane
17.	Engineering Fabrication Boilermaking L4	Western Cape	Northlink	Belville
18.	Engineering Technology L2	Mpumalanga	Gert Sibande	Standerton
			Nkangala	CN Mahlangu
19.	Financial Management L4	KwaZulu-Natal	Coastal KZN	Durban
		Mpumalanga	Gert Sibande	Evander
20.	Freight Logistics L4	Free State	Maluti	Harrismith (Sub-Centre 5301)
		North West	Orbit	Mankwe

No.	Subject	Province	College	Campus/Site
21.	Governance L4	Eastern Cape	King Sabata Dalindyebo	Libode
		KwaZulu-Natal	Elangeni	Inanda
22.	Hospitality Services L4	Western Cape	Northlink	Protea
			West Coast	Malmesbury
23.	Human and Social Development L4	Western Cape	College of Cape Town	Crawford
24.	Learning Psychology L4	KwaZulu-Natal	Coastal KZN	Durban
25.	Management Practice L4	Gauteng	Ekurhuleni West	Alberton
		Western Cape	College of Cape Town	Gugulethu
26.	Marketing Communication L4	Limpopo	Mopani South East	Phalaborwa
		Gauteng	South West Gauteng	Dobsonville
27.	Mechanical Draughting Technology L4	Limpopo	Capricorn	Seshego
28.	Multimedia Services L4	Mpumalanga	Nkangala	Witbank
		North West	Orbit	Rustenburg
29.	Office Data Processing L4	Eastern Cape	Ikhala	Queenstown
30.	Physical Science L2	Gauteng	Central Johannesburg	Johannesburg
31.	Physical Science L3	Gauteng	Ekurhuleni East	Kwa-Thema
32.	Physical Science L4	Limpopo	Capricorn	Seshego
33.	Plumbing L4	Northern Cape	Northern Cape Urban	Kimberley (Moremogolo)
		Western Cape	College of Cape Town	Thornton
34.	Professional Engineering Practice L4	Free State	Goldfields	Tosa
		KwaZulu-Natal	Coastal KZN	Swinton
35.	Public Health L4	Western Cape	Northlink	Parow
36.	Refrigeration and Air Conditioning Processes L4	Limpopo	Capricorn	Seshego
37.	Renewable Energy Technologies L4	Eastern Cape	Ingwe	Ngqungqushe
		North West	Vuselela	Jouberton
38.	Stored Programme Systems L4	Eastern Cape	Port Elizabeth	Iqhaya
39.	The Human Body and Mind L4	Gauteng	South West Gauteng	Roodepoort
40.	Tourism Operations L4	Eastern Cape	Eastcape Midlands	Uitenhage (High Street)
		Limpopo	Mopani South East	Phalaborwa
41	Transport Operations L4	Gauteng	South West Gauteng	George Tabor
		Mpumalanga	Gert Sibande	Evander

3.3 Summary of Findings

This section explains the findings of the ISAT/PAT conducted at the various sites as indicated in Table 3B, by criteria, as per Umalusi' s monitoring instrument for the ISAT/PAT conduct.

3.3.1 Planning for the Conduct of ISAT/PAT

This criterion evaluates whether colleges have planned and prepared effectively for the conduct of the ISAT/PAT. The successful implementation of the ISAT/PAT depends on thorough planning and preparation, taking into consideration the availability of resources/facilities, the number of students, staffing requirements, staff competency, procurement procedures and timing of tasks.

Planning and preparation for ISAT/PAT was beset by challenges. One of the major challenges in 2020 was the COVID-19 pandemic which affected the whole country. The Disaster Management Act: Declaration of a National State of Disaster: COVID-19 (coronavirus) was legislated and on 26 March 2020, a national lockdown ensued with serious implications on all sectors of the economy. It had become mandatory for all colleges to abide by the standard operating procedures for the prevention, containment, and management of COVID-19. This included social distancing, the wearing of masks, use of hand sanitizers, temperature checks, reporting of COVID-19 cases and regular sanitisation of venues.

The TVET colleges, like most institutions in South Africa, were placed under enormous pressure. The country found itself in the "new normal", embracing the pandemic and at the same time continuing with economic/academic activities. The closure and re-opening of colleges had critically affected the smooth operations of the colleges. Contingency planning had become compelling and the academic year had to be re-planned by revising academic schedules and postponing planned assessment activities.

Staffing challenges occurred at some sites; where staff members with comorbidities were required to remain at their homes until further notice and staff members who tested positive for the virus had to remain in quarantine for 14 days. Subsequently, the existing staff had to carry the workload to ensure continuity of the academic programme. At one site, it was reported that the lecturer in charge of the ISAT had sadly passed away from the virus.

Amid the pandemic and the need to complete the academic year, TVET colleges undertook some contingency measures to complete the ISAT/PAT. These included:

- a. Sites improvising by arranging for group work where individual work was required;
- b. Modifying the specifications of the ISAT to have it completed on time; and
- c. Having students to complete tasks off-campus when these should have been done under assessment conditions.

In the need to observe social distancing, the use of the computer laboratories became cumbersome as students were allowed access in small groups. This took much longer for the entire group to have tasks completed. Therefore some students resorted to making use of paid public internet facilities in order to complete their tasks.

Procurement of equipment and consumables was also problematic during lockdown.

The popular medium of communication between students and the campus/lecturers was the

messaging application called “WhatsApp”. ISAT instructions and other messages were communicated via this platform, replacing face to face communication. This had also presented a challenge in the conduct of the ISAT/PAT which require practical application of skills and knowledge.

The theft of computers at one of the campuses was a further challenge to the site; however, the campus was able to have the computer laboratory reinstated in a short space of time.

Apart from the mitigating circumstances, the following challenges were experienced at some of the visited sites during the planning stages of the ISAT:

- a. Inadequate/Inappropriate facilities;
- b. Shortage of equipment, consumables and safety gear;
- c. Lack of computer and internet facilities;
- d. Student unrest;
- e. Difficulties with procurement and ill-timed procurement;
- f. Theft of equipment;
- g. Staffing issues; and
- h. Poor housekeeping.

Table 3B indicates problems experienced with regard to planning at the sites sampled for monitoring.

Table 3B: Planning challenges at sampled sites

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Receipt and distribution of PAT/ ISAT to colleges	<ul style="list-style-type: none"> Only one of the visited sites did not make use of the latest ISAT: Staff indicated that the campus had not received the latest version of the ISAT. Therefore, the previous year's ISAT (which was found to be the incorrect version) was used. The latest version of the ISAT was emailed to the campus management by the Umalusi moderator for future reference. 	Mechanical Draughting Technology L4	Seshego
Clear understanding of the expectations of ISAT	<p>At 92% of the visited sites, lecturers had a clear understanding of what was expected from the ISAT, citing an improvement of 8% from the 2019 examinations.</p> <p>It was only at the listed sites (8%) below, that lecturers did not clearly understand the expectations of the ISAT:</p> <ul style="list-style-type: none"> It was evident from the assessment documents that the lecturer did not have a clear understanding of how the assessment should be conducted. The lecturer misunderstood the instruction: “below are some links that can be used”. He/she assumed that all students could be provided with the same print outs from these links. Subsequently, students were given less than the allocated time to carry out research for Tasks 2.1 and 2.2 	Advanced Plant Production L4 Business Practice L4	Mthimba Kimberley (Moremogolo)

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Clear understanding of the expectations of ISAT	<ul style="list-style-type: none"> The last component of the ISAT was not interpreted correctly. During research, students should have selected three articles for reference; after which application should follow, with no further research. Conversely, students selected the articles and continued with search for more information on the internet to complete the application task. 	Business Practice L4	Welkom
	<ul style="list-style-type: none"> The lecturer was under the impression that Subtask 1 to Subtask 4 were interconnected. According to the instructions, the sub-tasks were individual assignments (tasks). Owing to the misunderstanding, each student used their own scale of measurement. 	Civil and Structural Steelwork Detailing L4	Johannesburg
	<ul style="list-style-type: none"> Subtask 8 was not assessed appropriately. The lecturer/assessor was briefed by the Umalusi moderator on how to allocate marks for this task. 	Renewable Energy Technologies L4	Vusulela
Inadequate/inappropriate Facilities	At 2 out of the 62 (3%) sites visited, facilities were inadequate:		
	<ul style="list-style-type: none"> The electrical workshop has had inadequate floor space and limited resources. In addition, part of the workshop was used as a classroom. There were only 2 work panels, both of which were in poor condition. 	Electrical Workmanship L4	Ezibeleni
	<ul style="list-style-type: none"> The laboratory which forms part of the lecture room, had been poorly maintained and was used to store equipment that did not belong there. Over the years, concerns regarding the afore-mentioned issues were raised by Umalusi but to no avail. 	Physical Science L4	Seshego
Shortage of components/equipment/ tools	Components/ equipment/ tools were not adequate at 2 (3%) of the visited sites:		
	<ul style="list-style-type: none"> The components in the workshop were not sufficient for the number of students registered for the programme. Only one differential was available, and the tasks required approximately 4 hours (inclusive of setting up and restoring from one student to the next). The workshop required: <ul style="list-style-type: none"> Four additional differentials; Fuel system testing equipment for PAT 2; Wheel alignment equipment; Two post vehicle hoist; Four post vehicle hoist; and Pneumatic tyre removal equipment. 	Automotive Repair and Maintenance L4	KwaDabeka

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Shortage of components/ equipment/ tools	<ul style="list-style-type: none"> The science department had only two voltmeters that were serviceable. The last time that this department procured equipment and consumables was in 2015. The rest of the years thereafter, up to and including 2020, most of the equipment and consumables were taken from other divisions/ sections of the campus. 	Physical Science L4	Seshego
Shortage of consumables	The four (6%) sites, listed below, did not have enough consumables to conduct the ISAT:		
	<ul style="list-style-type: none"> There was a shortage of seedling mix and planter trays. The lecturer provided these out of his/her own pocket. Only one pair of secateurs was available for the execution of the PAT. The plastic tunnel was not large enough to accommodate all the practical tasks. 	Advanced Plant Production L4	Umlazi-V
	<ul style="list-style-type: none"> The prescribed minimum quantity of materials was ordered for the ISAT with no allowance for possible damages or mistakes. It was recommended that a little more than the prescribed minimum quantity be ordered as a contingency measure. On the day of the ISAT moderation there was not enough materials for all the tasks, e.g. ceiling boards. 	Carpentry and Roof Work L4	Molapo
	<ul style="list-style-type: none"> The steel reinforcement required for the ISAT was not available. Other available sizes, which could affect the strength of concrete was used. 	Concrete Structures L4	Mamelodi
	<ul style="list-style-type: none"> The following consumables were not available for the ISAT: <ul style="list-style-type: none"> - calcium oxide; - tongs; - distilled water; and - safety glasses. During the session in which students had to demonstrate the experiments, the students and the lecturer were able to improvise to complete the ISAT. 	Physical Science L3	Kwa-Thema
Difficulties with procurement/ timely procurement of consumables	At two sites (3%), the procurement of consumables were delayed:		

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Difficulties with procurement/ timely procurement of consumables	<ul style="list-style-type: none"> The equipment needed to perform PAT 2 and the ISAT was not available in the workshop. This is the third year, that Umalusi had requested the campus to procure the necessary equipment. The campus presented a procurement requisition form indicating that the equipment was ordered on 17 February 2020. At the time of the Umalusi visit in October 2020, the equipment was still not available, having assumed that procurement is in progress. 	Refrigeration and Air Conditioning Processes L4	Seshego
	<ul style="list-style-type: none"> The procurement of magnets has been a challenge as these items were not readily available from the suppliers. The COVID-19 lockdown caused further delays in procurement. 	Renewable Energy Technologies L4	Ngqungqushe
Inadequate computer and internet facilities/limited access to computers and internet facilities	Three sites (5%) did not have or had limited computer and internet facilities:		
	<ul style="list-style-type: none"> The campus does not have a simulation room and the computer laboratory had been dedicated to subjects, such as Life Orientation, Office Data Processing and Report 190/191 subjects. Students had limited access to the computer laboratory to plan and complete the ISAT effectively. 	Consumer Behaviour L4	Soshanguve South
	<ul style="list-style-type: none"> Students did not have access to computer laboratories to draft the PowerPoint presentation. Neither was a flip chart or data projector available. Internet was only available in the computer laboratories and the students did not have access to these facilities, especially during lockdown. Students were given A4 paper to complete the task. 	Consumer Behaviour L4	Umbumbulu
	<ul style="list-style-type: none"> The PowerPoint slides were prepared in a computer laboratory, but the presentations were done in the classroom in the form of photographs and posters. 	Marketing Communication L4	Phalaborwa

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Student unrest	<ul style="list-style-type: none"> • Student unrest caused delays and postponement of the ISAT/PAT at one site. • As a contingency measure, one campus requested students to complete the PAT and ISAT off-campus. 	Advanced Plant Production L4 Renewable Energy Technologies L4	Ngqungqushu Umlazi-V
COVID-19 lockdown challenges	COVID-19 lockdown negatively impacted ISAT conduct at 7 out of 62 (11%) visited sites:		
	<ul style="list-style-type: none"> • Most of the tasks were done under assessment conditions, with the exception of Task 1.2 (analysis of articles and compilation of reports). • Owing to the lockdown, students completed the task off-campus and were supported via WhatsApp communication. 	Business Practice L4	Kimberley (Moremogolo)
	<ul style="list-style-type: none"> • Students were not able to use the computer laboratories during the lockdown period. • In addition, some students experienced difficulty in obtaining newspaper articles during this period. 	Business Practice L4	Welkom
	<ul style="list-style-type: none"> • The ISAT instructions required that students have access to computers and internet facilities to do research and to draft the PowerPoint presentation. • Considering the limited space in the computer rooms because of social distancing requirements, many of the students opted to make use of internet cafés. • The ISAT also required that students complete a basic first aid course and obtain a certificate. • However, this was not possible during lockdown. Lecturers improvised by covering the course content during classroom facilitation. 	Client Services and Human Relations L4	Protea
	<ul style="list-style-type: none"> • The campus did not order any consumables during lockdown. • Lecturers with comorbidities were not present at campus to provide existing consumables to their students. 	Consumer Behaviour L4	Soshanguve South
	<ul style="list-style-type: none"> • The lecturer as well as the internal moderator tested positive for COVID-19 and were on sick leave. • This impacted negatively on the planning and preparation for the ISAT. 	Early Childhood Development L4	Bloemfontein

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
COVID-19 lockdown challenges	<ul style="list-style-type: none"> The ISAT was conducted in the college hall, however, the attendance was poor because of the pandemic. Subsequently, some students were requested to complete the assessments at home. With the imminent examinations, there would not be sufficient time for students to complete the ISAT on campus. 	Learning Psychology L4	Durban
	<ul style="list-style-type: none"> Some of the resources were not available at the time of the ISAT. This emanated from the non-delivery during lockdown. However, the campus made improvisations without much distraction from the tasks. 	Physical Science L3	Kwa-Thema
Theft of equipment	<ul style="list-style-type: none"> Two computer laboratories (resource centres), at one site, were broken into and computers were stolen. During this time, students had no access to computers and internet for research, planning and preparation of the ISAT. The computer laboratories were reinstated a few days before the Umalusi visit. 	Transport Operations L4	George Tabor
Health and safety regulations	<ul style="list-style-type: none"> At one site students did not use personal protective equipment (PPE) during the ISAT. This was a contravention of health and safety regulations. 	Electrical Workmanship L4	Ezibeleni
Staffing and housekeeping	<ul style="list-style-type: none"> At one site, staff were too few in the workshop for the large number of students enrolled for the subject. Staff shortages had implications on housekeeping. 	Automotive Repair and Maintenance L4	KwaDabeka

3.3.2 Implementation of the Conduct of ISAT/PAT

The ISAT had not commenced at four out of the 62 (6%) sites (a decrease of 1% from the 2019 examinations) at the time of the Umalusi visit:

Table 3C: Campuses/Sites where ISAT had not commenced at the time of Umalusi's visit

Aspects	Findings and challenges	ISAT	Campus/Site
Sites where the ISAT had not commenced at the time of Umalusi's visit.	<ul style="list-style-type: none"> The original timeline was derailed by the lockdown. The ISAT was rescheduled for 28-30 October 2020, while the Umalusi visit was on 26 October 2020. 	Computer Programming L4	Mthatha

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Sites where the ISAT had not commenced at the time of Umalusi's visit.	<ul style="list-style-type: none"> The lecturer claimed that consumables and the equipment needed for the ISAT were not ordered timeously therefore, the ISAT could not be executed. Upon inspection of the workshop and storeroom, it was found that there were sufficient materials to carry out the ISAT-- with some improvisations that would not compromise the standard of the ISAT. 	Plumbing L4	Moremogolo
	<ul style="list-style-type: none"> The campus was engaged with internal examinations on the day of the Umalusi visit. There was no evidence of planning and preparation for the ISAT. It is not known as to whether the ISAT was conducted or not. 	Professional Engineering Practice L4	Swinton
	<ul style="list-style-type: none"> At the time of the Umalusi visit, only PAT1 was completed and no internal moderation had taken place. 	Refrigeration and Air Conditioning Processes L4	Seshego

Fifty-eight percent of the visited sites (a decrease of 7% from the 2019 Examinations) completed their ISAT according to specification, as shown in Table 3D.

Table 3D: Sites that completed their ISAT according to specification

No.	ISAT	Campus/Site
1.	Applied Policing L4	Dower (Bethelsdorp)
2.	Automotive Repair and Maintenance L4	KwaDabeka
3.	Business Practice L4	Kimberley (Moremogolo)
4.	Business Practice L4	Welkom
5.	Carpentry and Roof Work L4	Molapo
6.	Client Services and Human Relations L4	Mankwe
7.	Construction Planning L4	Paarl
8.	Contact Centre Operations L4	Ladysmith
9.	Criminal Justice Process L4	George Tabor
10.	Electrical Workmanship L4	John Knox Bokwe
11.	Electrotechnology L4	Polokwane
12.	Engineering Fabrication Boilermaking L4	Belville
13.	Engineering Technology L2	CN Mahlangu
14.	Engineering Technology L2	Standerton
15.	Financial Management L4	Durban
16.	Financial Management L4	Evander
17.	Freight Logistics L4	Harrismith (Sub-Centre 5301)
18.	Freight Logistics L4	Mankwe
19.	Governance L4	Inanda
20.	Hospitality Services L4	Malmesbury
21.	Management Practice L4	Alberton

No.	ISAT	Campus/Site
22.	Marketing Communication L4	Dobsonville
23.	Marketing Communication L4	Phalaborwa
24.	Multimedia Services L4	Witbank
25.	Office Data Processing L4	Queenstown
26.	Physical Science L2	Johannesburg
27.	Physical Science L3	Kwa-Thema
28.	Physical Science L4	Seshego
29.	Plumbing L4	Thornton
30.	Professional Engineering Practice L4	Tosa
31.	Public Health L4	Parow
32.	Renewable Energy Technologies	Jouberton
33.	Stored Programme Systems L4	Iqhayiya
34.	The Human Body and Mind L4	Roodepoort
35.	Tourism Operations L4	Phalaborwa
36.	Tourism Operations L4	Uitenhage (High Street)

While 58% of the ISAT were conducted in the appropriate manner, others were not as is evident from the findings and recommendations provided in the ISAT reports:

Table 3E: Implementation of ISAT/PAT

Aspects	Findings and challenges	ISAT	Campus/Site
Adherence to specifications of ISAT/PAT	While 58% of sites conducted the ISAT in an appropriate manner, the listed sites deviated from the requirements of the ISAT:		
	<ul style="list-style-type: none"> The ISAT was completed in less than the stipulated 8-week period, with some modifications. The photographic evidence presented by several students were the same, with only a few students having some form of a logbook. 	Advanced Plant Production L4	Mthimba
	<ul style="list-style-type: none"> PAT 1 and PAT 2 were done off-campus and therefore not under assessment conditions. Subtask 3 of the ISAT was completed in 6 weeks instead of 8. 	Advanced Plant Production L4	Umlazi-V
	<ul style="list-style-type: none"> Specifications in Subtask 1 were not clearly defined, making it difficult for students to establish what was required of the task. Furthermore, the lecturer did not receive the marking guideline to verify the requirements 	Civil and Structural Steelwork Detailing L4	Johannesburg
	<ul style="list-style-type: none"> The ISAT instructions indicated that students must complete a basic first aid course and obtain a certificate. However, this was not possible during lockdown. Lecturers improvised by covering the course content during classroom facilitation. 	Client Services and Human Relations L4	Protea

Aspects	Findings and challenges	ISAT	Campus/Site
Adherence to specifications of ISAT/PAT	<ul style="list-style-type: none"> The reinforcement used for the ISAT was not the size stipulated in the ISAT instruction, a 6mm size was used instead. 	Concrete Structures L4	Mamelodi
	<ul style="list-style-type: none"> Tasks 1, 3 and 4 were not done under the required assessment conditions. 	Construction Planning L4	Mamelodi
	<ul style="list-style-type: none"> Modifications were made to the ISAT to allow for completion during lockdown. The students worked off-campus and not under assessment conditions as was required. All the sub-tasks were done and submitted except the PowerPoint presentation which was replaced with the WhatsApp video that was sent to the lecturer's cellphone. 	Consumer Behaviour L4	Soshanguve South
	<ul style="list-style-type: none"> In view of the lockdown, the students did the entire ISAT off-campus, but the final presentation was done in a classroom using printed/written slide handouts on A4 paper. No actual PowerPoint presentation was done. 	Consumer Behaviour L4	Umbumbulu
	<ul style="list-style-type: none"> The campus decided on its own to complete the ISAT as a group activity; although the instructions clearly indicated that activities were to be conducted individually under assessment conditions. Some students in the group completed certain tasks and these were copied and given to the other students in their group. 	Criminal Justice Process L4	Inanda
	<ul style="list-style-type: none"> Not all requirements of the ISAT were met. The conditions were not controlled, there was no evidence of pre-planning and some students completed the activities off-campus and brought the completed resource with for the demonstration. In the case of Bloemfontein Campus, there were mitigating circumstances; both lecturer and internal moderator tested positive for COVID-19 and were placed on sick leave. 	Early Childhood Development L4	Bloemfontein Germiston
	<ul style="list-style-type: none"> Sub-tasks 2 and 3 of the ISAT were done as group work. This was not in accordance with the ISAT instruction which specified individual work. 	Electrical Workmanship L4	Ezibeleni
	<ul style="list-style-type: none"> The allocated time for the ISAT was 2 hours and 10 minutes. Students could not complete the ISAT on time and were given extra time. 	Governance L4	Libode

Aspects	Findings and challenges	ISAT	Campus/Site
Adherence to specifications of ISAT/PAT	<ul style="list-style-type: none"> The amended ISAT as described in memorandum TE24 of 2020 did not arrive in time. The Western Cape provincial department recommended that the assessor compiles his/her own assessment that covers the outcomes of the topics as covered in the checklist of the January 2019 ISAT version. 	Hospitality Services L4	Protea
	<ul style="list-style-type: none"> Owing to lockdown restrictions, the ISAT was completed off-campus and not under assessment condition as per ISAT instruction. 	Human and Social Development L4	Crawford
	<ul style="list-style-type: none"> The students did not follow instructions as stipulated in the guidelines. Although the points made by students were valid, it however did not relate to the specific instructions in the guidelines. 	Learning Psychology L4	Durban
	<ul style="list-style-type: none"> The lecturer indicated that some students completed Subtask 3 checklists by themselves instead of interviewing two people. 	Management Practice L4	Gugulethu
	<ul style="list-style-type: none"> None of the students were able to complete the sectioning of springs correctly; reason being that they had not covered this aspect of the curriculum. 	Mechanical Draughting Technology L4	Seshego
	<ul style="list-style-type: none"> The ISAT was not conducted under strict assessment conditions. Furthermore, the sub-tasks were not done sequentially as students were permitted to start with the subtask of their choice. Extra time was allowed for students to complete Sub-tasks 3 and 4. 	Multimedia Services L4	Rustenburg
	<ul style="list-style-type: none"> PAT 1 and 2 were done off-campus during the lockdown period. Rightly, these should have been done under assessment conditions, however, circumstances did not permit. Subtask 3 which required observations over a 8-week period, was completed prematurely in 6 weeks. 	Renewable Energy Technologies	Ngqungqushe
	<ul style="list-style-type: none"> The ISAT was done off-campus and not under assessment conditions as per requirement. Some of the reasons cited, were: <ul style="list-style-type: none"> Students with poor typing skills required more time in the computer laboratory; Access to computers on campus was limited; and transport to campus has been a challenge. 	Transport Operations L4	Evander

Aspects	Findings and challenges	ISAT	Campus/Site
Adherence to specifications of ISAT/PAT	<ul style="list-style-type: none"> • Instead of losing time while waiting for the lockdown restrictions to be lifted; the campus made some improvisations to the ISAT so that it could be completed during the lockdown period. • Students were requested to complete subtask 1 and part of subtask 2 and to hand these to the lecturer. The oral presentation was to take the form of a video recording and had to be forwarded to the lecturer. • Students complained that they had no data to prepare and send a video. The 12 marks for the oral presentation were re-allocated to other aspects of the task. 	Transport Operations L4	George Tabor

The assessment tool should provide clarity on what is expected of the candidate and how marks/scores are to be awarded for different levels of competence. Some marking/scoring tools did not allow for accurate marking/scoring of the competency of the task. The difficulties experienced with marking/scoring tools are captured in Table 3F.

Table 3F: Difficulties experienced with the marking/scoring tools

Aspects	Findings and challenges	ISAT
Scoring/Marking tools	<ul style="list-style-type: none"> • Specifications in Subtask1 was not clearly defined. Students found difficulty in establishing what was required of the task. 	Civil and Structural Steelwork Detailing L4
	<ul style="list-style-type: none"> • The marking/scoring does not reflect the competence of the candidate in terms of understanding and insight. 	Construction Planning L4
	<ul style="list-style-type: none"> • The actual performance (the presentation of the marketing plan) makes up only 15 marks of the total mark of 100. • The rest of the tasks entail preparation, which makes up 85 marks. • The allocation of marks should be balanced between actual performance and preparation. 	Consumer Behaviour L4
	<ul style="list-style-type: none"> • The checklists provided were not user friendly. The lecturer had to use his/her own discretion when allocating marks, as there was no clear indication in this regard. 	Learning Psychology L4
	<ul style="list-style-type: none"> • The assessment tool needs to be improved to facilitate effective marking. • Otherwise, consistency in marking among lecturers and among different colleges would be compromised. 	Management Practice L4

The marking/scoring of the competency of the task at 23% of the visited sites (a decrease of 12% from the 35% of the 2019 examinations) was inappropriate. This was attributed to among others, poorly designed marking/scoring tools, the failure to adhere to the marking/scoring tools, subjective and inconsistent marking/scoring, lenient marking/scoring, careless marking/scoring, and the modification of tasks that resulted in mismatches with the marking/scoring tools. These findings are reflected in Table 3G.

Table 3G: Marking/Scoring

Aspects	Findings and challenges	ISAT	Campus/Site
Marking/Scoring	The marking/scoring was not appropriate and/or not a true reflection of candidates' competence, skills, understanding or insight at 23% of the visited sites.		
	<ul style="list-style-type: none"> The tasks were completed prematurely, therefore the marks/scores would not provide a true reflection of the candidate's competence. Almost 25% of Task 3 was not done. Furthermore, a number of candidates submitted photographs that were exactly the same. Some of these photographs were taken from external sources, such as the internet or other publications. 	Advanced Plant Production L4	Mthimba
	<ul style="list-style-type: none"> The students' competence could have been evaluated up to a certain stage as the ISAT was concluded prematurely. The last 3 weeks of the ISAT is the crucial time where weeds, deficiencies and pests appear but students stopped 2 weeks early. 	Advanced Plant Production L4	Umlazi-V
	<ul style="list-style-type: none"> Plagiarism from the internet was rife among students. Students copied the selected articles and submitted these as their tasks. It was evident that students did not understand the requirements of the task or merely completed the task to fulfil a requirement. 	Business Practice L4	Kimberley (Moremogolo)
	<ul style="list-style-type: none"> Students did not have a clear understanding of the requirements of the ISAT. Plagiarism from the internet was a common problem among students. 	Business Practice L4	Welkom
	<ul style="list-style-type: none"> In some cases, marks awarded for Task 3, was not appropriate. 	Construction Planning L4	Mamelodi
	<ul style="list-style-type: none"> The students' marks for the ISAT/PAT were exceptionally high. The discrepancy between the lecturer's marks and the Umalusi moderator's marks exceeds 5%. 	Consumer Behaviour L4	Umbumbulu

Aspects	Findings and challenges	ISAT	Campus/Site
Marking/Scoring	<ul style="list-style-type: none"> According to ISAT instructions; the task was to be done individually under assessment conditions. However, it was conducted as group work; with some students in the group completing certain tasks. These tasks were then copied and given to the other students in their group. Hence, a proper evaluation of the individual student's competence could not be made. 	Criminal Justice Process L4	Inanda
	<ul style="list-style-type: none"> Marking was lenient, therefore marks awarded would not be commensurate with the students' levels of competence. 	Early Childhood Development L4	Bloemfontein Germiston
	<ul style="list-style-type: none"> The ISAT was executed as group work and all students of the same group were awarded the same mark. According to the ISAT instructions, the tasks were to be carried out individually. 	Electrical Workmanship L4	Ezibeleni
	<ul style="list-style-type: none"> Marking of the tasks was not always accurate. Non-adherence to the marking guidelines was evident in the tasks. 	Financial Management L4	Durban
	<ul style="list-style-type: none"> The marks were not a true reflection of the candidate's competence. Marks were merely allocated for specific criteria as indicated in the checklist without considering the different levels of competence. Subsequently, some marks were inflated. 	Human and Social Development L4	Crawford
	<ul style="list-style-type: none"> Subtask 3 required remarking as the specifications of the task were not fully met. The incorrect awarding of marks unduly advantaged the students. 	Management Practice L4	Gugulethu
	<ul style="list-style-type: none"> Assessment tools of three students were presented with marks and these could not be justified against the ISAT artifacts. From circumstantial evidence, it can be presumed that marks were fabricated, and the ISAT was not done at all. 	Plumbing L4	Kimberley (Moremogolo)
	<ul style="list-style-type: none"> The assessment of Subtask 8 was not done correctly, placing students at a disadvantage. The lecturer was required to reassess the task and to adjust marks accordingly. 	Renewable Energy Technologies L4	Vusulela

3.3.3 Moderation of ISAT

Moderation was conducted at 78% of the visited sites and most of the moderation occurred at campus level. Fifty-five percent of sites implemented the moderation of the end product and 23% of sites implemented the moderation of both the conduct and end product. At 16% of the sites (an

increase of 9% from the 2019 examination) no internal moderation of ISAT had taken place at the time of the Umalusi visit (see Table 3H).

Table 3H: Sites where no internal moderation of ISAT had taken place at the time of the Umalusi visit

No.	ISAT	Campus/Site
1.	Advanced Plant Production L4	Umlazi-V
2.	Automotive Repair and Maintenance L4	KwaDabeka
3.	Consumer Behaviour L4	Umbumbulu
4.	Electrical Workmanship L4	Ezibeleni
5.	Electrical Workmanship L4	John Knox Bokwe
6.	Mechanical Draughting Technology L4	Seshego
7.	Multimedia Services L4	Rustenburg
8.	Office Data Processing L4	Queenstown
9.	Professional Engineering Practice L4	Swinton
10.	Renewable Energy Technologies	Ngqungqushu

Table 3I indicates the different methods of moderation used at various campuses.

Table 3I: Types of moderation conducted

No.	Types of Moderation	Subject	Campus/Site
1.	Moderation of product	Advanced Plant Production L4	Mthimba
		Applied Policing L4	Dower (Bethelsdorp)
		Business Practice L4	Kimberley (Moremogolo)
			Welkom
		Civil and Structural Steelwork Detailing L4	Johannesburg
		Client Services and Human Relations L4	Mankwe
		Concrete Structures L4	Mamelodi
		Construction Planning L4	Mamelodi
			Paarl
		Consumer Behaviour L4	Soshanguve South
		Contact Centre Operations L4	Ladysmith
		Criminal Justice Process L4	Inanda
		Early Childhood Development L4	Germiston
		Electrotechnology L4	Polokwane
		Financial Management L4	Durban
			Evander
Governance L4	Inanda		
	Libode		
Hospitality Services L4	Protea		
Human and Social Development L4	Crawford		
Learning Psychology L4	Durban		

No.	Types of Moderation	Subject	Campus/Site
2.	Moderation of product	Management Practice L4	Alberton
			Gugulethu
		Marketing Communication L4	Dobsonville
			Phalaborwa
		Multimedia Services L4	Witbank
		Physical Science L4	Seshego
		Professional Engineering Practice L4	Tosa
		Public Health L4	Parow
		Stored Programme Systems L4	Iqhayiya
		The Human Body and Mind L4	Roodepoort
		Tourism Operations L4	Phalaborwa
Uitenhage (High Street)			
Transport Operations L4	George Tabor		
3.	Moderation of conduct and product	Carpentry and Roof Work L4	Molapo
		Client Services and Human Relations L4	Protea
		Criminal Justice Process L4	George Tabor
		Early Childhood Development L4	Bloemfontein
		Engineering Fabrication Boilermaking L4	Belville
			CN Mahlangu
		Engineering Technology L2	Standerton
			Harrismith (Sub-Centre 5301)
		Freight Logistics L4	Mankwe
		Hospitality Services L4	Malmesbury
		Physical Science L2	Johannesburg
		Physical Science L3	Kwa-Thema
		Plumbing L4	Thornton
Renewable Energy Technologies	Vusulela		

3.3.4 COVID-19 Standard Operating Procedures

It has been mandatory for all colleges to abide by the standard operating procedures for the prevention, containment, and management of COVID-19. For colleges to operate effectively during the pandemic, the following protocols should have been observed:

- a. Each campus/site should have a COVID-19 committee;
- b. Screening and temperature checks of staff, students and visitors at the entrance of the campus;
- c. Keeping records of screening and temperature checks;
- d. Establishing procedures to handle/deal with staff and students showing symptoms of COVID-19;
- e. Providing sanitizers at the entrances of ISAT venues;
- f. Ensuring staff and students wear masks or protective cloths;

- g. Affixing floor markers at the entrances and ISAT venues to ensure social distancing; and
- h. Regular cleaning/fumigation of ISAT venues.

Eighty-seven percent of the visited campuses/sites complied fully with the COVID-19 standard operating procedures. The campuses/sites that did not observe one or more of the COVID-19 protocols are listed in Table 3J.

Table 3J: Campuses/Sites that did not observe one or more of the COVID-19 protocols

No.	Challenges in handling/dealing with COVID-19 protocols	Subject	Campus/Site
1.	<ul style="list-style-type: none"> • The status of the campus is not known as Umalusi conducted off-site moderation. 	Advanced Plant Production L4	Mthimba
2.	<ul style="list-style-type: none"> • Only a few students were seen wearing masks. 	Computer Programming L4	Mthatha
3.	<ul style="list-style-type: none"> • The ISAT venues were not cleaned/sanitised regularly. 	Concrete Structures L4	Mamelodi
4.	<ul style="list-style-type: none"> a. There was a total disregard for the COVID-19 standard operating procedures; b. The campus showed a lack of commitment to the prevention, containment and management of the virus; c. Screening and temperature checks of staff, students and visitors at the entrance of the campus was not carried out, although there was a screening station; d. Not all of the staff and students were wearing face masks; e. Regular cleaning/ sanitisation of ISAT venues was not done. Fumigation was done only if a COVID-19 positive case was reported; f. There was a hand sanitizer stand at the entrance, with no hand sanitizer in it. Likewise, the ISAT venues did not have hand sanitizer; g. Students were seen crowding around one of the receptionists, infringing social distancing protocols; and h. There were no "social distancing" floor markers at the entrance or ISAT venue to enforce social distancing. 	Contact Centre Operations L4	Ladysmith
5.	<ul style="list-style-type: none"> • There were no "social distancing" floor markers at the entrances or ISAT venues. 	Human and Social Development L4	Crawford
6.	<ul style="list-style-type: none"> a. The Umalusi moderator was not stopped at the gate for any type of screening. b. Sanitizers were not available in the ISAT venue. c. The ISAT venues were cleaned/fumigated regularly, up until the service contract had expired. 	Mechanical Draughting Technology L4	Seshego
7.	<ul style="list-style-type: none"> • Many of the students were not wearing their face masks. They would keep it around their necks or in their hands, and only position it properly if they were asked to do so. 	Plumbing L4	Kimberley (Moremogolo)

No.	Challenges in handling/dealing with COVID-19 protocols	Subject	Campus/Site
8.	<ul style="list-style-type: none"> The campus did not keep records of screening and temperature checks. 	Tourism Operations L4	Phalaborwa

3.4 Areas of Improvement

Despite the many challenges experienced during the 2020 examinations, there were some areas of improvement in the conduct of the ISAT/PAT.

- All the visited sites (except for one) were in possession of the latest ISAT and these were used for the 2020 examination period. This compares favourably with the four sites in 2019 that either did not have the latest ISAT or had not made use of it.
- At 92% of the visited sites, lecturers had a clear understanding of what was expected from the ISAT. This is an improvement of 8% from the 2019 examinations.
- Seventy-eight percent of sites had either moderated the ISAT end product or both the ISAT conduct and end product, a substantial improvement of 25% from the 2019 examinations.

3.5 Areas of Non-compliance

During the moderation of the conduct of the ISAT/PAT, some challenges and areas of non-compliance were identified.

3.5.1 Planning

Planning and preparation at most of the sites was derailed at the onset of the COVID-19 pandemic.

- As a result of the pandemic and its trajectory, the planning and preparation of the ISAT/PAT were affected in the following ways:
 - Closure and re-opening of campuses/sites;
 - Revision of academic schedules and postponement of planned assessment activities;
 - Difficulties in procurement of equipment, consumables and facilities during lockdown;
 - Student and staff testing positive for the virus had to remain in quarantine for 14 days;
 - Staff with comorbidities were placed on sick leave;
 - In the need to observe social distancing, the use of computer laboratories and other facilities on campus was restricted; and
 - Face to face communication between students and the campus/lecturers was replaced with WhatsApp communication.
- Apart from the mitigating circumstances, the following challenges were experienced at some of the visited sites during the planning stages of the ISAT:
 - Inadequate/Inappropriate facilities;
 - Shortage of equipment, consumables and safety gear;
 - Lack of computer and internet facilities;
 - Student unrest;
 - Difficulties with procurement and ill-timed procurement;
 - Theft of equipment;
 - Staffing issues; and
 - Poor housekeeping.

3.5.2 Implementation of ISAT

The following were some of the issues that had an influence on the conduct of the ISAT/PAT at some of the visited sites:

- a) Amid the pandemic and the need to complete the academic year, some of the visited sites undertook the following contingency measures to complete the ISAT/PAT. These included:
 - i. Sites improvising by arranging for group work where individual work was required;
 - ii. Modifying the specifications of the ISAT/PAT to have it completed on time;
 - iii. Communicating instructions of the ISAT/PAT via WhatsApp; and
 - iv. Having students to complete tasks off-campus when some of these should have been done under assessment conditions.
- b) At 35% of the visited sites, tasks and sub-tasks were not completed according to the specifications of the ISAT/PAT;
- c) Owing to the limited access to computer and internet facilities at some sites, students used outside facilities to complete the tasks;
- d) In tasks where internet research was required, some students plagiarised internet sites;
- e) Student readiness for the ISAT/PAT at some sites was questionable;
- f) Poor housekeeping was observed at one of the visited sites; and
- g) At 6% of the visited sites, the ISAT had not commenced at the time of the Umalusi visit.

3.5.3 Quality and Standard of Marking and Scoring

At some of the visited sites, the marking/scoring was not always appropriate:

- a. Marking/scoring of the ISAT was affected by irregularities such as modifications of the ISAT and deviations from the specifications of the tasks;
- b. The assessment tools did not support accurate marking/scoring of the competency of the task in 8% of the moderated ISAT;
- c. The quality and standard of marking/scoring was not appropriate at 24% of the visited sites;
- d. Flawed rubrics/marketing tools led to subjective and lenient marking;
- e. Careless marking/scoring and a failure to adhere to the marking/scoring tool was identified at some sites; and
- f. In some cases, where group work was required, the candidates' individual competence was not assessed, and all members of the group were awarded the same mark/score.

3.5.4 Quality and Standard of Moderation

Although moderation was conducted at 78% of the visited sites:

- a. The quality and standard of internal moderation was not always appropriate;
- b. At some sites, supporting documents such as reports were not readily available;
- c. Most of the moderation occurred at campus level only;
- d. Internal moderation had not taken place at 16% of the sites at the time of the Umalusi visit and it was not clear whether there was any plan to moderate the ISAT; and
- e. Shadow moderation and a lack of feedback to assessor/student was a recurrent problem.

3.6 Directives for Compliance and Improvement

The moderation of the conduct of the ISAT/PAT revealed that some urgent intervention by the DHET is required at some sites to ensure that:

- a. The procurement of assets and consumables for the ISAT/PAT are done timeously;

- b. Tasks and sub-tasks are completed according to the specifications of the
- c. ISAT/PAT;
- d. Authenticity is ensured throughout the implementation of the ISAT;
- e. Marking/scoring tools for some ISATs are amended and/or additional checklists are developed to facilitate reliable and effective marking/scoring within and across sites; and
- f. Internal moderation of ISAT/PAT is formalised, and moderation is conducted in a professional manner to enhance the standard of assessments.

3.7 Conclusion

The conduct of the ISAT/PAT of the 2020 examination period had been adversely affected by the COVID-16 pandemic. Sites that had built capacity and are operating competently at all levels, found it less challenging to complete the ISAT/PAT despite the difficult circumstances. Some of the visited sites that had previously experienced challenges were further burdened by the pandemic.

The lack of facilities, equipment and consumables are recurrent at some of the visited sites. The responsibility lies with the management of colleges to ensure that the acquisition and maintenance of facilities and equipment and the purchase of consumables is budgeted for annually. Regular audits of facilities and equipment and stock take of consumables would facilitate decision making in this regard. Colleges should not offer a programme if they do not have the necessary resources to do justice to the implementation of the NC(V) qualification.

It is mandatory that sites conduct the ISAT according to specifications and that marking/scoring is fair and consistent. Management should ensure that internal moderation processes are established, and that internal moderation is thorough and adds value to the assessment process.

Despite the identified challenges, the majority of the visited sites undertook contingency measures to complete the ISAT/PAT.

CHAPTER 4 REVIEW OF INTEGRATED SUMMATIVE ASSESSMENT TASKS

4.1 Introduction

Umalusi conducts external moderation of two internal continuous assessment (ICASS) practical assessment tasks (PAT) and one integrated summative assessment task (ISAT) per subject reviewed by the Department of Higher Education and Training (DHET). The purpose of this external moderation is to ensure that all reviewed PAT and ISAT can be adequately utilised to assess, and measure candidates acquired theoretical and practical skills.

The PAT and ISAT are compulsory practical components of the external summative assessment for vocational subjects in the National Certificate (Vocational) [NC (V)] qualifications. Hence, the external moderation of reviewed PAT and ISAT are a crucial part of quality assurance of the assessment process. Umalusi, through a rigorous external moderation process, confirms that the reviewed PAT and ISAT are applicable, fair, valid, reliable and comply with Umalusi's criteria, and the subject and assessment guideline documents of the DHET.

Umalusi, upon deliberation and robust scrutiny and exchange, must decide whether the reviewed PAT and ISAT are 'print ready' and fit for implementation.

4.2 Scope and Approach

Umalusi adopted an off-site moderation approach to verify the standard and quality of the reviewed PAT and ISAT for six NC(V) Level 4 (L4) subjects. The approved PAT and ISAT are for implementation in the 2021 examination cycle. Table 4A Lists the six subjects for which the reviewed PAT and ISAT were externally moderated:

Table 4A List of subjects for which reviewed PAT and ISAT were externally moderated

No.	NC(V) L4 Subject
1.	Applied Policing L4
2.	Computer Programming L4
3.	Criminal Justice Process L4
4.	Governance L4
5.	Law Procedures and Evidence L4
6.	System Analysis and Design L4

The reviewed PAT and ISAT were externally moderated against five criteria. Each criterion was judged according to different quality indicators. The five criteria are listed below:

- Adherence to NC(V) Assessment Policies and DHET Standards for ISAT/PAT design;
- Content coverage;
- Cognitive, psychomotor, interactive and reactive skills coverage;
- Tools for assessing candidate performance; and
- Overall impression of task.

4.3 Summary of Findings

This section represents the most important results of the reviewed tasks and discusses and interprets the findings of the data collected through the external moderation process.

Table 4B summarises the findings from the external moderation process of the reviewed PAT and ISAT of 6 NC (V) L4 subjects:

Table 4B: Summary of findings from initial moderation of reviewed L4 ISAT/PAT 1 and PAT 2

Criteria	Findings	Subjects/Instructional offerings
Adherence to NC (V) Assessment Policies and DHET Standards for PAT Design	Tasks for all subjects (6 out of 6) covered topics/subject outcomes that should be practically assessed as indicated in the Assessment Guidelines of the vocational subject.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Tasks for all subjects (6 out of 6) adhered to the NC(V) Assessment Guidelines	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Sixty seven percent (4 out of 6) of the subjects for the reviewed PAT 1 had an accompanying assessment framework illustrating coverage of the topics, subject and learning outcomes.	Applied Policing L4 Computer Programming L4 Governance L4 System Analysis and Design L4
	There was no accompanying assessment framework in two (33%) subjects for the reviewed PAT 1 and ISAT.	Criminal Justice Process L4 PAT 1 and ISAT Law Procedures and Evidence L4 PAT 1 and ISAT
	All (6 out of 6) assessment tasks were workplace relevant and promoted liaison with the industries and the workplaces.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Tasks for all subjects (6 out of 6) can be implemented under supervised conditions.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The instructions and guidance to the lecturer on the task implementation were clear and unambiguous in 67% (4 out of 6) of subjects for the reviewed PAT 1 and PAT 2.	Applied Policing L4 Computer Programming L4 Governance L4 System Analysis and Design L4

Criteria	Findings	Subjects/Instructional offerings
Adherence to NC (V) Assessment Policies and DHET Standards for PAT Design	On PAT 1 and PAT 2, for 33% (2 out of 6) of the subjects, the instructions and guidance to the lecturer on the task implementation were not clear and unambiguous.	Criminal Justice Process L4 (PAT 2) Law Procedure and Evidence (PAT 1)
	The instructions to the students in the tasks were clear for all subjects.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The assessment tools for tasks of all subjects would enable lecturers to assess the tasks consistently and reliably.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	A full list of the resources required to complete the tasks were provided in all (6 out of 6) the subjects.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	In 100% (6 out of 6) of the subjects reviewed, the tasks were viable and affordable in terms of equipment and resources.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The timeframes for reviewed tasks, for all subjects (6 out of 6), were clearly stated and were in line with the PAT concept model.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Reviewed tasks for all subjects (6 out of 6) could realistically be achieved within the timeframes.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Content coverage	An adequate range of topics, subject and learning outcomes were covered in sixty seven percent (4 out of 6) of subjects reviewed for PAT 1.

Criteria	Findings	Subjects/Instructional offerings
Content coverage	PAT 2 and ISAT covered an adequate range of topics, and subject and learning outcomes in 100% (6 out of 6) of the reviewed subjects.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	PAT 1 did not cover an adequate range of topics, and subject and learning outcomes in 33% (2 out of 6) of the reviewed subjects.	Criminal Justice Process L4 Law Procedures and Evidence L4
	All assessment activities, tools and resources selected were appropriate for the outcomes to be assessed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The practical assessment tasks collectively stimulated innovation, creativity and challenged student abilities in 100% (6 out of 6) of the subjects reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	All practical assessment tasks were practical and realistic in nature.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	All practical assessment tasks were representative of the latest development/ product in their field of study.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The assessment standards and learning outcomes were appropriately linked and integrated in all tasks reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
Cognitive, psychomotor, interactive and reactive skills coverage	The cognitive and psychomotor demand of the reviewed PAT 1, PAT 2 and ISAT were appropriate for NQF level 4 across all subjects.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4

Criteria	Findings	Subjects/Instructional offerings
Cognitive, psychomotor, interactive and reactive skills coverage	The distribution of the cognitive application was 100% compliant in all the tasks reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	A concerted effort was made to include all four dimensions of competency in the reviewed tasks.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The application of information and processes in familiar and unfamiliar contexts to provide for the average, capable and advanced student was evident in the tasks for all subjects (6 out of 6).	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Tasks for all subjects (6 out of 6) were well balanced in terms of levels of difficulty of content, questions/instructions, processes and expected responses.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	PAT 1, PAT 2, and ISAT for all subjects required candidates to apply two or more process steps to arrive at an answer.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Tasks for all subjects (6 out of 6) provided evidence that candidates were required to select the most appropriate data/ methods/processes/ tools from available options and decide on the best way to represent these to create a particular result.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	PAT 1, PAT 2, and ISAT across all subjects provided evidence that the candidates were required to make predictions and that they were able to motivate their inferences.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	PAT 1, PAT 2, and ISAT for all subjects required the candidates to make judgements or give their own opinions.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4

Criteria	Findings	Subjects/Instructional offerings
Cognitive, psychomotor, interactive and reactive skills coverage	There was an appropriate balance (80:20) mark allocation in all the PAT 1, PAT 2, and ISAT.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
Tools for assessing candidate performance	The assessment tools selected for all tasks across all subjects were appropriate for all the outcomes to be assessed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	In 67% of subjects (4 out of 6), PAT 1 adhered to the PAT design model.	Applied Policing L4 Computer Programming L4 Governance L4 System Analysis and Design L4
	In 33% (2 out of 6), PAT 1 did not adhere to the PAT design model.	Criminal Justice Process L4 Law Procedures and Evidence L4
	PAT 2 and ISAT adhered to the PAT design model across all subjects (6 out of six).	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The assessment tools provided detailed indications on how to allocate marks and arrive at a total mark for candidate performance in each sub-task/activity in 100% of subjects (6 out of 6) for PAT 2 and ISAT.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The mark allocations for the reviewed PAT 1 and PAT 2 were clear, unambiguous, and would lead to consistent marking in 67% (4 out of 6) of subjects.	Applied Policing L4 Computer Programming L4 Governance L4 System Analysis and Design L4
	The mark allocation for the ISAT tasks were clear, unambiguous, and will lead to consistent marking in all tasks reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The mark allocations in 33% of subjects (2 out of 6) for PAT 1 and PAT 2 were unclear, ambiguous, and would have not lead to consistent marking of the tasks reviewed.	Criminal Justice Process L4 Law Procedures and Evidence L4
	The mark totals and subtotals added up correctly in all the assessment tools reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4

Criteria	Findings	Subjects/Instructional offerings
Tools for assessing candidate performance	All assessment tools reviewed made provision for alternative/appropriate creative responses from candidates if applicable.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	The proposed scoring and difficulty level of the tasks were in correlation for all assessment tools reviewed.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	All the assessment tools reviewed took the authenticity of candidate evidence into account.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Only three out of six subjects (50%) of the candidate checklists for PAT 1 provided adequate guidance on how the assessment tasks would be marked without revealing direct answers.	Applied Policing L4 Computer Programming L4 Systems Analysis and Design L4
	In eighty three percent of subjects (5 out of 6) for PAT 2 the candidate checklists provided adequate guidance on how the assessment tasks would be marked without revealing direct answers.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Law Procedures and Evidence L4 System Analysis and Design L4
	All ISAT candidate checklists provided adequate guidance on how the assessment tasks would be marked without revealing direct answers.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	In three out of six subjects (50%) the PAT 1 candidate checklists did not provide adequate guidance.	Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4
	In one subject the PAT 2 candidate checklist did not provide adequate guidance.	Governance L4
Overall impression of task	Safety in Society/Industry Expectations All the tasks met the Safety and Industry expectations and were relevant to each subject.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4

Criteria	Findings	Subjects/Instructional offerings
Overall impression of task	Language The language used in all reviewed tasks was professional, appropriate, and technically correct across all subjects.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4
	Bias All the tasks were unbiased towards gender, race, and cultural issues.	Applied Policing L4 Computer Programming L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 System Analysis and Design L4

4.4 Areas of Improvement and Good Practice

The PAT/ISAT L4 Moderation Instruments that were submitted to Umalusi were of a high standard. Due to the very small sample of subjects (6) that were moderated, it was difficult to ascertain areas of improvement.

The external moderation of the reviewed tasks across the six subjects revealed the following areas of good practice:

- a. Three out of the six subjects (50%) reviewed complied in all respects with all the Moderation Criteria; and
- b. A one hundred percent of the six subjects reviewed, fully complied with the Cognitive, Psychomotor, Interactive and Reactive Skills moderation criterion.

4.5 Areas of Non-Compliance

The results of the initial external moderation of reviewed tasks revealed the following concerns of non-compliance which may lead to poorly designed ISAT and hinder students' performance and quality of future external moderations:

- a. Law Procedures and Evidence L4, and Criminal Justice Process L4 did not include an assessment framework that illustrated coverage of the topics, and subject and learning Outcomes in PAT 1 and ISAT (33%);
- b. Law Procedures and Evidence L4 and, Criminal Justice Process L4, did not cover an adequate range of topics in PAT 1; and
- c. Tools for assessing candidate performance were not fully compliant in fifty percent, three out of the six subjects that were reviewed:
 - I. In fifty percent (3) of the six subjects reviewed, the student checklists did not adequately provide guidance on how tasks would be marked for the PAT 1 assessment (Law Procedures and Evidence L4, Governance L4, and Criminal Justice Process L4 L4);
 - II. Mark allocations did not adhere to the PAT Design Model in 33% (2 out of 6) for the PAT 1 assessment. (Law Procedures and Evidence L4 and Criminal Justice Process L4); and
 - III. The mark allocations for PAT 1 and PAT 2 would have not led to consistent marking in 33% (2 out of 6) of the subjects, (Law Procedures and Evidence L4 and Criminal Justice Process L4).

4.6 Directives for Compliance and Improvement

To improve the standard and quality of reviewed tasks, the DHET are advised to:

- a. Ensure that similar areas of non-compliance, as highlighted above, are addressed prior to submission of the PAT/ISAT for initial external moderation. In this way, the process of quality assurance of the reviewed PAT/ISAT will not be prolonged.

4.7 Conclusion

The external quality assurance process revealed that all reviewed PAT and ISAT across six subjects are applicable, fair, valid, and reliable. The external moderators moderated the reviewed ISAT/PAT robustly and they were detailed in their recommendations. All recommendations were duly accepted and implemented by the DHET. The reviewed PAT and ISAT for the six subjects moderated are declared 'print ready' and fit for implementation.

CHAPTER 5 STANDARDISATION OF MARKING GUIDELINES

5.1 Introduction

The marking process can only be successful if the role players can reach consensus and a common understanding of the marking process and the allocation of marks before marking starts. The main purpose of the standardisation of the marking guidelines for the national examinations is to ensure fair, consistent and valid marking. This goal can be achieved if there is an open discussion between chief markers, internal moderators and markers.

In the past the marking guideline discussions took place at the marking centres at the onset of the marking. During 2020 the lockdown restrictions brought about by COVID-19 necessitated a different approach that required social distancing, yet still allow for the standardisation process to continue effectively. The need for social distancing did not only affect the standardisation meetings, it also forced the Department of Higher Education and Training (DHET) to distribute the marking processes to more marking centres which required more marking staff.

The DHET embarked on a process of arranging online meetings involving all the role players in the marking guideline discussions as well as the examiners and internal moderators of the question papers.

The marking guideline standardisation meetings for National Certificate (Vocational) [NC(V)] Level 2 and Level 3 were conducted shortly after each question paper was written. The appointed standardising committees met online using an online platform to discuss the marking guidelines and agree on amendments. The online platform simplified the process by allowing the committee immediate access to each other and amendments to the marking guidelines and could be done on the screen. On completion of this process, the DHET used Dropbox to share the approved marking guidelines with all colleges and campuses.

The DHET used the same online platform for the marking guideline discussion meetings for NC(V) Level 4. These meetings were scheduled soon after the question papers were written, and before marking commenced at centralised and decentralised marking centres. All appointed chief markers, internal moderators and markers and in some subjects the examiners and the internal moderators (setting) were invited to attend the meetings. The online meetings allowed more attendees to interact, discuss and reach consensus about amendments before the final signing off of the amended approved marking guideline. Umalusi's presence at the meetings was to monitor the quality and standard of such meetings and to ensure that the decisions and amendments made would enhance the fairness, consistency and validity of the assessment.

The purpose of the standardisation of marking guidelines was to ensure that:

- a. All amendments to the marking guidelines were agreed upon after deliberation;
- b. All marking personnel had a common interpretation of the marking guidelines; and
- c. Umalusi approved the final version of all marking guidelines.

Furthermore, this process aimed at ensuring that all possible alternative responses were included in the final marking guidelines so that candidates were not unfairly advantaged or disadvantaged.

5.2 Scope and Approach

Five Umalusi external moderators attended the marking guideline discussion meetings for a sample of five NC(V) Level 2 and 3 question papers as listed in Table 5A. In the case of the NC(V) Level 4 papers, Umalusi deployed 82 external moderators to attend the marking guideline discussion meetings for 80 subjects and 82 question papers as listed in Table 5B. All the meetings were conducted on the online platform.

5.2.1 NC(V) Levels 2 and 3

Umalusi officials attended the online marking guideline discussion meetings hosted by the DHET on the Microsoft Office Teams platform. These meetings were attended by members of the standardising committees. The meetings took place between 23 November and 25 November 2020. Table 5A lists the question papers and dates of the meetings attended by Umalusi.

Table 5A: NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi

No.	Question Paper	Dates
1.	Mathematics L2 Paper1	23/11/2020
2.	Freight Logistics L3	11/12/2020
3.	Life Skills and Computer Literacy L3 Paper 1	27/11/2020
4.	Life Skills and Computer Literacy L3 Paper 2	23/11/2020
5.	Mathematical Literacy L3 Paper 1	25/11/2020

The introduction of online meetings required the Umalusi instrument to be amended. Umalusi moderators used the amended instrument for the Standardisation of Marking Guidelines. The instrument required Umalusi moderators to report the findings based on the following criteria:

- a. Attendance of provincial marking committee members;
- b. Preparations for the standardisation of marking guidelines;
- c. Standardisation of the marking guidelines process; and
- d. The participation of members and the success of the online meetings.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, give guidance where needed and endorse final decisions.

5.2.2 NC(V) Level 4

The cost effectiveness of the online meetings of the DHET allowed Umalusi to increase the number of external moderators attending the marking guideline standardisation meetings to 82 compared to the 40 that were deployed in 2019. The new approach allowed all attendees to link to the meeting via any electronic device with internet access from any location. All the meetings were scheduled between 23 November and 15 December 2020.

Table 5B lists all the question papers and dates of the marking guideline discussions for NC(V) L4 that Umalusi attended.

Table 5B: NC(V) Level 4 question papers included in the sample of marking guideline discussion meetings attended by Umalusi

No.	Question Paper	Dates
1.	Advanced Plant Production	09/12/2020
2.	Advertising and Promotions	09/12/2020
3.	Afrikaans FAL Paper 2	24/11/2020
4.	Animal Production	13/12/2020
5.	Applied Accounting Paper 1	03/12/2020
6.	Applied Engineering Technology	13/12/2020
7.	Applied Policing	26/11/2020
8.	Architectural Graphics and Technology Paper 1	23/11/2020
9.	Automotive Repair and Maintenance	26/11/2020
10.	Business Practice	04/12/2020
11.	Carpentry and Roof Work	24/11/2020
12.	Civil and Structural Steel Work Detailing Paper 1	04/12/2020
13.	Client Service and Human Relations	13/12/2020
14.	Community Oriented Primary Care	26/12/2020
15.	Computer Integrated Manufacturing	13/12/2020
16.	Computer Programming Paper 2	13/12/2020
17.	Concrete Structures	26/11/2020
18.	Construction Planning	07/12/2020
19.	Construction Supervision	09/12/2020
20.	Consumer Behaviour	27/11/2020
21.	Contact Centre Operations	27/12/2020
22.	Criminal Justice Process	13/12/2020
23.	Criminology	27/11/2020
24.	Data Communications and Networking	10/12/2020
25.	Drawing Office Procedures and Techniques Paper 1	27/11/2020
26.	Early Childhood Development	27/11/2020
27.	Economic Environment	10/12/2020
28.	Electrical Principles and Practice	07/12/2020
29.	Electrical Systems and Construction	27/11/2020
30.	Electrical Workmanship	14/12/2020
31.	Electrical Control and Digital Electronics	10/12/2020
32.	Electrotechnology	10/12/2020
33.	Engineering Processes	07/12/2020
34.	English FAL Paper 2	24/11/2020
35.	Farm Planning and Mechanisation	07/12/2020
36.	Financial Management	14/12/2020
37.	Fitting and Turning	30/11/2020
38.	Food Preparation	08/12/2020
39.	Freight Logistics	07/12/2020
40.	Governance	07/12/2020
41.	Hospitality Generics	08/12/2020

No.	Question Paper	Dates
42.	Hospitality Services	30/11/2020
43.	Human and Social Development	10/12/2020
44.	Law Procedure and Evidence	10/12/2020
45.	Life Skills and Computer Literacy Paper 1	20/11/2020
46.	Life Skills and Computer Literacy Paper 2	17/11/2020
47.	Management Practice	08/12/2020
48.	Marketing	08/12/2020
49.	Marketing Communication	14/12/2020
50.	Masonry	01/12/2020
51.	Materials	14/12/2020
52.	Mathematical Literacy Paper 2	25/11/2020
53.	Mathematics Paper 1	19/11/2020
54.	Mechanical Draughting and Technology Paper 2	14/12/2020
55.	Mechatronic Systems	01/12/2020
56.	Multimedia Service	01/12/2020
57.	New Venture Creation	01/12/2020
58.	Office Data Processing	15/12/2020
59.	Office Practice	11/12/2020
60.	Operations Management	11/12/2020
61.	Personal Assistance	01/12/2020
62.	Physical Science Paper 1	04/12/2020
63.	Physical Science Paper 2	15/12/2020
64.	Plumbing	01/12/2020
65.	Process Chemistry	02/12/2020
66.	Process Control	15/12/2020
67.	Process Technology	08/12/2020
68.	Professional Engineering Practice	11/12/2020
69.	Project Management	02/12/2020
70.	Refrigeration and Air Conditioning Processes	02/12/2020
71.	Renewable Energy Technologies	02/12/2020
72.	Roads	02/12/2020
73.	Science of Tourism	08/12/2020
74.	Stored Programme Systems	08/12/2020
75.	Sustainable Tourism in SA and International Travel	11/12/2020
76.	Systems Analysis and Design	09/12/2020
77.	The Human Body and Mind	15/12/2020
78.	Tourism Operations	03/12/2020
79.	Transport Economics	11/12/2020
80.	Transport Operations	15/12/2020
81.	Welding	03/12/2020
82.	Wholesale and Retail	03/12/2020

The change to online meetings necessitated amendments to the Umalusi instrument. Umalusi moderators used the amended Instrument for the Standardisation of Marking Guidelines. The amended instrument for NC(V) Level 4 required Umalusi moderators to report the findings based on the following criteria:

- a. Attendance and punctuality of internal moderators and chief markers;
- b. Duration of discussions;
- c. Appointment of marking staff;
- d. Chairperson of the meeting;
- e. Standardisation of the marking guidelines process;
- f. Participation of role players;
- g. Adjustments and justification;
- h. Umalusi's role;
- i. Challenges during the meeting; and
- j. Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, give guidance where needed, endorse final decisions and, subsequently, approve the final marking guidelines to be used during the marking.

5.3 Summary of Findings

5.3.1 Summary of Findings for NC(V) Level 2 and Level 3

The five external moderators each joined the online marking guideline discussion meeting of the selected sample of subjects for either Level 2 or Level 3. Umalusi's findings as captured on the moderation instrument during the standardisation process are captured in Table 5C:

Table 5C: NC(V) L2 and L3 Summary of findings

Criteria	Findings	Question Papers
Attendance of committee members	The meetings were attended by the standardisation committee of each subject. These committees consisted of experienced lecturers in the field.	Life Skills and Computer Literacy L3 Paper 1 and Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
Attendance of marking staff	The examiner, chief marker and internal moderator attended the meeting. No other members were present.	Freight Logistics L3
Duration of meeting	Two and a half hours	Mathematics
	Three hours	Freight Logistics
	One hour and 24 minutes	Life Skills and Computer Literacy L3 Paper 1
	Two and a half hours	Life Skills and Computer Literacy L3 Paper 2
	Five hours	Mathematical Literacy L3 Paper 1
Invitations to the meeting	All members received their invitations to the meeting in good time. Invitations were received between seven days and two weeks prior to the meeting.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 1 and Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1

Criteria	Findings	Question Papers
Chairperson of the meeting	In all the meetings one of the committee members chaired the meeting except for the Freight Logistics meeting.	Life Skills and Computer Literacy L3 Paper 1 and Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
	The internal moderator chaired the meeting.	Freight Logistics L3
Receipt of the original signed off marking guideline in word format	All received the original marking guidelines in word format and where changes were made these were highlighted in yellow.	Life Skills and Computer Literacy L3 Paper 1 and Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
Receipt of the original signed off marking guideline in PDF format	One group only had access to the PDF format of the signed off marking guideline. They were promised to receive the word document but did not receive it.	Freight Logistics L3
Sample marking completed	Sample marking was not done during the standardisation meeting, but committee members did sample marking of at least five scripts at their campuses prior to the meeting.	Life Skills and Computer Literacy L3 Paper 1 and Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
Sample marking not done	The moderation report indicated that no sample marking was done during the meeting or prior to the meeting.	Freight Logistics L3
Incorrect answers detected on the marking guideline	In four of the subjects, participants identified and corrected incorrect answers to questions.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
Marks on marking guideline correspond with mark allocation in the marking guideline	There was one instance where the marks in the question paper did not align with the marks on the marking guideline. This was corrected.	Life Skills and Computer Literacy L3 Paper 2
Alternative answers added	The members added alternative answers to all the question papers. These answers were discussed and the effect on the cognitive demand was discussed before addition.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1
Changes to mark allocation	None of the subjects made any changes to the mark allocation of any question.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1

Criteria	Findings	Question Papers
Concessions	Only two subjects identified possible concessions. In Life Skills and Computer Literacy Paper 1 this concession related to one question and involved one mark and in Freight Logistics two questions were outside the scope of the Subject and Assessment Guidelines (SAG) guidelines.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 1
Amended marking guideline supports consistent marking	Umalusi indicated that the amended guideline would not promote consistent marking at campus level as question 3 had too many variants.	Freight Logistics L3
Conduciveness of online platform for marking guideline discussions	Umalusi felt that the online platform was conducive to marking guideline discussions in some of the question papers, but in Life Skills and Computer Literacy L3 Paper 1, the sound quality was not up to standard which affected discussions.	Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematics L2
	In two of the subjects the Umalusi moderators indicated that the online platform was not conducive to marking guideline discussions. In Freight Logistics L3 the chairperson experienced serious technical challenges and could not share the word format of the marking guideline on the screen. The Umalusi moderator offered assistance and the chairperson forwarded a PDF copy which could not be shared on the screen. Participants were informed that the finalised draft would be sent to Umalusi. This was not done and consequently the amended marking guideline that was used during marking did not reflect the agreed changes. Umalusi noted in Life Skills and Computer Literacy L3 Paper 2 that there was little participation in the discussions.	Freight Logistics L3 Life Skills and Computer Literacy L3 Paper 2

5.3.3 Summary of Findings for NC(V) Level 4

Umalusi attended online marking guideline discussion meetings for 80 subjects (82 question papers) over the period from 23 November to 15 December 2020. The findings from the NC(V) Level 4 marking guideline discussion meetings are summarised in Table 5D. These findings reflect good practices and challenges.

Table 5D: NC(V) L4 Summary of findings

Criteria	Findings	Question Papers
Attendance	<p>The chief markers of 9% of the subjects were not present during the meetings. This was mainly in subjects where small numbers of students were registered to write the examinations and in cases where the chief markers were not appointed yet.</p> <p>Although the 91% of attendance of chief markers in 2020 is 4% lower than the 95% attendance in 2019, attendance still compared well.</p>	<p>Applied Engineering Technology L4 Community Oriented Primary Care L4 Human and Social Development L4 Materials L4 Mechanical Draughting and Technology L4 Paper 2 Office Practice L4 Renewable Energy Technologies L4 The Human Body and Mind L4</p>
	<p>It was good to note that in 84% of subjects, internal moderators were present at the meetings. The cases where internal moderators were not present were in subjects where the number of students did not justify the appointment of internal moderators.</p> <p>The 16% of subjects where internal moderators were not present are reflected in the question paper column.</p>	<p>Advanced Plant Production L4 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Paper 1 Concrete Structures L4 Criminology L4 Data Communication and Networking L4 Economic Environment L4 Materials L4 Office Practice L4 Personal Assistance L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Process Control L4 Refrigeration and Air Conditioning L4 Welding L4</p>
	<p>Markers were not present at all the subject marking guideline discussion meetings. At some of the meetings up to five or six markers were in attendance while in others there were no markers.</p> <p>The reasons stated for the non-attendance included low numbers of students and in these cases the chief marker would be the only marker; markers were not yet appointed and in some cases the DHET had not invited markers to the meetings and restricted the meetings to chief markers and internal moderators only.</p> <p>The 38% of subjects that had no markers present at the meetings are listed in the subject column.</p>	<p>Architectural Graphics and Technology L4 Paper 1 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Paper 1 Community Oriented Primary Care L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L4 Electrotechnology L4 Farm Planning and Mechanisation L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mechanical Draughting and Technology</p>

Criteria	Findings	Question Papers
Attendance		L4 Paper 2 Mechatronic Systems L4 Multimedia Services L4 Physical Science L4 Paper 1 Physical Science L4 Paper 1 Plumbing L4 Process Control L4 Roads L4 Stored Programme Systems L4 Systems Analysis and Design L4 The Human Body and Mind L4 Transport Operations L4 Wholesale and Retail L4
Punctuality of participants	<p>The findings showed that 64% of participants were punctual for the marking guideline discussions.</p> <p>The remaining meetings started after the scheduled time. Two reasons were identified for this: participants who joined late for 20% of the meetings and 17% that encountered technical and connectivity challenges.</p> <p>The subjects where participants were late are listed under question papers.</p>	Advanced Plant Production L4 Advertising and Promotions L4 Applied Accounting L4 Paper 1 Concrete Structures L4 Construction Planning L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Workmanship L4 Electrotechnology L4 Farm Planning and Mechanisation L4 Food Preparation L4 Life Skills and Computer Literacy L4 Paper 2 Marketing L4 Materials L4 The Human Body and Mind L4
	<p>The 17% of subjects where the meetings started late because of technical and connectivity challenges are listed in the question paper column.</p>	Automotive Repair and Maintenance L4 Computer Programming L4 Paper 2 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Processes L4 Governance L4 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L4 Mathematics L4 Paper 1 New Venture L4 Office Practice L4 Process Chemistry L4 Process Control L4 Roads L4 Transport Operations L4

Criteria	Findings	Question Papers
Duration of Meeting	<p>The duration of the different meetings ranged from 30 minutes to four hours and eight minutes.</p> <p>The 11% of subjects where the meeting was less than an hour long are listed in the question paper column. The length of these meetings was determined by different factors, such as the small number of attendees, where only one or two members attended or subjects where the marking guideline was approved without any amendments.</p>	<p>Automotive Repair and Maintenance L4 Criminal Justice Process L4 Criminology L4 Drawing Office Procedure and Techniques L4 Paper 1 Electrical Principles and Practice L4 Mechanical Draughting and Technology L4 Paper 2 Mechatronic Systems L4 Refrigeration and Air Conditioning L4 Welding L4</p>
	<p>The meetings of 34% of the subjects were between one and two hours long.</p>	<p>Afrikaans FAL L4 Paper 2 Applied Engineering Technology L4 Architectural Graphics and Technology L4 Paper 1 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Concrete Structures L4 Contact Centre Operations L4 Data Communications and Networking L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Management Practice L4 Marketing L4 Office Data Processing L4 Personal Assistance L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Process Control L4 Process Technology L4 Roads L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4</p>

Criteria	Findings	Question Papers
Duration of Meeting	In 41% of the subjects the duration of the meeting was between two and three hours.	Applied Accounting L4 Paper 1 Applied Policing L4 Business Practice L4 Carpentry and Roof Work L4 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Early Childhood Development L4 Electrical Systems and Construction L4 English FAL L4 Paper 2 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Life Skills and Computer Literacy L4 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 New Venture Creation L4 Operations Management L4 Plumbing L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4 Renewable Energy Technologies L4 Stored Programme Systems L4 Systems Analysis and Design L4 Transport Operations L4 Wholesale and Retail L4
	The rest of the subjects, 13% had meetings that exceeded three hours.	Advanced Plant Production L4 Advertising and Promotions L4 Animal Production L4 Civil and Structural Steel Work Detailing L4 Paper 1 Client Service and Human Resources L4 Economic Environment L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Multimedia Services L4 Office Practice L4 Science of Tourism L4

Criteria	Findings	Question Papers
Appointment of marking staff	<p>From the data provided in the moderation reports, 59% of chief markers, internal moderators and markers were appointed in good time and received their appointment confirmation via email prior to the marking guideline discussion meetings. However, there was uncertainty whether the remaining 41% did not receive their appointment letters as some reports stated that the participants could not provide dates, or it could not be determined during the online meeting.</p>	<p>Advanced Plant Production L4 Advertising and Promotions L4 Animal Production L4 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Civil and Structural Steel Work Detailing L4 Client Service and Human Resources L4 Community Oriented Primary Care L4 Computer Programming L4 Computer-integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Criminology L4 Data Communications and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 Paper2 Farm Planning and Mechanisation L4 Food Preparation L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Management Practice L4 Marketing I4 Mathematical Literacy L4 Paper 2 Multimedia Services L4 Office Data Processing L4 Operations Management L4 Physical Science L4 Paper 2 Plumbing L4 Process Chemistry L4 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Roads L4 Science of Tourism L4 Stored Programme Systems L4 System Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4</p>

Criteria	Findings	Question Papers
Recruitment process	<p>All marking staff indicated that a circular advertising the positions was sent to the management of all colleges. This circular was shared with all staff members who then applied and received confirmation of their appointment by email and SMS. Some were contacted telephonically, or their appointment confirmation was sent to their colleges.</p> <p>Umalusi did not have access to the names and designations of the role players that were invited to the meetings.</p>	
Chairperson of the Meeting	<p>The online meetings allowed the DHET to use a different approach. In 68% of the subjects the examiner or internal moderator of the question paper chaired the meeting. Their presence allowed attendees to question and make recommendations regarding the question papers and marking guidelines. It also gave the examiners and internal moderators the opportunity to listen to challenges experienced in the classroom.</p>	
	<p>Traditionally the chief marker chaired the marking guideline discussion meetings. In this round only 18% of meetings were chaired by the chief marker.</p>	<p>Computer Integrated Manufacturing L4 Construction Planning L4 Criminal Justice Process L4 Economic Environment L4 Freight Logistics L4 Governance L4 Life Skills and Computer Literacy L4 Paper 2 Materials L4 Mathematical Literacy L4 Paper 2 Personal Assistance L4 Plumbing L4 Process Control L4 Science of Tourism L4 Stored Programme Systems L4 Wholesale and Retail L4</p>
	<p>In 6% of the marking guideline discussion meetings the internal moderator (marking) for the subject chaired the meeting.</p>	<p>Applied Engineering Technology L4 Computer Programming L4 Paper 2 Contact Centre Operations L4 Law Procedures and Evidence L4 The Human Body and Mind L4</p>

Criteria	Findings	Question Papers
Chairperson of the Meeting	In two subjects, due to the low number of enrolled students, Umalusi chaired the meeting as there was only one marker present. These meetings became interactive discussions where the external moderator took the lead and provided guidance when necessary.	Architectural Graphics and Technology L4 Paper 1 Process Technology L4
	The designation of the chairperson in the remaining 5% of the meetings was not recorded.	Animal Production L4 Consumer Behaviour L4 Criminology L4 Sustainable Tourism in SA and International Travel L4
Adjustments to marking guidelines during the marking guideline discussion meetings	In 16% of subjects, the marking guideline was accepted without any adjustments. These were signed off as the final approved marking guidelines.	Architectural Graphics and Technology L4 Paper 1 Computer Programming L4 Paper 2 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrotechnology L4 Life Skills and Computer Literacy L4 Paper 1 Masonry L4 Renewable Energy Technology L4 Transport Operations L4
	Adjustments were made to the marking guidelines of the rest of the question papers. These adjustments were made after in-depth deliberation and consensus. All these adjustments related to additional alternative answers.	
Justification for changes to marking guidelines	Umalusi regarded all changes in the marking guideline as being justified. These amendments would enhance the marking process and promote fairness and consistency in marking.	
Effect of changes to the marking guidelines on cognitive level of answers/responses	Only one subject reported that the change would affect the cognitive level of the question paper. The external moderator felt that too many alternative answers were included in one of the questions.	Electrical Systems and Construction L4

Criteria	Findings	Question Papers
Role of Umalusi moderator in marking guideline discussion meetings	The external moderator assumed different roles depending on the size of the group of participants. In larger groups the role was that of an observer, guide, mediator and final decision maker. In smaller groups the role changed to the chairperson of the meeting, an active participant and/or an advisor.	
	In two instances, the external moderator discussed and guided the chief marker, internal moderator and/or marker through the marking guideline meeting and approval processes.	Architectural Graphics and Technology L4 Paper 1 Process Technology L4
Signing off the marking guidelines	After the marking guideline discussion meetings, 82 (100%) of marking guidelines were signed off. Due to the nature of an online meeting, the signing off procedure was a verbal agreement and not a physical signing of approval.	
Conduct of marking staff	All marking staff displayed professional behaviour and regarded the meeting as an opportunity to uphold the principles of good assessment.	
Problems experienced during the meeting	Umalusi reported problems in the marking guideline discussions of seven subjects. That constitutes 9% of the subjects. The main challenges that were identified were as follows: a. Inexperience in using the online platform; b. Inability to connect using a laptop and having to convert to cell phone usage; and c. Limited or no interaction between participants. In most of the subjects concerned the challenge was caused by a combination of the technical challenges and the lack of participation.	Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 New Venture Creation L4 Science of Tourism L4 Tourism Operations L4
Fairness of the question paper	The online meeting allowed marking staff to indicate any problems they experienced with the paper. In 91% of the subjects the marking staff felt satisfied that the question paper was fair.	

Criteria	Findings	Question Papers
Fairness of the question paper	In 9% of the subjects marking staff indicated that some of the questions could have been misinterpreted due to ambiguity and/or the terminology used that could be confused by second language speakers. Alternative answers were added to address the possibility of misinterpretation.	Criminal Justice Process L4 Electrical Workmanship L4 Life Skills and Computer Literacy L4 Paper 2 Mathematics L4 Paper 1 New Venture Creation L4 Project Management L4 Wholesale and Retail L4
Comments and recommendations from Umalusi moderators	<p>Not all Umalusi moderators recorded comments about the viability of the online platform. Some comments related to the marking guideline itself and the fact that the guideline was approved and would enhance the marking process and promote fair and consistent marking. However, in 63% of the subjects external moderators praised and promoted the use of the online platform. Some of the terminology that was used included: effective, efficient, professional, fruitful, smooth, well-structured, successful, cost-effective and informative.</p> <p>The descriptions were supported by reference to the participation of the attendees: open, vibrant or healthy discussions, good interaction, energetic, cordial and respected.</p> <p>Some challenges that were experienced were due to technical glitches, such as connectivity, which affected the punctual start and continuation of the meeting, the loading of documents, failure of electronic devices, participation, and the unpreparedness of chairpersons.</p>	<p>Client Service and Human Resources L4 Construction Planning L4 Construction Supervision L4 Economic Environment L4 Electrical Principles and Practice L4 Farm Planning and Mechanisation L4 Life Skills and Computer Literacy L4 Paper 1 Masonry L4 Personal Assistance L4 Plumbing L4 Transport Economics L4</p>

Criteria	Findings	Question Papers
Comments and recommendations from Umalusi moderators	Some concerns that were raised related to the absenteeism of chief markers, internal moderators, markers from one or all marking centres and marking staff that had still not been appointed and the unpreparedness of attendees.	Afrikaans FAL L4 Paper 2 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrotechnology L4 Financial Management L4 Freight Logistics L4 Governance L4 Life Skills and Computer Literacy L4 Paper 1 Materials L4 Process Control L4 Professional Engineering Practice L4 Transport Operations L4 Welding L4 Wholesale and Retail L4

5.4 Areas of Improvement

During the attendance of the marking guideline discussion meetings, areas of improvement have been noted and some good practices identified by the external moderators.

The following areas of improvements were noted:

- The online meetings allowed a cost-effective and efficient way of connecting more role players in the process of standardising the marking guidelines to ensure fair and consistent marking;
- The attendance of examiners and internal moderators of question papers at the online marking guideline discussion meetings allowed for open discussion and would enhance the setting and marking processes of the future;
- After the marking guideline discussions 100% of the marking guidelines were signed off, although verbally; and
- All marking staff displayed professional behaviour and regarded the standardisation of marking guidelines as an opportunity to uphold the principles of good marking.

5.5 Areas of Non-compliance

The external moderator reports revealed some areas of non-compliance that could compromise the examinations.

Some levels of non-compliance have been cited in the external moderator reports:

- Not all marking staff were appointed or present at the time of the marking guideline discussion meetings;
- Connectivity issues caused challenges during the online marking guideline discussions;

- c. Umalusi did not have access to the names and designations of the role players that were invited to the meetings, and
- d. The online platform was unfamiliar to some participants and this affected their participation in the process.

5.6 Directives for Compliance and Improvement

In order to improve the quality and standard of the marking guideline discussion meetings, the DHET must ensure that:

- a. Umalusi has access to the names and designations of the marking staff that had been invited to the marking guideline discussions;
- b. The online platform is instituted as a preferred medium for future marking guideline discussion meetings; and
- c. Training of all participants prior to attending online meetings to ensure that they are all conversant with the online platform used.

5.7 Conclusion

It is encouraging to note the progress and the efforts made by the DHET to comply with requirements to ensure effective marking. The implementation of the online platforms for the marking guideline meetings and the inclusion of the examiners and internal moderators in the meetings have proved to be beneficial for the standardisation process. With a concerted effort in ensuring that all participants are prepared and conversant in the use of the online platforms, the quality of the marking processes can improve in a most cost-effective manner.

CHAPTER 6 VERIFICATION OF MARKING

6.1 Introduction

A high standard of marking is imperative in confirming the credibility of the results of the students in an examination. Credibility can only be achieved if the assessment body verifies the standard of assessment by observing and checking the accuracy and consistency of marking. Umalusi monitors the marking through external verification to ensure that the assessment body adheres to the agreed and established procedures and standards, and that it is consistent, fair and accurate.

The Department of Higher Education and Training (DHET) examinations directorate appointed a chief marker, an internal moderator and markers for each Level 4 question paper. The appointment of internal moderators and the number of markers was determined by the number of expected scripts. The maximum number of scripts for each marker was set for 300. In the case of question papers with large numbers, two chief markers were appointed, for example Life Orientation. In question papers where only a few scripts were expected, the chief marker adopted the role of internal moderator.

The purpose of verifying marking is to:

- a. Determine whether the approved marking guidelines are adhered to and applied consistently;
- b. Determine that mark allocation and calculations are accurate and consistent;
- c. Ascertain that internal moderation is conducted during marking;
- d. Identify possible irregularities; and
- e. Confirm that marking is fair, reliable and valid.

6.2 Scope and Approach

Umalusi verified the consistency of marking across a sample of scripts from selected subjects for Levels 2, 3 and 4, across the provinces, from a range of marking centres.

The marking of the NC(V) Level 2 and Level 3 examination scripts was conducted internally at various college/campus examination sites. Lecturers responsible for teaching the various Level 2 and Level 3 subjects, were tasked to mark. Umalusi requested sampled sites to submit a number of marked scripts to the Springs Marking Centre for quality assurance of marking. This sample comprised mainly fundamental subjects, but also included vocational subjects of which some were identified as problematic during the November 2019 examinations.

Marking of the NC(V) Level 4 examination scripts was conducted at nine centralised marking centres. These centres were the Asherville Campus of Thekwini TVET College, the East London Campus of Buffalo City TVET College, the Hillside View Campus of Motheo TVET College, the Nelspruit Campus of Ehlanzeni TVET College, the Seshego Campus of Capricorn TVET College, the Springs Campus of Ekurhuleni East TVET College, as well as the Thornton Campus of College of Cape Town. Level 4 question papers with high enrolments, such as the Fundamental subjects, were marked at more than one marking centre.

Umalusi moderated a sample of four subjects (five question papers) in the NC(V) Level 2 and ten subjects (11 question papers) in the NC(V) Level 3, and 30 subjects (34 question papers) in the NC(V) Level 4 of the November 2020 examination. The subjects and papers are listed in Tables 6A, 6B and 6C.

Table 6A: Level 2 question papers included in the verification of marking

Number	Subject
1.	Electrical Principles and Practice L2
2.	Life Skills and Computer Literacy L2 Paper 1
3.	Life Skills and Computer Literacy L2 Paper 2
4.	Mathematics L2 Paper 1
5.	Multimedia Basics L2

Table 6B: Level 3 question papers included in the verification of marking

Number	Subject
1.	Client Service and Human Relations L3
2.	Electrical Workmanship L3
3.	English FAL L3 Paper 1
4.	Life Skills and Computer Literacy L3 Paper 1
5.	Life Skills and Computer Literacy L3 Paper 2
6.	Mathematical Literacy L3 Paper 1
7.	Mathematics L3 Paper 1
8.	Multimedia Content L3
9.	Physical Science L3 Paper 1
10.	Plant and Equipment L3
11.	Process Chemistry L3

Table 6C: Level 4 question papers included in the verification of marking

Number	Subject
1.	Animal Production L4
2.	Applied Accounting L4 Paper 1
3.	Art and Science of Teaching L4
4.	Computer Integrated Manufacturing L4
5.	Criminal Justice Process L4
6.	Data Communication and Networking L4
7.	Electrical Principles and Practice L4
8.	Electrical Systems and Construction L4
9.	Electrical Workmanship L4
10.	English FAL L4 Paper 1
11.	English FAL L4 Paper 2
12.	Financial Management L4
13.	Fitting and Turning L4
14.	Freight Logistics L4
15.	Governance L4
16.	Law Procedures and Evidence L4
17.	Life Skills and Computer Literacy L4 Paper 1 (Asherville)
18.	Life Skills and Computer Literacy L4 Paper 1 (Hillside View)
19.	Life Skills and Computer Literacy L4 Paper 1 (Nelspruit)
20.	Life Skills and Computer Literacy L4 Paper 1 (Seshego)

Number	Subject
21.	Life Skills and Computer Literacy L4 Paper 1 (Springs)
22.	Life Skills and Computer Literacy L4 Paper 2
23.	Management Practice L4
24.	Marketing Communication L4
25.	Mathematical Literacy L4 Paper 1
26.	Mathematical Literacy L4 Paper 2
27.	Mathematics L4 Paper 1
28.	Mathematics L4 Paper 2
29.	New Venture Creation L4
30.	Operations Management L4
31.	Personal Assistance L4
32.	Process Chemistry L4
33.	Professional Engineering Practice L4
34.	Project Management L4

The following three tables (6D, 6E and 6F) provide information on the question papers and the number of provinces and centres included in the Umalusi verification sample.

Table 6D: NC(V) Verification of marking Level 2: question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	orth west
Electrical Principles and Practice L2	9	2	1	3	3	4	3	2	4	1
Life Skills and Computer Literacy L2 Paper 1	7	1	1	1	1	1	-	1	-	1
Life Skills and Computer Literacy L2 Paper 2	9	2	2	2	3	2	2	3	2	2
Mathematics L2 Paper 1	9	2	1	2	2	2	1	2	2	1
Multimedia Basics L2	9	3	1	1	1	4	1	1	6	2

Table 6E: NC(V) Verification of marking Level 3: question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	orth west
Client Service and Human Relations L3	9	2	1	2	3	3	3	3	2	1
Electrical Workmanship L3	9	3	1	3	3	4	3	4	4	2
English FAL L3 Paper 1	9	3	2	3	4	5	3	2	4	3

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	orth west
Life Skills and Computer Literacy L3 Paper 1	9	2	2	2	2	2	2	3	2	4
Life Skills and Computer Literacy L3 Paper 2	9	2	1	2	2	2	2	2	2	3
Mathematical Literacy L3 Paper 1	9	3	1	2	2	2	1	1	1	1
Mathematics L3 Paper 1	8	3	1	1	1	1	1	1	3	-
Multimedia Content L3	6	3	-	-	1	3	-	1	3	2
Physical Science L3 Paper 1	6	-	-	1	1	1	1	3	3	-
Plant and Equipment L3	9	2	1	1	2	2	2	3	3	2
Process Chemistry L3	1	-	-	-	-	-	-	1	-	-

Table 6F: NC(V) Verification of marking Level 4: question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	orth west
Animal Production L4	4	-	-	-	-	-	2	2	2	2
Applied Accounting L4 Paper 1	4	-	-	-	-	-	1	2	1	1
Art and Science of Teaching L4	2	-	-	-	-	-	1	2	-	-
Computer Integrated Manufacturing L4	4	-	-	-	1	-	1	1	3	-
Criminal Justice Process L4	2	-	-	-	-	-	-	1	2	-
Data Communication and Networking L4	4	-	-	-	-	-	3	3	3	3
Electrical Principles and Practice L4	4	-	-	-	-	-	4	4	6	2
Electrical Systems and Construction L4	4	-	-	-	-	-	4	4	5	1
Electrical Workmanship L4	4	-	-	-	-	-	4	4	7	2
English FAL L4 Paper 1	2	-	7	6	-	-	-	-	-	-
English FAL L4 Paper 2	2	-	6	5	-	-	-	-	-	-
Financial Management L4	5	2	1	2	3	3	-	-	-	-
Fitting and Turning L4	4	1	-	1	2	4	-	-	-	-
Freight Logistics L4	3	-	-	-	-	-	-	1	2	1
Governance L4	6	1	1	1	1	1	-	1	-	-
Law Procedures and Evidence L4	4	2	1	1	-	-	-	-	1	-
Life Skills and Computer Literacy L4 Paper 1 (Asherville)	2	3	-	-	-	7	-	-	-	-

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	orth west
Life Skills and Computer Literacy L4 Paper 1 (Hillside View)	2	-	3	6	-	-	-	-	-	-
Life Skills and Computer Literacy L4 Paper 1 (Nelspruit)	1	-	-	-	-	-	4	-	-	-
Life Skills and Computer Literacy L4 Paper 1 (Seshego)	1	-	-	-	-	-	-	9	-	-
Life Skills and Computer Literacy L4 Paper 1 (Springs)	2	-	-	-	-	-	-	-	8	1
Life Skills and Computer Literacy L4 Paper 2	2	11	-	-	-	17	-	-	-	-
Management Practice L4	4	-	-	-	-	-	2	3	4	2
Marketing Communication L4	3	-	-	-	-	-	1	3	6	-
Mathematical Literacy L4 Paper 1	1	-	-	-	-	17	-	-	-	-
Mathematical Literacy L4 Paper 2	1	-	-	-	-	17	-	-	-	-
Mathematics L4 Paper 1	1	-	-	-	-	14	-	-	-	-
Mathematics L4 Paper 2	1	-	-	-	-	17	-	-	-	-
New Venture Creation L4	4	-	-	-	-	-	3	3	3	3
Operations Management L4	8	2	-	1	2	1	1	2	1	2
Personal Assistance L4	3	-	-	-	-	-	-	4	1	1
Process Chemistry L4	1	-	-	-	-	-	-	2	-	-
Professional Engineering Practice L4	5	2	1	3	3	3	-	-	-	-
Project Management L4	4	-	-	-	-	-	2	6	5	2

The next section summarises the findings of the verification of the marking processes.

6.3 Findings

NC(V) Level 2 and Level 3

The findings of Level 2 and Level 3 verification of marking are summarised in Table 6G. Sixteen question papers were included in this moderation sample. While this is a small sample, the moderation of each question paper was of sufficient depth to give an indication of marking practices across numerous centres.

Table 6G: NC(V) Level 2 and Level 3 Findings of Verification of Marking

Criteria	Findings	Question papers
Delivery of scripts	Two (13%) of the question papers in the sample submitted all the scripts in time for the Umalusi verification of marking. This was an improvement compared to 2019 where none of the question papers submitted their scripts in time.	Life Skills and Computer Literacy L3 Paper 1 Physical Science L3 Paper 1
	At the time of the verification of marking the scripts of the rest of the question papers 87% still had not been submitted to the marking centre.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Plant and Equipment L3 Process Chemistry L3
Marking guideline discussion	The evidence that accompanied the scripts indicated that marking guideline discussions had been conducted in only eight of the question papers, 50%.	Client Service and Human Relations L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1
	In two of the remaining question papers (25%) there was evidence that marking guideline discussions had taken place at some of the centres.	Electrical Principles and Practice L2 Life Skills and Computer Literacy L2 Paper 1
Marking guideline changes	Umalusi detected that no changes were made to the official marking guidelines distributed by DHET, during the marking process in eight question papers, 50% which a 6% improvement compared to 44% in 2019.	Electrical Workmanship L3 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Process Chemistry L3
	Marking staff had made changes to the official marking guidelines distributed by DHET in eight (50%) of the question papers during the marking process.	Client Service and Human Relations L3 Electrical Principles and Practice L2 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Mathematics L2 Paper 1 Multimedia Basics L2 Physical Science L3 Paper 1 Plant and Equipment L3

Criteria	Findings	Question papers
Adherence to marking guidelines	The adherence to the marking guideline decreased from 78% of question papers showing good adherence in 2019 to only 56% (nine) showing good adherence in 2020.	Client Service and Human Relations L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematics L3 Paper 1 Multimedia Content L3 Physical Science L3 Paper 1 Process Chemistry L3
	In five question papers (31%) there was average adherence to the marking guidelines. This was an increase from the 16% in 2019.	Electrical Workmanship L3 Life Skills and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Multimedia Basics L2
	Adherence to the marking guideline for two question papers, 13% was rated as poor.	Electrical Principles and Practice L2 Plant and Equipment L3
Standard of marking	In only 44% of the question papers (seven) Umalusi rated the standard of marking as good. This was substantially lower than the 78% rating of 2019.	English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Mathematics L3 Paper 1 Multimedia Content L3 Physical Science L3 Paper 1 Process Chemistry L3
	Umalusi rated the standard of marking in eight of the question papers as average. This represented 50% of the sample.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Electrical Workmanship L3 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Multimedia Basics L2
	The standard of marking was rated as poor for one question paper.	Plant and Equipment L3
Administration: mark indication	A 100% of the sample of question papers for NC(V) Level 3 markers followed the prescribed procedure for the recording of marks, while 60% of the sample for NC(V) Level 2 complied. This resulted in a total of 88% adherence which was less than the 94% of 2019.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1 Plant and Equipment L3 Process Chemistry L3

Criteria	Findings	Question papers
	The prescribed procedure was not followed for two of the NC(V) Level 2 question papers.	Life Skills and Computer Literacy L2 Paper 2 Mathematics L2 Paper 1
Administration: mistake indication	Internal moderators clearly indicated mistakes picked up in 11 (69%) of the question papers. This was slightly less than the 72% in 2019.	Client Service and Human Relations L3 Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1 Process Chemistry L3
	In five (31%) of the question papers, moderators did not clearly indicate the mistakes that they had detected.	Electrical Principles and Practice L2 Life Skills and Computer Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Plant and Equipment L2
Administration: transfer of marks	The accuracy of the transfer of marks to the cover page and mark sheet was evident in 81% (13) of the sample verified compared to the 94% in 2019.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1 Process Chemistry L3
	In three of the question papers (19%) errors in the transfer of marks to the cover page of the scripts and the mark sheet were noted.	Life Skills and Computer Literacy L2 Paper 1 Mathematics L2 Paper 1 Plant and Equipment L2
Control: marker identification	A gradual increase in adherence to this requirement was noted with marker names clearly indicated on the cover pages of the scripts in 81% (13) of the question papers, compared to the 78% in 2019. This is a remarkable improvement from the 46% in 2018.	Client Service and Human Relations L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1 Plant and Equipment L2 Process Chemistry L3

Criteria	Findings	Question papers
Control: marker identification	In three of the question papers markers still failed to indicate their names clearly on cover pages of the scripts.	Electrical Principles and Practice L2 Electrical Workmanship L3 Life Skills and Computer Literacy L2 Paper 1
Internal moderation	Internal moderation took place at all of the marking centres for all of the question papers.	
	In only two of the question papers the sample of scripts in the internal moderation did not represent the full performance range of the students.	Client Service and Human Relations L3 Process Chemistry L3
	The name of the internal moderator was indicated on most of the moderated scripts in 75% of the question papers. This was lower than the 89% compliance in 2019.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1 Process Chemistry L3
	There was no clear indication of the name of the moderator on most of the moderated scripts in 25% of the scripts.	Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Plant and Equipment L2
	There had been a decline in the standard of internal moderation with only 25% of the sample rating as good compared to the 45% in 2019.	Client Service and Human Relations L3 English FAL L3 Paper 1 Mathematics L3 Paper 1 Process Chemistry L3
	In 50% of the question papers the standard of internal moderation was rated as average. This was an improvement compared to the 33% in 2019.	Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematics L2 Paper 1 Multimedia Basics L2 Multimedia Content L3 Physical Science L3 Paper 1
	The internal moderation in four of the sampled question papers were rated as poor.	Electrical Principles and Practice L2 Electrical Workmanship L3 Mathematical Literacy L3 Paper 1 Plant and Equipment L3

Criteria	Findings	Question papers
Candidates' responses	The impact of COVID 19 and the lockdown could be seen in the performance of the students. In only 63% of the question papers the students performed as predicted by finding the easier questions uncomplicated and the more difficult questions challenging. Their expected performance decreased with 26% from the 89% in 2019.	Client Service and Human Relations L3 Electrical Principles and Practice L2 Electrical Workmanship L3 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Plant and Equipment L2
	In five of the question papers, questions that were inaccurately presented could have caused misinterpretation and challenges for students.	Client Service and Human Relations L3 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Physical Science L3 Paper 1
Prevention and handling of irregularities	No irregularities were identified by marking personnel in 94% of question papers.	
	Alleged irregularities were evident in one of the question papers.	Mathematics L2 Paper 1

NC(V) Level 4

The findings for the verification of marking process are summarised in Table 6H. Due to the lockdown restrictions of social distancing, the sample of question papers verified in 2020 was reduced from 58 to 30 and the verified marking centres were reduced from nine to six. The findings were analysed and collated from the moderation of 30 questions papers, at six marking centres. Life Skills and Computer Literacy L4 Paper 1 was verified at five different centres, thus the name of the centre was added for differentiation of results obtained in the same question paper at different centres. Furthermore, this question paper was verified off-site with the samples submitted to Umalusi. In this case the external moderator did not have access to some of the evidence relating to the marking centre itself. This information will be disregarded in the calculation of statistics and recorded as such.

Table 6H: NC(V) Level 4 findings of verification of marking

Criteria	Findings	Question papers
Script reception	At the time of the Umalusi verification, the marking centre received all the scripts for 93% of the question papers. This remarkably exceeded the 64% of 2019. In Life Skills and Computer Literacy L4 Paper 1 the Umalusi external moderator did not have access to this information and the question papers were thus disregarded in the calculation of the compliance rating.	Animal Production L4 Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 2

Criteria	Findings	Question papers
Script reception		Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Scripts were still outstanding at the time of verification, for 10% of the question papers.	Applied Accounting L4 Paper 1 Computer Integrated Manufacturing L4
Sample Marking	In preparation for the marking process sample marking was conducted in 97% of question papers. This figure excludes Life Skills and Computer Literacy L4 Paper 1, where the external moderator did not have access to the evidence.	
	In only one subject sample marking did not take place because there was only one marker.	Fitting and Turning L4
Training for the marking process	<p>Reporting indicated that 86% of marking staff received training in the marking process. This was an improvement of the 76% in 2019.</p> <p>The training varied from attending a briefing session, sample marking and/or being briefed by the chief marker/internal moderator.</p>	Animal Production L4 Art and Science of Teaching L4 Criminal Justice Process L4 Computer Integrated Manufacturing L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4

Criteria	Findings	Question papers
Training for the marking process	There was no training for marking in 24% of the question papers.	Applied Accounting L4 Paper 1 Fitting and Turning L4 Management Practice L4 Personal Assistance L4
Marking procedure	<p>In 88% of the question papers markers used question-wise marking where specific questions are allocated to individual markers who then marked the allocated questions per batch of scripts. The use of this procedure increased slightly from the 83% in 2019.</p> <p>All chief markers and internal moderators marked whole scripts.</p>	Animal Production L4 Art and Science of Teaching L4 Criminal Justice ProcessL4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Hillside View) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Whole script marking as a procedure used by markers was evident in question papers where there was only one marker. This related to 12% of the question papers.	Art and Science of Teaching L4 Computer Integrated Manufacturing L4 Criminal Justice Process L4 Fitting and Turning L4

Criteria	Findings	Question papers
Adherence to marking guideline	In 73% of question papers, there was good adherence to the marking guidelines. Compared to the 62% of 2019, adherence improved by 11%.	Animal Production L4 Art and Science of Teaching L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Project Management L4
	There was average adherence to the marking guideline in 24% of the question papers.	Applied Accounting L4 Paper 1 Data Communication and Networking L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Life Skills and Computer Literacy L4 Paper 1 (Hillside View) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Springs) Professional Engineering Practice L4
Standard of marking	Umalusi rated the standard of marking as good in 62% of question papers. This is 1% lower than the rating in 2019. However, this rating did not reach the rating of 74% in the 2018 examination. Good marking is evident where there was minimal mark allocation difference between the marker and internal and external moderators. Markers adhered to the marking guidelines, interpreted questions and answers with ease, gave credit for correct answers and was consistent in the allocation of marks. Furthermore the markers showed accuracy in the calculation and transferring of marks to the script cover pages and mark sheets.	Animal Production L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Financial Management L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1

Criteria	Findings	Question papers
Standard of marking		Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Project Management L4
	<p>In marking that was rated as average, marks allocated by the markers deviated to a more or lesser degree from those allocated by the internal and external moderator. This could be the result of:</p> <ul style="list-style-type: none"> - slight deviations from the marking guidelines; - markers failing to interpret questions correctly and give credit for correct answers; - markers inconsistently allocating marks, and - marking incorrect answers as correct and vice versa. <p>In 35% of the question papers the marking was regarded as average compared to the 34% of 2019.</p>	Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Freight Logistics L4 Life Skills and Computer Literacy L4 Paper 1 (Hillside View) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Springs) Professional Engineering Practice L4
	<p>In only one subject the marking was regarded as poor. In this case the markers did not adhere to the marking guideline and showed little understanding of the demands of the questions and the acceptable answers from the students. Marking showed inconsistencies. Students could have been advantaged or disadvantaged and the outcome could have been compromised.</p>	Life Skills and Computer Literacy L4 Paper 1 (Asherville)
Administration: recording marks on scripts	<p>In 94% of the question papers the marking staff adhered to the procedure for recording marks on the front page of scripts. This was slightly lower than the 98% of 2019.</p>	Animal Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4

Criteria	Findings	Question papers
Administration: recording marks on scripts		Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	In only two of the question papers the correct procedure for recording marks on the front page was not followed.	Life Skills and Computer Literacy L4 Paper 1 (Hillside View) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit)
Administration: mark indication and transfer of marks	In 91% of the question papers the markers indicated the marks per question and transferred the marks correctly to the cover pages of the scripts and the mark sheets, compared to the 98% and 97% respectively in 2019.	Animal Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2

Criteria	Findings	Question papers
Administration: mark indication and transfer of marks		New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Marks of some of the scripts of the question papers where the marks were not indicated per question and transferred correctly to the cover page and mark sheet.	Freight Logistics L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Hillside View)
Administration: mark sheet completion	In 88% of the question papers the mark sheets were completed correctly. Correct completion entailed refraining from using correction fluid, indicating marks as three digits, leaving no blank spaces and indicating the chief marker's name. This was an improvement compared to the 83% in 2019.	Animal Production L4 Applied Accounting L4 Paper 1 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Mark sheets were completed incorrectly in 12% of the question papers.	Art and Science of Teaching L4 Freight Logistics L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Springs)

Criteria	Findings	Question papers
<p>Control: marker identification</p>	<p>Markers indicated their codes or initials in red ink next to the question marked on the script cover page in 97% of the question papers.</p> <p>This is an increase to the 93% of 2019.</p>	<p>Animal Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4</p>
	<p>In only one question paper the markers did not indicate their codes or initials in red ink next to the question marked on the script cover page.</p>	<p>Electrical Workmanship L4</p>
<p>Internal moderation: Throughout the marking process</p>	<p>At the time of verification of marking there was evidence of moderation of scripts throughout the marking process in 86% of the question papers.</p> <p>This percentage excludes Life Skills and Computer Literacy L4 Paper 1 marked at the five different marking centres. The external moderator did not have access to the evidence.</p>	<p>Animal Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4</p>

Criteria	Findings	Question papers
Internal moderation: Throughout the marking process		Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Only one question paper did not have evidence of moderation throughout. It was noted that the internal moderator arrived at the marking centre late.	Freight Logistics L4
Moderation: all examination centres	At the time of verification all the batches of marked scripts from all examination centres had already been moderated in 72% of the question papers. This was a remarkable increase from the 57% of 2019. These statistics excluded Life Skills and Computer Literacy L4 Paper 1 as the external moderators received the scripts after the marking and there was no indication of whether all examination centres were included in the moderation sample.	Animal Production L4 Applied Accounting L4 Paper 1 Electrical Principles and Practice L4 Electrical Systems and Construction L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Financial Management L4 Governance L4 Law Procedures and Evidence L4 Management Practice L4 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	Some of the verification of marking took place early in the marking process. At this time in 24% of the question papers, not all the batches had been moderated yet. The internal marker and chief marker of these question papers assured Umalusi that all batches from all examination centres will be covered in the internal moderation process.	Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Workmanship L4 Fitting and Turning L4 Freight Logistics L4 New Venture Creation L4

Criteria	Findings	Question papers
Standard of moderation	In 68% of the question papers the standard of internal moderation was rated as good. Good adherence indicated that the internal moderator had adhered to the marking guidelines, showed no signs of shadow marking and was consistent in making judgements.	Animal Production L4 Art and Science of Teaching L4 Criminal Justice Process L4 Electrical Systems and Construction L4 Financial Management L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Seshego) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4
	In 24% internal moderation was regarded as average.	Applied Accounting L4 Paper 1 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 English FAL L4 Paper 1 English FAL L4 Paper 2 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Management Practice L4
	Internal moderation of two question papers was rated as poor.	Personal Assistance L4 Professional Engineering Practice L4
	The internal moderation of one question paper could not be rated at the time of verification as no internal moderation had taken place yet.	Freight Logistics L4
Performance of students	In 12% of the question papers sampled, examination centres where students excelled and performed above average were identified.	English FAL L4 Paper 2 Management Practice L4 Personal Assistance L4

Criteria	Findings	Question papers
Performance of students	In 38% of the question papers, students from examination centres excelled, showed average performance and struggled with the demands of the question papers.	Animal Production L4 Applied Accounting L4 Paper 1 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 English FAL L4 Paper 1 Fitting and Turning L4 Freight Logistics L4 Governance L4 Life Skills and Computer Literacy L4 Paper 1 (Seshego) Operations Management L4 Professional Engineering Practice L4 Project Management L4
	In 50% of the question papers it was noted that all or most of the examination centres struggled with the question papers and performance ranged from poor to average with very little performance in the good category. In only seven of the instances some questions were identified as beyond the level of the paper or inaccurately represented.	Art and Science of Teaching L4 Criminal Justice Process L4 Data Communication and Networking L4 Financial Management L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Nelspruit) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Process Chemistry L4
Irregularities	At the time of Umalusi verification, irregularities were identified in 15% (five) of the sampled question papers. At this stage only four of the reports had been submitted to the marking centre manager. The last irregularity had been detected in the presence of the external moderator and was being compiled. The detected alleged irregularities were less than the 17% in 2019.	Electrical Principles and Practice L4 Electrical Workmanship L4 Mathematics L4 Paper 1 New Venture Creation L4 Professional Engineering Practice L4

6.4 Areas of Improvement

There are a number of areas of improvement which have been noted during the verification of marking.

NC(V) Level 2 and Level 3

- a. At the time of Umalusi verification 13% of all question papers of the moderation sample had been submitted compared to 0% in 2019;
- b. During marking guideline discussions adjustments were made to 50% of the marking guidelines, this was 6% less than the 56% adjustments made in 2019; and
- c. Markers' names were clearly indicated on the cover pages of the scripts in 81%, of the question papers. This is an improvement from the 78% in 2019.

NC(V) Level 4

- a. At the time of verification 93% of question papers in the verification sample were available at the marking centres compared to the 64% that had been submitted at the same time in 2019;
- b. There was an increase of 10% from the 76% of 2019 to the 86% of the question papers marking staff who received training for the marking process;
- c. Question-wise marking, where markers are responsible for marking one question of a batch, was used as marking procedure for 88% of question papers sampled, compared to 83% in 2019;
- d. An improvement of 11% in the adherence to the marking guideline was noted in 73% of the question papers compared to the 62% in 2019;
- e. Mark sheets were completed correctly as prescribed in the examination guidelines in 88% of the question papers. This is an improvement from 2019 when mark sheets were completed correctly in 83% of the question papers;
- f. In 97% of the question papers sampled, markers indicated their names on the scripts and mark sheets. Compared to 2019 this was an increase in adherence of 4%, and
- g. There was evidence of scripts from all examination centres sampled for internal moderation in 86% of the question papers. This is 29% higher than the 57% of question papers that were moderated in the 2019 examination at the time of verification.

6.5 Areas of Non-compliance

Whilst some areas of compliance improved from the 2019 examination, other areas showed a decline. Such areas of non-compliance detract from the success of the marking process and compromises the quality and standard of marking.

NC(V) Level 2 and Level 3

The following areas of non-compliance were noted from the external moderators' reports during the verification of marking of level 2 and 3:

- a. Adherence to the marking guidelines decreased substantially with 22% from 78% in 2019 to 56%;
- b. In only 44% of question papers the standard of marking was rated as good. This was relatively lower than the 78% level recorded in 2019;
- c. Markers indicated the marks per question in 88% of the question papers compared to the 94% in 2019;
- d. There was a slight drop from 72% in 2019 to 69% in 2020 in internal moderators indicating mistakes found;
- e. In 81% of the question papers markers recorded and transferred marks correctly to the cover pages and mark sheets. Although this was still a good result, it was 13% lower than the 94% in 2019;

- f. Internal moderation was rated as good in only 25% of the question papers compared to the 45% in 2020; and
- g. In 63% of the question papers candidate performance was in line with predictions and expectations. Compared to the 89% in 2019, these findings are a cause for alarm.

NC(V) Level 4

Areas of non-compliance at level 4 were evident in some question papers at some centres:

- a. Marks were indicated per question for 94% of the question papers, compared to 98% in 2019;
- b. Marks were transferred correctly to the cover page and mark sheet in 91% of the question papers, compared to the 97% in 2019;
- c. The standard of marking rated as good in 62% of the question papers compared relatively well with the 63% of question papers that received a rating as good in 2019. However, this rating did not reach the rating of 74% in the 2018 examination; and
- d. Marking in 35% of the question papers was rated as average as a result of inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and external moderator, where:
 - i. marks were not allocated according to the marking guidelines;
 - ii. markers were unable to interpret questions and give credit for correct answers;
 - iii. markers failed to allocate marks in a consistent way; and
 - iv. wrong answers were marked correct and vice versa.

6.6 Directives for Compliance and Improvement

Compliance and improvement would enhance the marking process and yield positive effects to the examination mechanisms of the DHET and benefit the TVET colleges at large. The DHET is required to:

NC(V) Level 2 and Level 3

- a. Provide assessment training for lecturers before the commencement of marking and focus on the following areas: adherence to marking guidelines, the interpretation of questions and giving credit to correct answers, the correct completion of script covers and mark sheets, accuracy in recording, calculating and transferring of marks;
- b. Provide training for internal moderators focusing on judging the adherence of markers to marking guidelines, the detection of mistakes and irregularities, the importance of refraining from shadow marking. This would ensure that moderation is of the required quality, and
- c. Retain supportive measures put in place during Covid-19 lockdown to improve the performance of candidates.

NC(V) Level 4

- a. Strengthen the training of markers and focus on administrative and accuracy requirements in relation to the capturing, calculation and transfer of marks, adherence to marking guidelines, the interpretation of questions and giving credit to correct answers and being alert to possible irregularities; and
- b. Strengthen the training of internal moderators and chief markers and focus on the detection of non-adherence of markers to marking guidelines.

6.7 Conclusion

Overall, despite the additional challenges of the Covid-19 lockdown, the marking process for the NC(V) Levels 2-4 November 2020 examinations was implemented successfully and marking in general

was fair. A concerted effort from all role players to address identified challenges would further enhance the marking process.

The importance of preparation of the markers, chief markers and internal moderators for their roles was emphasised. Although, it appears that national marking is an isolated process from the broader operations of the TVET colleges, it is important for colleges to note that, the success of the NC(V) programme depends on the effective implementation of the curriculum and the related assessment processes.

The online platform that was used during marking guideline discussions could be considered as a tool for future training of all marking staff at national and campus level.

CHAPTER 7 STANDARDISATION AND RESULTING

7.1 Introduction

Standardisation is a process that is informed by the evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur because of the standard of question papers, quality of marking and other related factors. It is for these reasons that Umalusi standardises examination results.

Umalusi derives this function from section 17A (4) of the GENFETQA Act of 2001, as amended in 2008, which states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures, mark capturing, and the computer system used by an assessment body. It also involves the development and verification of norms, which culminate in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, amongst others, Umalusi principles of standardisation, qualitative inputs compiled by internal and external moderators, examination monitors and intervention reports presented by assessment bodies and other related information which may be available at the time. The process is concluded with the approval of standardisation decisions per subject; statistical moderation; and the resulting process.

7.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 260 subjects linked to National Certificate (Vocational)[(NC(V)] Levels 2–4 for standardisation purposes. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

7.2.1 Development of Historical Averages

The historical averages for NC(V) Levels 2–4 was developed using the previous five examination sittings (2015-2019). Once that was done, as per policy requirements, DHET submitted historical averages or norms to Umalusi for verification purposes. Where a distribution contained outliers, the historical average was calculated with the exclusion of data from the outlying examination sitting. Finally, Umalusi considered historical averages during the standardisation process.

7.2.2 Capturing of Marks

Umalusi followed a three-phase procedure during the process of verification of capturing of marks. The first phase involved Umalusi officials visiting DHET marking centres to record candidates' marks on the scripts. The second phase involved the monitoring of the capturing of marks at DHET capturing centres and collection of copies of mark sheets. Finally, Umalusi verified the marks recorded on candidates' scripts against the DHET's standardisation data. For the current year, Umalusi conducted verification of capturing of examination marks at Ekurhuleni East TVET College (Springs Campus), Buffalo City TVET College (East London Campus), Thekwini TVET College (Asherville TVET Campus) and Capricorn TVET College (Seshego Campus).

7.2.3 Verification of Datasets and Standardisation Booklets

To prepare for the standardisation processes, Umalusi, in conjunction with the DHET, embarked on a process of verification of the Information Technology systems through dry runs. The aim was to ensure proper alignment of the examination computer systems and to ensure compatibility of data and formulae used for data processing. Additionally, the DHET submitted standardisation datasets and electronic booklets according to the Umalusi-approved management plan. The datasets were approved after being verified.

7.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for NC(V) Levels 2–4 was held on 24 - 25 January 2021. In arriving at its standardisation decisions, ASC considered the qualitative and quantitative information presented. The qualitative inputs included evidence-based reports presented by the DHET, reports of Umalusi's external moderators, and monitors on the conduct, administration, and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis.

7.2.5 Post-standardisation

Beyond standardisation meetings, the DHET submitted the final adjustments and candidates' resulting files for verification and eventual approval.

7.3 Findings and Decisions

7.3.1 Development of Historical Averages

As explained in the foregoing paragraphs, the historical averages for NC(V) Levels 2–4 were developed using the previous five examination sittings. Where outliers were found, the principle of exclusion was applied as a consequence of which the norm was calculated using four examination sittings. Table 10B indicates the subjects with outliers.

Table 7A: Subjects with outliers

Level	Code	Subjects	Outlying year
L2	8021022	Criminology	201611
	2020012	Graphic Design	201511

The only change introduced was the change of name of the subject Life Orientation to Life Skills and Computer Literacy across all three levels of the NC(V) and the Life Orientation previous five exam sittings historical average was used.

7.3.2 Capturing of Marks

The capturing of marks at all the centres monitored was conducted in accordance with the DHET's management plan related to examinations marking processes. Since the capturing centres were set up at the marking centres, the two processes – marking of scripts and capturing of marks – unfolded concurrently. The capturing of marks was done in accordance with the guidelines on capturing of marks.

The processes of marking and capturing of the NC(V) L2-3 were administered internally at different campuses within the fifty TVET colleges across the country, while the NC(V) L4 processes were conducted at centralised marking centres in different provinces. The monitors that were deployed by Umalusi monitored the verification of the marks captured internally for NC(V) L2-3 by selecting one TVET college campus in each province. The Umalusi officials also monitored the verification of marks for NC(V) L4 at the centralised marking centres across the country. The housing of the capturing centre as well as the marking centre at the same venue made it easier for the data capturers to address all marking-related issues as they arose. The head of the capturing centre created a text file of all the captured marks per computer and submitted it to the DHET daily. The same official also kept a record of all received and outgoing mark sheets as well as the exported mark sheets and ensured that the number was aligned with the captured marks before he/she could create a text file.

As the processes unfolded, it became clear to Umalusi that the data capturers could conduct both the capturing and verification processes. Although the data capturer's username could perform both functions, that is capturing and verification, a username (data capture) could not verify the mark sheet he/she initially captured. To ensure that the directive of double capturing was adhered to, Umalusi verified that the data capture does not verify the mark sheet that he or she had captured.

All the capturing facilities that Umalusi visited were found to be under 24-hours security surveillance. Strict procedures were observed from the main entrance gate to the marking centre. Procedures were put in place to monitor personnel coming in and going out of the marking centre. The scanning of mark sheets happened in the control room, to track the mark sheets that were being dispatched from the capturing room. The process relied heavily on one assigned official who had the responsibility to sign off all the mark sheets, which could amount to a huge number mark sheet per day.

The marking centre carried out the capturing of marks in accordance with the procedures and regulations for capturing. Furthermore, most of the data capturers were employed permanently by the DHET. A detailed training manual and a training programme were provided to Umalusi as evidence of the support provided to the interns that were being utilised by the colleges. In the event of candidates' marks not being captured onto the system, the DHET was able to detect such an error upon the text files being uploaded. For that reason, it was possible to conduct any kind of an investigation into such errors. That, together with the close proximity between the marking centre and the capturing centre, made it easier for the head of the capturing centre to resolve cases of outstanding marks and eventually submit feedback on the corrected marks to the DHET. The capturing of the outstanding marks was handled only by DHET at the national level.

7.3.3 Verification of Datasets and Standardisation Booklets

The DHET participated in all the processes to ensure that candidates are resulted correctly. The department's datasets and electronic booklets were submitted in line with Umalusi's management plan.

The datasets and electronic e-booklets for NC(V) Levels 2-4 were approved after it was verified that they conformed to the requirements as spelt out in the Umalusi Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy, which resulted in the production of final standardisation e-booklets. The DHET completed verification of all processes and Umalusi approved all the processes within the stipulated timeframes.

a) Pre-Standardisation and Standardisation

Standardisation decisions were informed by qualitative reports of external moderators and examination monitors. In addition, intervention reports presented by the assessment body were considered. As already indicated, 260 subjects were presented for standardisation.

Table 7B: Summary of standardisation decisions

Description	Total
Number of subjects presented	260
Raw marks accepted	132
Adjusted (mainly upwards)	102
Adjusted (mainly downwards)	26
Provisionally standardised	00
Number of standardised subjects	260

All the 260 subjects were standardised considering the available trends in student performance (historical averages), pairs analysis and qualitative inputs provided.

b) Post-standardisation

After standardisation meetings, the approved adjustments and statistical moderation as well as candidates' files were submitted for purposes of verification and approval. The adjustments for all NC(V) L2 -4 were approved during first submission. The statistical moderation files for NC (V) L3 was approved on first submission, while the NC(V) Level 4 and 2 approval came after the second and third submission respectively.

7.4 Areas of Improvement

- The DHET submitted the datasets and standardisation booklet for verification within the stipulated timeframes.
- The submission of a comprehensive evidence-based report was highly informative; and
- The use of adherence to COVID 19 social distance regulation and the use of different people for capturing and verifying is highly commendable.

7.5 Areas of Non-compliance

There are no directives for compliance and improvement.

7.6 Directives for Compliance and Improvement

There are no directives for compliance and improvement.

7.7 Conclusion

The process of standardisation was conducted in a systematic, objective, and transparent manner. The decisions taken on whether to accept raw marks, make an upward or downward adjustment were based on sound educational reasoning.

CHAPTER 8 CERTIFICATION

8.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA), (Act No. 58 of 2001), for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are furthermore defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of learner achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Higher Education and Training for the *National Certificate (Vocational) [NC(V)] as registered on the NQF*.

The quality assurance processes instituted by Umalusi in terms of certification ensures that the qualification awarded to a learner comply with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) is required to submit all learner achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done in order to ensure that the correct results are released to the learners, that all results are approved by Umalusi before release and that the certification of the learners achievements are done in accordance with the approved results.

This chapter will focus on the overall certification processes and the compliance of the DHET to the directives for certification as specified in the regulations for certification.

8.2 Scope and Approach

The period that will be covered in this report is from 1 December 2019 to 30 November 2020. All the requests for certification received and finalised during this period and feedback provided to the DHET by Umalusi, will be included and addressed in this report. The main examination that will be covered in this report is the November 2019 examination and its supplementary of March 2020.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification happens usually within three months of the release of the results. Throughout the year, certificates are requested, either as first issue, duplicate, replacement due to change in status or re-issue.

In order to ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification and a specific type of certificate.

This chapter will focus on the shortfalls in terms of compliance to the certification directives by the DHET and how this can affect the quality assurance processes and the certification of learner achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets, which were received with an indication of the percentage rejections in the applications due to non-compliance to the directives. The number and type of certificates issued over this period will also be provided.

With the processing of the requests for certification during the period of reporting a number of findings were made that will be highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings but should be seen as key points that needs to be addressed.

8.3 Summary of Findings

Every examination cycle starts with the registration of learners for the academic year. The registration of learners must be done according to an approved qualification structure listing the required subjects, subject components, pass percentages, combination of subjects and the like. The specification of the qualifications is a very important aspect because it lays the foundations for a credible qualification.

Therefore, the first aspect to focus on is the submission of the subject structures for approval and alignment of the Information Technology (IT) systems. Any changes in the subject structures and or new subjects must be applied for at least 18 months in advance to Umalusi. With the submission of the subject structures, the DHET must ensure that the structures are correctly registered for the new examination cycle and are aligned with that of Umalusi.

Two submissions of the registration data are required, three (3) months after registration and final dataset at end of October. The first is regarded as a preliminary registration while the second as the final set of registrations. The first submission of learner registration data was received but the final datasets were not submitted by the DHET.

The registration of NC(V) candidates was complete and the admission letters had been dispatched to all public Technical and Vocational education and Training (TVET) and private colleges. All public and private colleges are required to submit registration data electronically, according to a prescribed format. After the loading of the registration data onto the mainframe system, the printing and verification of the preliminary entry schedules followed. The correction and checking of the entries had been completed, the admission permits/letters were printed and distributed to TVET colleges that offer the NC(V).

After the DHET has conducted the end-of-year examination all results are submitted to Umalusi for standardisation, statistical moderation and the resulting of the learner achievements. All the learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results for release to learners after several quality assurance processes.

During the processing of the certification datasets it was discovered that a small percentage of learner records requested to be certified was not approved during the resulting process. This causes a delay in the certification and the issuing of certificates to the learners.

The general principle that must be adhered to is that all results must be approved before release and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval by Umalusi. Once a certificate has been issued correction of marks cannot be affected by submitting mop up datasets. A re-issue must then be requested to correct marks on a certificate already issued.

The submission of the datasets for the certification was done within three months after release accompanied with the declaration forms as required. However, it was noted that not all learner records that were submitted for the approval of the results were submitted for certification.

The recording and finalisation of irregularities are important to ensure that certificates are issued correctly to deserving candidates. The DHET must continuously inform Umalusi of all irregularities in order for Umalusi to record such instances on their IT system. It is of utmost importance that Umalusi be updated on the status of the irregularities (pending, guilty, not guilty) before the requests for certification are submitted. If this is not done the possibility exists that learners might not receive their certificates and that the issuing of certificates is delayed due to irregularities not being finalised. There needs to be improvement in this area of work because the submission of irregularities in the prescribed format is not adhered to by DHET.

Umalusi has also noticed that candidate records that were rejected due to non-compliance to the directives for certification are re-submitted for certification without correcting the error. The re-submission of learner's records without correcting the error delays the issuing of certificates to learners. In some cases, the rejected record is not even re-submitted for certification.

Regarding the application for re-issues of certificates there is an improvement in terms of incorrect cancellation reasons compared to what was reported in the past years. Any change due to correction of personal details on the National population register must be requested as a legal change. The evidence provided must be certified documents from the Department of Home Affairs.

The phasing out of the automatic printing of subject statements was also introduced, on request of the DHET, in an effort to reduce the cost for certificates issued to private colleges. Umalusi only prints subject statements that are requested by the DHET on behalf of the colleges. DHET must ensure that subject statements are requested for those learners who need them and that it is possible to request a subject statement should it not be requested at first. This decision and procedure regarding the printing of subject statements only on request must be communicated to all role players. It is also important that DHET confirm in writing that the requests for certificates are in the best interest of the candidate.

During the last year, progress was made with the reduction of the certification backlog in terms of outstanding certificates. There are however still outstanding certificates, especially in terms where candidates qualify for a certificate across multiple examinations. These candidate records must be identified and the combination of results be effected in order to issue the certificates. Every effort should also be made to adhere to the call from the Portfolio Committee on Higher Education and Training (PCHET) to resolve the backlog by June 2020.

Below is a summary of certificates issued for the period 1 December 2019 to 30 November 2019

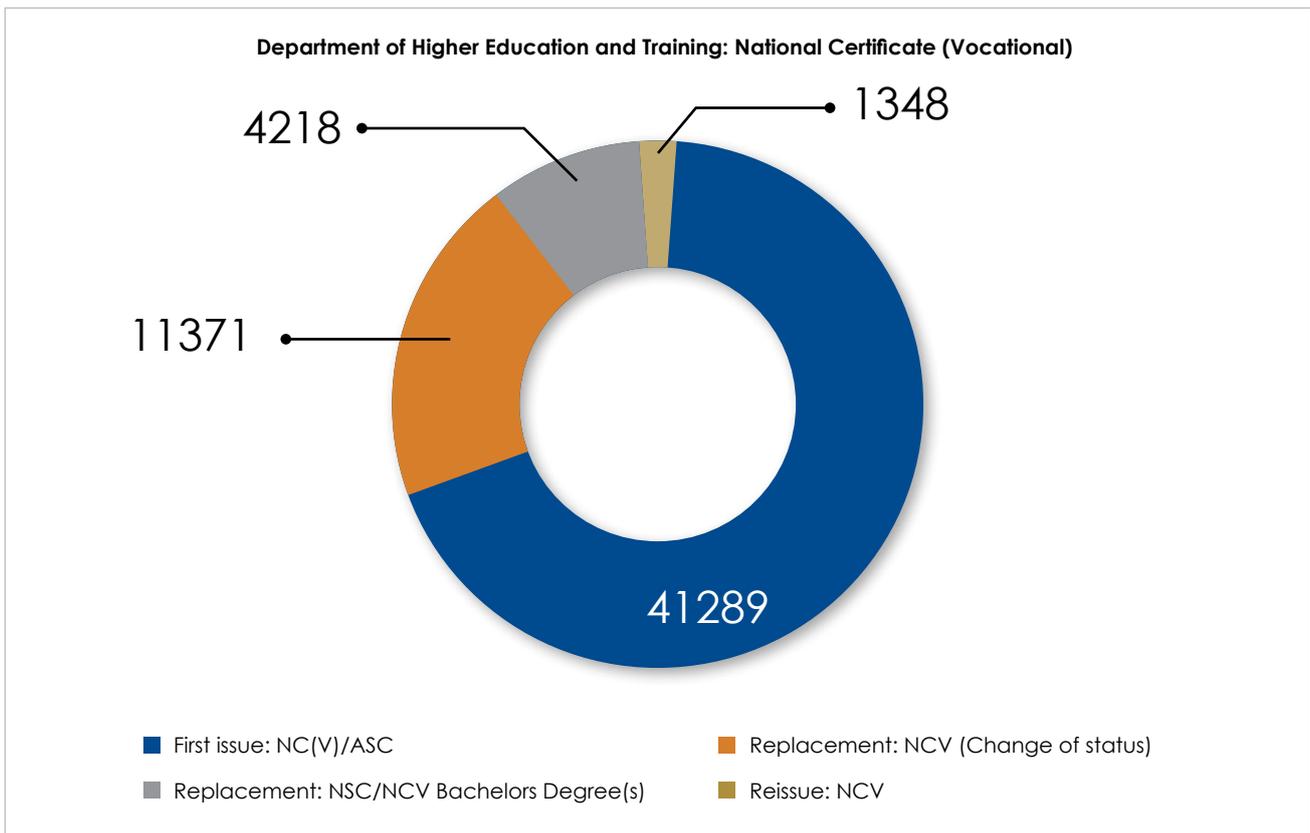


Figure 8A: Certificates issued during the period 1 December 2019 to 30 November 2020.

Table 8A: Number datasets and transactions received during the period 1 December 2019 to 30 November 2020.

NC(V) Level	No of datasets	No datasets accepted	Percentage accepted	No of records submitted	No records accepted	Percentage accepted	No records rejected
2	210	210	100.00	88 575	85 593	96.63	2 982
3	200	200	100.00	58 691	56 105	95.59	2 586
4	214	214	100.00	43 502	40 562	93.24	2 940
Total	624	624	100.00	190 768	182 260	95.54	8 508

8.4 Areas of Improvement (Including innovations)

Areas of compliance and good practice are discussed below:

- The registration of NC(V) candidates was completed, and the admission letters had been dispatched to all TVET and private colleges despite COVID-19 challenges. An improvement in the registration process had been made, requiring all TVET and private colleges to submit registration data electronically, according to a prescribed format. This data was then uploaded onto the DHET's examination system;
- To ensure the correct detail of candidates, DHET is verifying and checking personal details with the Department of Home affairs. Candidates are also encouraged to register using their valid identity document (ID) numbers. By confirming the personal details, it ensures that the re-issues of certificates will be limited due to the incorrect personal details captured during registration;
- The submission of datasets for the certification of learner achievements has improved and is done according to the directives. Many candidates were certified within the required period

- after the exam was conducted; and
- d. There was an improvement with raw marks submitted for certification and the marks did not change from the marks approved during the resulting process. The measures taken to ensure that learners' marks were "locked" on the IT system and that changes to marks without prior approval would not occur in future were successfully implemented.

8.5 Areas of Non-compliance

- a. Umalusi requested the DHET to submit two sets of registration data. The first submission should be submitted not later than three months after closing for registration which was complied with. However, the final registration data before the writing of main the examination commences was not submitted. The data was only received on Thursday, 26 November 2020. However, the received data was not complete as only few public centres were captured on the data and rest were omitted;
- b. The biggest area of non-compliance is that not all the learner records that were approved and whose results were released by the DHET on statements of results are submitted for certification;
- c. Requests for certification are received where the results have not been approved for release. The results requested to be certified are different from the results approved and therefore the certification requests are rejected;
- d. The re-submission of candidate records for certification without correcting the error as identified causes a delay in the certification of the candidate. To comply, the DHET is required to investigate and correct the error before it is re-submitted again to Umalusi for certification;
- e. The finalisation and completion of the irregularities is another area of non-compliance. Where irregularities have been identified and reported to Umalusi the status of the irregularities must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on the irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delay and rejections; and
- f. The combination or consolidation of results across multiple examination sittings must be resolved in order to eliminate the backlog of certificates. This challenge has remained unresolved and affected learners since the inception of the NC(V).

8.6 Directives for Compliance and Improvement

- a. The DHET must ensure that the preliminary and the final set of registration data is submitted to Umalusi. This submission will confirm that all registrations have been verified and correctly captured on the system. By doing this the possibility of re-issues of certificates due to uncorrected personal detail of a learner can be prevented;
- b. The DHET must ensure that all candidate records are approved by Umalusi prior to extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates were involved in a re-mark or where marks have changed;
- c. Information concerning all candidates who were involved in irregularities must be submitted on Umalusi prescribed spreadsheet. This information should be uploaded onto Umalusi resulting and certification system to prevent issuing of incorrect certificates. All pending irregularities from previous examinations must also be finalised. This was effectively done compared to the other years; and

- d. The IT system must be updated to allow for the issuing of a subject statement where initially the printing thereof was not requested. The DHET must ensure that subject statements are requested for those candidates who need them.

8.7 Conclusion

The DHET as the assessment is compliant and executed the directives for certification in most aspects.

The certification backlog has to be resolved and control measures must be implemented to ensure that all learners who qualify for a certificate receive it.

The majority of candidates are resulted and certified without any problems. It remains a challenge to get the certification rate to 100% and to certify without any problems. This adds to the backlog already at hand. Considering the scope of the examination and the complexity of the system, the status of system can be viewed as acceptable with the acknowledgment that there is room for improvement.

**PART B: QUALITY ASSURANCE OF NATED
REPORT 190/191: ENGINEERING
STUDIES N2-N3 ASSESSMENT**

CHAPTER 9 MODERATION OF QUESTION PAPERS

9.1 Introduction

Umalusi conducts the external moderation for the NATED Report 190/191: Engineering Studies N2-N3 examination question papers and marking guidelines to ensure that the required quality and standard are maintained across examination cycles.

The moderation of question papers is a critical part of the quality assurance of assessment process to ensure that the examination question papers are fair, valid and reliable. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi criteria and the syllabi of the Department of Higher Education and Training (DHET). To maintain public confidence in the national examination system, the question papers must furthermore be seen to be representative of:

- a. An adequate sample of the curriculum;
- b. Relevant conceptual domains; and
- c. Relevant levels of cognitive demand.

All the question papers for these examinations are set nationally by the DHET. The DHET is expected to appoint examiners and internal moderators with the requisite instructional offering content knowledge for setting and internal moderation of question papers. All question papers are internally moderated and edited before they are presented to Umalusi for external moderation.

Umalusi employed external moderators who quality assured a sample of question papers and marking guidelines according to set criteria to ensure that approved question papers met the required standard and quality.

9.2 Scope and Approach

A total of 44 question papers, 24 at N3 level and 20 at N2 level were moderated by Umalusi for the November 2020 Report 190/191: Engineering Studies N2-N3 examinations. The model used for the 44 instructional offerings was an off-site approach, in which the question papers, marking guidelines, assessment frameworks and internal moderators' reports were forwarded electronically to external moderators by the assistant manager.

Table 9A indicates the instructional offerings moderated per level:

Table 9A: Instructional offerings included in the moderated sample of question papers

Instructional offerings	Level
Aircraft Maintenance Theory	N3
Building and Civil Technology	N3
Building Drawing	N2 and N3
Bricklaying and Plastering Theory	N2
Building Science	N2 and N3
Carpentry and Roofing Theory	N2

Instructional offerings	Level
Diesel Trade Theory	N2 and N3
Electrical Trade Theory	N2 and N3
Electrotechnology	N3
Engineering Drawing	N2 and N3
Engineering Science	N2 and N3
Fitting and Machining Theory	N2
Industrial Electronics	N2 and N3
Industrial Organisation and Planning	N3
Industrial Orientation	N3
Instrument Trade Theory	N2 and N3
Logic Systems	N2 and N3
Mathematics	N2 and N3
Mechanotechnology	N3
Motor Trade Theory	N2 and N3
Plant Operation Theory	N2 and N3
Platers' Theory	N2
Plating and Structural Steel Drawing	N2 and N3
Plumbing Theory	N2
Radio and Television Theory	N3
Refrigeration Trade Theory	N3
Supervision in Industry	N3
Waste-water Treatment Practice	N3
Water and Waste-water Treatment Practice	N2
Water Treatment Practice	N3
Welders' Theory	N2

For the November examinations, DHET administered a total of 62 instructional offerings for N2 and N3 of which Umalusi sampled 44 for moderation. The table below gives an indication on the number of instructional offerings moderated by Umalusi per level and their percentages.

Table 9B: instructional offerings included in the sample of questions papers

Level	Number of instructional offering offered	Number of instructional offering moderated	Percentage of instructional offering moderated
N2	34*	20	59%
N3	28*	24	86%
Total	62*	44	71%

*according to DHET timetable

The criteria according to which the question papers were moderated were related to the following aspects:

- a. Technical aspects of the presentation of question papers and marking guidelines;
- b. Effectiveness of internal moderation in improving the quality of question papers;
- c. Adherence to the syllabus with respect to content coverage;
- d. Types, formulation and clarity of questions;
- e. Distribution of marks across cognitive levels;
- f. Consistency and appropriateness of mark allocation;
- g. Relevance and correctness of the marking guidelines;
- h. Appropriateness of language register and correct use of grammar in question papers and marking guidelines and content that is free from bias;
- i. Degree of predictability of questions and innovation in question papers; and
- j. An overall evaluation of the question papers and their suitability to the level being assessed.

9.3 Summary of Findings

A summary of findings of the initial moderation process of the 44 sampled question papers and marking guidelines discovered the following findings:

- a. No question papers and marking guidelines were rejected at the initial moderation process. This was an improvement from 2019 where two question papers were rejected;
- b. Seven question papers and six marking guidelines were approved and print ready, compared to nine in the 2019 November examination;
- c. Eighteen question papers and marking guidelines were approved and required few minor technical changes which is an improvement from the twelve in the 2019 November examination; and
- d. Nineteen question papers and twenty marking guidelines were conditionally approved.

The graphs below (Figure 9A and 9B) provide a summary of the findings after the external moderation of the question papers and the marking guidelines, as compiled from the external moderators' reports.

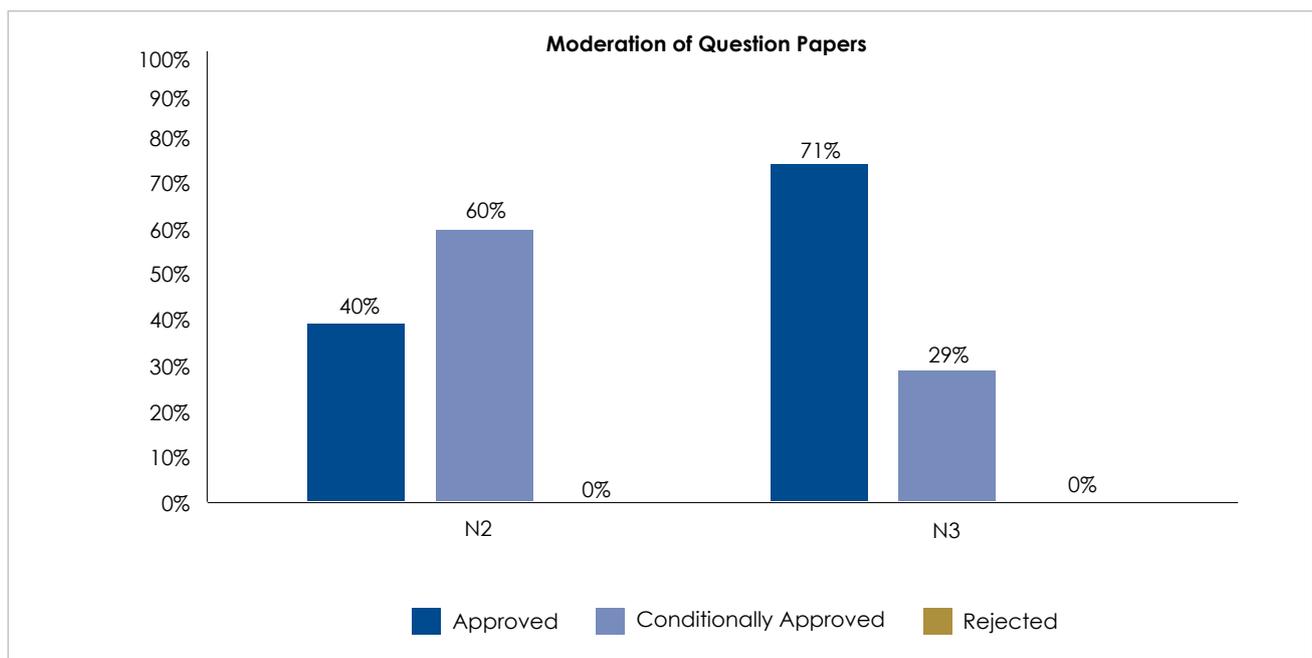


Figure 9A: Approval Status of the Nated Report 190/191: Engineering Studies question papers after preliminary moderation.

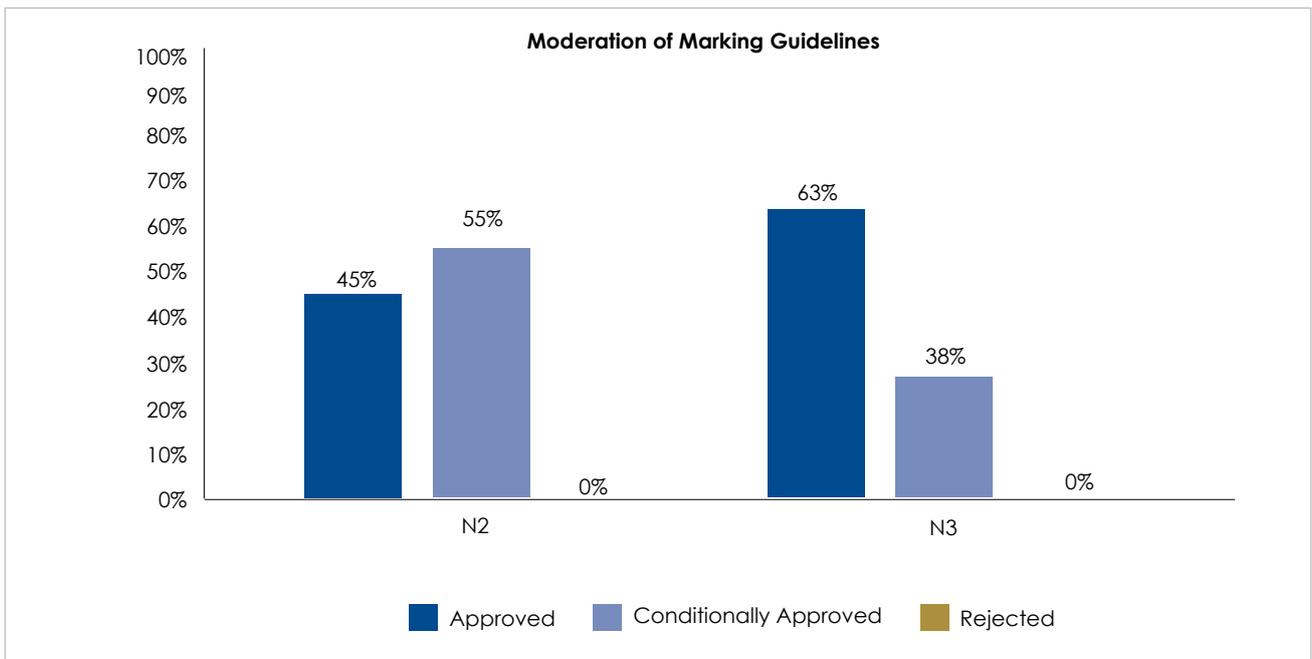


Figure 9B: Approval Status of the Nated Report 190/191: Engineering Studies marking guidelines after preliminary moderation.

Table 9C and 9D summarise the status of the NATED Report 190/191: Engineering Studies question papers and the marking guidelines after the preliminary moderation, i.e. prior to the external moderator making contact with the internal moderator.

Table 9C: Approval status of question papers after preliminary moderation

Judgement after preliminary moderation	Instructional Offerings concerned
Approved: Print ready	Building Science N3 Diesel Trade Theory N2 and N3 Instrument Trade Theory N3 Logic Systems N3 Refrigeration Trade Theory N3 Supervision in Industry N3
Approved: Minor technical changes	Aircraft Maintenance Theory N3 Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N2 and N3 Instrument Trade Theory N2 Mathematics N3 Motor Trade Theory N2 and N3 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3

Judgement after preliminary moderation	Instructional Offerings concerned
Conditionally approved: Questions require restructuring/ rephrasing	Building Drawing N2 Building Science N2 Electrical Trade Theory N3 Engineering Science N2 Industrial Organisation and Planning N3 Mechanotechnology N3 Platers' Theory N2 Welders' Theory N2
Conditionally approved: Questions require replacement	Industrial Orientation N3
Conditionally approved: Questions require restructuring/ rephrasing/ replacement	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 and N3 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 and N3 Radio and Television Theory N3
Rejected: Question paper to be reset and resubmitted for internal and external moderation	None

Table 9D: Approval status of marking guidelines after preliminary moderation

Judgement after preliminary moderation	Instructional Offering concerned
Approved: Print ready	Diesel Trade Theory N2 and N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Motor Trade Theory N2
Approved: Minor technical changes	Aircraft Maintenance Theory N3 Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N3 Building Science N2 Electrotechnology N3 Engineering Science N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3

Judgement after preliminary moderation	Instructional Offering concerned
Conditionally approved: (a) Question/s require restructuring/ rephrasing	Building Drawing N2 Building Science N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N3 Engineering Drawing N3 Engineering Science N2 Mathematics N2 Mechanotechnology N3 Plant Operation Theory N3 Platers' Theory N2 Refrigeration Trade Theory N3 Supervision in Industry N3
Conditionally approved: (b) Question/s require replacement	Electrical Trade Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Orientation N3 Logic Systems N2 Plant Operation Theory N2 Radio and Television Theory N3
Rejected: Question paper to be reset and resubmitted for internal and external moderation	None

Table 9E encompasses a summary of the findings from the moderation of the November 2020 question papers and marking guidelines. All findings are discussed in terms of the sample of instructional offerings (44) moderated.

Table 9E: Judgement after preliminary moderation

Criterion	Challenges	Instructional offering concerned
Technical criteria		
Submission of supporting documents	Question papers, marking guidelines, assessment grids and internal moderation report documents were not completed for 9% of the question papers compared to 18% in the November 2019 NATED examinations.	Bricklaying and Plastering Theory N2 Plant Operation Theory N2 Plant Operation Theory N3 Refrigeration Trade Theory N3
Inclusion of information and instructions	Five percent of the question papers were not completed with relevant answer sheets/addenda or formula sheets. This was 3% in the November 2019 NATED examinations.	Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3
Layout of the question paper	The cover pages did not have all the relevant details such as logo, name of instructional offering, time allocation, number of pages and additional information for 14% of the question papers. This was the case in 8% of the question papers in the November 2019 NATED examinations.	Building Drawing N2 Engineering Drawing N2 Engineering Drawing N3 Mechanotechnology N3 Refrigeration Trade Theory N3 Water and Waste-water Treatment Practice N2

Criterion	Challenges	Instructional offering concerned
Technical criteria		
Instructions to candidates	In 7% of the question papers the instructions to candidates were not clearly specified and were ambiguous according to DHET specifications. This was 8% in the November 2019 NATED examinations.	Carpentry and roofing Theory N2 Engineering Drawing N2 Plating and Structural Steel Drawing N2
Layout of the paper.	The layout of the question paper was disorganised and not reader-friendly in 2% of the question papers.	Building Drawing N2
Numbering of pages	For 2% of the question papers the pages were not correctly numbered, compared to 3% of the question papers in the November 2019 NATED examinations.	Engineering Drawing N2
Numbering of questions	For 5% of the question papers, the questions were not correctly numbered. As compared to 3% of the question papers in the November 2019 NATED examinations.	Industrial Electronics N2 Supervision in Industry N3
Header and footer	In 5% of the question papers, the headers and footers on each page were not consistent and did not adhere to the required format. This compared to 18% of the question papers in the November 2019 examinations.	Fitting and Machining Theory N2 Plating and Structural Steel Drawing N2
Font type and size	In 2% of the question papers the fonts were not appropriate throughout the question paper, compared to the 3% question papers in the November 2019 examination.	Mathematics N2
Mark and time allocation	For 7% of the question papers the mark allocations were not clearly indicated. This was 5% in the November 2019 examinations	Carpentry and Roofing Theory N2 Engineering Drawing N2 Plating and Structural Steel Drawing N2
	In 5% of the question papers, the papers could not be completed in the time allocated. This was also the case in the November 2019 examinations.	Engineering Drawing N2
	In 7% of the question papers the mark allocation on the question papers was not the same as that in the marking guidelines, compared to 5% of the question papers in the November 2019 examination.	Engineering Drawing N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3

Criterion	Challenges	Instructional offering concerned
Technical criteria		
Quality of graphics and illustrations	The quality of illustrations, graphs and tables was not appropriate, not clear, contained errors and not print ready on 20% of the question papers. This compared to 28% of the question papers in the November 2019 examinations.	Carpentry and Roofing Theory N2 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N2 Mathematics N2 Mathematics N3 Plant Operation Theory N2 Plant Operation Theory N3
Format requirements to the Syllabus	All question papers adhere to the format requirements of the Syllabus.	
Internal moderation		
Incomplete moderator reports	For 30% of question papers, the moderator reports were not completed. This was also the case of in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Logic Systems N2 Plant Operation Theory N2 Plant Operation Theory N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2
Quality and standard of internal moderation report	For 27% of the question papers the internal moderation reports were not of appropriate quality. This was 33% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	For 18% of the question papers the internal moderation reports were not up to standard, compared to the 23% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plating and Structural Steel Drawing N3

Criterion	Challenges	Instructional offering concerned
Internal moderation		
Quality and standard of internal moderation report	For 27% of the question papers the internal moderation was not of relevant. This was also the case in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Mathematics N2 Mathematics N3 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
Recommendations and implementation of recommendations	Twenty-five percent of the question papers did not have evidence that the internal moderation recommendations were effected or addressed, compared to 28% of the November 2019 examinations	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Mathematics N3 Motor Trade Theory N3 Plant Operation Theory N2
Content Coverage		
Coverage of the syllabus	For 11% of the question papers, the syllabi were not covered adequately, compared to the 8% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Logic Systems N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3
	Nine percent of the question papers were not within the broad scope of the syllabus, compared to the 13% of the November 2019 examinations.	Fitting and Machining Theory N2 Logic Systems N2 Mathematics N3 Plating and Structural Steel Drawing N3
	Five percent of the question papers were not according to the prescribed weighting of topics. This was also the case in the November 2019 examinations.	Engineering Drawing N2 Plating and Structural Steel Drawing N3
	In 5% of the question papers the topics were not spread out. This was the same in November 2019 examinations.	Mathematics N3 Plating and Structural Steel Drawing N3
	For 9% of the question papers the different topics were not appropriately linked and integrated, compared to the 10% in the November 2019 examinations.	Electrical Trade Theory N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3

Criterion	Challenges	Instructional offering concerned
Content Coverage		
Coverage of the syllabus	Sixteen percent of the question papers were not representative of the latest developments in their instructional offerings. This compared to the 13% from the November 2019 examinations.	Building Drawing N2 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
Types and quality of questions		
Types of questions	Two percent of the question papers did not have various types of questions, for example, multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions. This compared to 18% in the November 2019 examinations.	Aircraft Maintenance Theory N3
	In 14% of the question papers, there was no provisions for creative responses from candidates, compared to the 13% in the November 2019 examinations.	Aircraft Maintenance Theory N3 Engineering Science N3 Logic Systems N3 Mathematics N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
	There was no correlation between mark allocation, level of difficulty and time allocation for 23% of the question papers, compared to 13% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N3 Water Treatment Practice N3
Quality of questions	Five percent of the question paper's questions did not relate to what was pertinent in the instructional offerings, compared to 13% in the November 2019 examinations.	Fitting and Machining Theory N2 Plating and Structural Steel Drawing N3
	In 23% of the question papers, the questions had vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia or unintentional clues to the correct answers. This compared to 15% in the November 2019 examinations.	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Engineering Science N3 Fitting and Machining Theory N2 Industrial Electronics N3 Logic Systems N2 Mathematics N3 Plant Operation Theory N2 Refrigeration Trade Theory N3 Water Treatment Practice N3

Criterion	Challenges	Instructional offering concerned
Types and quality of questions		
Quality of questions	For 9% of the question papers the questions did not provide clear instructional key words/verbs, compared to 8% in the November 2019 examinations.	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Industrial Electronics N3
	In 14% of the question papers the questions did not contain sufficient information to elicit appropriate responses. This was the same in the November 2019 examinations.	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Plant Operation Theory N2 Refrigeration Trade Theory N3
	Nine percent of the question papers contained factual errors or misleading information, compared to 10% in the November 2019 examinations.	Electrical Trade Theory N2 Engineering Science N2 Industrial Electronics N2 Logic Systems N2
	For 11% of the question papers references in questions to visuals, drawings, illustrations, examples, tables, graphs were not relevant and incorrect. This compared to 8% in the November 2019 examinations.	Building Drawing N3 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Mathematics N3
Multiple-choice questions	For 2% of the question papers, in the multiple choice questions section, the options contained logical cues that made one of the options an obvious choice.	Engineering Drawing N2
Cognitive skills		
Analysis grid	For 27% of the question papers the analysis grids did not show the cognitive level of each question/ sub-question, compared to the 30% in the November 2019 examinations.	Bricklaying and plastering Theory N2 Building Drawing N2 Building Science N2 Electrical Trade Theory N2 Engineering Drawing N2 Logic Systems N2 Mathematics N2 Mechanotechnology N3 Plant Operation Theory N2 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 Refrigeration Trade Theory N3
	In 20% of the question papers there was no appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used). This compared to the 15% in the November 2019 examinations.	Aircraft Maintenance Theory N3 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N3

Criterion	Challenges	Instructional offering concerned
Cognitive skills		
Analysis grid	In 5% of the question papers the choice questions were not of an equal level of difficulty/standard. This was the same in the November 2019 examinations.	Building Science N3 Fitting and Machining Theory N2
Assessment of latest developments	Fourteen percent of the question papers were not representative of the latest developments in the teaching of their knowledge fields, compared to 23% in the November 2019 examinations	Aircraft Maintenance Theory N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N2 Motor Trade Theory N2 Radio and Television Theory N3
Marking guideline		
Accuracy of marking guidelines	Nine percent of the marking guidelines did not correspond with the questions in the question papers.	Electrical Trade Theory N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3
	In 41% of the marking guidelines the answers were not accurate, compared to 28% in the November 2019 examinations.	Building Drawing N2 Building Science N2 Building Science N3 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Industrial Electronics N2 Industrial Electronics N3 Industrial Orientation N3 Logic Systems N2 Mathematics N3 Mechanotechnology N3 Plant Operation Theory N2 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Water Treatment Practice N3
	In 14% of the marking guidelines they did not allow for alternative responses, where applicable. Compared to 13% in the November 2019 examination.	Electrical Trade Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N3 Water Treatment Practice N3
Formatting of marking guideline	Eleven percent of the marking guidelines were not laid out clearly. This was 8% during the November 2019 examinations.	Building Science N3 Engineering Science N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
	In two percent of the marking guidelines were not neatly typed, compared to 3% in the 2019 examinations.	Plating and Structural Steel Drawing N3

Criterion	Challenges	Instructional offering concerned
Marking guideline		
Mark allocation	For 7% of the marking guidelines the mark allocation on the marking guidelines did not correspond with the mark allocation on the question paper. This was 3% in the November 2019 examinations.	Engineering Drawing N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
	Twenty percent of the marking guidelines were incomplete with regards to mark allocation and distribution within each of the questions, compared to 30% in the November 2019 examinations.	Carpentry and Roofing Theory N2 Electrotechnology N3 Engineering Drawing N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
Facilitation of marking	Twenty-three percent of the marking guidelines would not be able to facilitate marking. This was the same in the November 2019 examinations.	Building Science N2 Building Science N3 Electrical Trade Theory N2 Engineering Drawing N2 Logic Systems N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
Language and bias		
Grammar	In 2% of the question papers the subject terminology/data was used incorrectly, compared to the 10% in the November 2019 examinations	Engineering Drawing N2
	The language register/level and complexity of the vocabulary were not appropriate for the level of the candidates in 5% of the question papers.	Bricklaying and Plastering Theory N2 Engineering Drawing N2
	In 7% of the question papers the grammar contained subtleties that might create confusion for the candidates. This was the same in the November 2019 examinations.	Carpentry and Roofing Theory N2 Electrotechnology N3 Water Treatment Practice N3
	In 9% of the question papers the grammar used was incorrect. This was 5% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Motor Trade Theory N3
	For 2% of the marking guidelines, the language used was grammatically incorrect.	Motor Trade Theory N3

Criterion	Challenges	Instructional offering concerned
Predictability		
Repetition of questions from previous examinations	Twenty percent of the question papers contained questions that could easily be spotted or predicted. This was the same in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N3 Building Science N3 Electrical Trade Theory N2 Engineering Drawing N2 Logic Systems N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3
	Eighteen percent of the question papers contained questions from the past three years' examination question papers. This was 13% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N3 Electrical Trade Theory N2 Engineering Drawing N2 Logic Systems N2 Mathematics N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
Innovation	Eighteen percent 18% of the question papers lacked an appropriate degree of innovation. This was 23% in the November 2019 examinations.	Aircraft Maintenance Theory N3 Electrical Trade Theory N2 Engineering Drawing N2 Mathematics N2 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
Overall Impression		
Standard of question papers	Seven percent of the question papers were not in line with the relevant current syllabi, compared to the 10% from the 2019 examinations.	Electrical Trade Theory N2 Mathematics N3 Plating and Structural Steel Drawing N3
	7% of the question papers they do not assess the outcomes of the curriculum/ syllabus. This was 13% in the November 2019 examinations.	Logic Systems N2 Mathematics N3 Plating and Structural Steel Drawing N3
	Eighteen percent of the question papers were not of the appropriate standard, compared to 15% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Logic Systems N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3
	Fourteen percent of the question papers did not compare favourably with the previous years' examination question papers. This was the same in the November 2019 examinations.	Electrical Trade Theory N2 Engineering Drawing N2 Logic Systems N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N3

Criterion	Challenges	Instructional offering concerned
Overall Impression		
Standard of question papers	There was no balance in 7% of the question papers on the assessment of skills, knowledge, attitudes, values, and reasoning, compared to 15% in the November 2019 examinations.	Aircraft Maintenance Theory N3 Mathematics N2 Plating and Structural Steel Drawing N3

9.4 Areas of Improvement

The following areas of compliance were observed:

- a. All question papers adhered to the format requirements of the syllabi as outlined by the DHET;
- b. For 18% of the question papers, the internal moderation reports were not up to standard. This was an improvement compared to the 23% reported in the November 2019 examinations;
- c. While 5% of the question papers had questions that did not relate to what was pertinent in the instructional offerings, this had better-quality than the 13% reported in the November 2019 examinations. There was a decrease in the number of questions that did not relate to what was relevant in the various instructional offerings;
- d. There has been an improvement in the question papers with regard to the content being representative of the latest developments in the knowledge field of the various instructional offerings because it was noted that in 14% of the question papers, compared to 23% in the November 2019 examinations, were not representative of the latest development in the teaching of their knowledge fields; and
- e. No question paper or marking guidelines were rejected to be reset and resubmitted for internal and external moderation, compared to two question papers in the November 2019 examinations.

9.5 Areas of Non-compliance

Umalusi reports revealed areas of non-compliance listed below;

- a. The cover page did not have all the relevant details such as logo, name of instructional offering, time allocation, number of pages and additional information for 14% of the question papers. It was 8% of question papers in the November 2019 NATED examinations, indicating an increase in the non-compliance on the layout prescribed by the DHET;
- b. It was noted that in 41% of the marking guidelines the answers were not accurate. This was 28% in the November 2019 examinations, indicating an increase with regards to incorrect marking guidelines which could possibly affect the marking phase negatively;
- c. In 23% of the question papers, the questions either had vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers, compared to 15% in the November 2019 examinations; and
- d. There was no correlation between mark allocation, level of difficulty and time allocation for 23% of the question papers, showing an increase of 10% in non-compliance as compared to 13% that was stated in the November 2019 examinations.

9.6 Directives for Compliance and Improvement

Based on the findings of the Umalusi reports, the following were recommendations to improve the quality question papers and the DHET is required to ensure that:

- a. The old syllabi are continuously upgraded to the current demands of skills and knowledge by the industry since in certain instances the content knowledge in the industry has changed but candidates are still being assessed on topics which are no longer relevant.

9.7 Conclusion

Generally, the question papers and marking guidelines were of good quality. In a number of instructional offerings, the marking guidelines had few errors that had to be corrected so that they would be able to facilitate marking. The DHET should strengthen the relationship between the examiner and internal moderator to ensure that the question papers are thoroughly moderated before they are finalised by the Umalusi external moderators.

CHAPTER 10 MODERATION OF THE CONDUCT OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

10.1 Introduction

Umalusi has been moderating and monitoring the internal assessments of selected NATED Report 190/191: Engineering Studies N2–N3 instructional offerings since 2012.

The main objectives of moderating the internal continuous assessment (ICASS) are to:

- a. Verify that lecturers' portfolios of assessment (PoA) adhere to the ICASS guidelines;
- b. Ensure that evidence is competently collected and documented;
- c. Ascertain the appropriateness and standard of the assessment tasks;
- d. Ensure that assessments are consistently delivered across different sites and that standards are maintained; and
- e. Ensure that the quality assurance of the internal assessment component of NATED Report 190/191: Engineering Studies N2–N3 is effectively maintained.

The purpose of this section of the report is to:

- a. Outline the scope and approach followed in the moderation of internal continuous assessment;
- b. Provide an indication of the size of the sample included in the quality assurance of the internal continuous assessment exercise;
- c. Provide an overview of critical findings related to the quality and standard of this internal continuous assessment;
- d. Highlight areas of improvement and those requiring improvement; and
- e. Make recommendations to enhance the quality of internal assessment.

10.2 Scope and Approach

Umalusi external moderators were sent to all nine provinces on 2–12 November 2020 to moderate the ICASS of N2 and N3 students' and lecturers' portfolios from a sample of NATED Report 190/191 instructional offerings. The external moderators drafted reports on their findings at the sampled sites. Thirty-five instructional offerings, compared with 18 in 2019, an increase of 94%, were moderated at 18 (eight in 2019) private colleges and 17 (nine in 2019) public colleges. The numbers of sites in 2018 and 2019 had remained the same.

Table 10A provides information on the sampled instructional offerings, sites and provinces involved in the external moderation of NATED Report 190/191 ICASS during November 2020.

Table 10A: Sample of instructional offerings and sites external moderation of NATED Report 190/191 ICASS

Instructional Offering	TVET/FET College	Site	Province
Aircraft Maintenance Theory N3	Ekurhuleni West TVET	Kempton	GP
Building and Civil Technology N3	Northlink TVET	Belhar	WC
Building Drawing N2	Northern Cape Urban TVET	Moremogolo	NC

Instructional Offering	TVET/FET College	Site	Province
Building Drawing N3	Damelin College	Durban City Campus	KZN
Building Science N2	Sekhukhune TVET	CS Barlow	LP
Building Science N3	Tshwane College of Communication and Computer Studies	Pretoria	GP
Diesel Trade Theory N2	Orbit TVET	Mankwe	NW
Diesel Trade Theory N3	Overcomers Training College	Pretoria	GP
Electrical Trade Theory N2	College of Cape Town	Gugulethu	WC
Electrical Trade Theory N3	Bristol Training College	Pretoria	GP
Electrotechnology N3	Platinum TVET	Rustenburg	NW
Engineering Drawing N2	Esayidi TVET	Port Shepstone	KZN
Engineering Drawing N3	Berea Technical College	Durban	KZN
Engineering Science N2	Advisor Progressive	Emalahleni	MP
Fitting and Machining Theory N2	College on Hills	Emalahleni	MP
Industrial Electronics N2	Richfield College	Johannesburg	GP
Industrial Electronics N3	National Skills and Technical College	Middelburg	MP
Industrial Organisation and Planning N3	Greenview Training and Development Skills Centre	Gauteng	GP
Industrial Orientation N3	Jengrac Technical College	Sebokeng	GP
Instrument Trade Theory N2	Vuselela TVET	Jouberton	NW
Instrument Trade Theory N3	Flavius Mareka	Sasolburg	FS
Logic Systems N2	Northlink TVET	Wingfield	WC
Mathematics N2	Qualitas Personnel (PTY) LTD	Bloemfontein	FS
Mathematics N3	Vaal Skills Training Institute	Durban	KZN
Mechanotechnology N3	Majuba TVET	Newcastle Technology Centre	KZN
Plant Operation Theory N2	Ikhala TVET	Ezibeleni	EC
Plant Operation Theory N3	Gauteng City College	Johannesburg	GP
Platers' Theory N2	Northlink TVET	Bellville	WC
Plating and Structural Steel Drawing N2	Thekwini City College	Durban	KZN
Plating and Structural Steel Drawing N3	Thekwini TVET	Springfield	KZN
Plumbing Theory N2	Umgungundlovu TVET	Edendale	KZN
Supervision in Industry N3	Jeppe College of Commerce and Computer Studies	Bloemfontein	FS
Water and Waste-water Treatment Practice N2	South West Gauteng TVET	Roodepoort West	GP
Water Treatment Practice N3	Vhembe TVET	Mavhoi	LP
Welders' Theory N2	Bagvin	Germiston	GP

Colleges and campuses were informed of Umalusi's moderation visits in advance in writing. Despite this, there were two (seven in 2019) campuses that were not adequately prepared for the visit, namely Orbit TVET College's Mankwe Campus (Diesel Trade Theory N2) and Esayidi TVET College's Port Shepstone Campus (Engineering Drawing N2) resulting in time being wasted when these campuses gathered their evidence on the day of the visit. Other difficulties experienced were the following:

Table 10B: Challenges with the readiness of sites

Challenges	TVET College	Site	Instructional Offering
Files not available and had to be collected from a different campus, wasting valuable time	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
Not all documentation available and some, e.g. timetable, possibly generated on the day of moderation	Bristol Training	Pretoria	Electrical Trade Theory N3
Both the senior lecturer and the campus manager were not available from 11:30 and 12:30 respectively so some questions could not be answered	Esayidi TVET	Port Shepstone	Engineering Drawing N2
Off-site moderation done. Not clear how test was implemented as some answers were sent through WhatsApp to a number and not marked but there is a mark is recorded on the mark sheet.	Berea Technical	Durban	Engineering Drawing N3
None of the internal assessment policies could be provided as the campus manager's position was vacant and the acting manager was the second to be appointed two weeks prior to the visit	Ikhala TVET	Ezibeleni	Plant Operation Theory N2

Umalusi's moderators were also requested to gather information on three additional instructional offerings. The sites were not informed prior to the visits of this additional monitoring of specific instructional offerings. The purpose of the unannounced request for evidence of the additional instructional offerings was to prevent any suspected window-dressing of the tasks and all accompanying documents.

Table 10C provides information on these additional sampled instructional offerings at the sites involved in the spot-check moderation of NATED Report 190/191 ICASS during November 2020. The table also contains the numbers of students enrolled with the Department of Higher Education and Training (DHET).

Table 10C: Additional instructional offerings moderated, including DHET enrolment numbers

No.	College/Campus	Mathematics N2	Engineering Science N2	Fitting and Machining Theory N2	Building Science N2	Building and Civil Technology N3	Industrial Electronics N2	Electrical Trade Theory N2
1.	Ekurhuleni West TVET: Kempton	42	44	22				
2.	Northlink TVET: Belhar	360	238		130			
3.	Northern Cape Urban TVET: Moremogolo	89	57		39			
4.	Damelin Durban City Campus: Durban	2	2			15		
5.	Sekhukhune TVET: CS Barlow	231	186			9		
6.	Tshwane College of Commerce and Computer Studies: Pretoria	67	59		19			
7.	Orbit TVET: Mankwe	109	143	45				
8.	Overcomers Training College: Pretoria	89	78	36				
9.	College of Cape Town: Gugulethu	103	106				104	
10.	Bristol Training College: Pretoria	55	56				14	
11.	Platinum TVET College: Rustenburg	153	141	44				
12.	Esayidi TVET: Port Shepstone	104	108				62	
13.	Berea Technical College: Durban	257	220				77	
14.	Advisor Progressive: Emalahleni (Witbank)	30		9			12	
15.	College on Hills: Emalahleni (Witbank)	120	118				49	
16.	Richfield College: Johannesburg	16	19					14
17.	National Skills and Technical College: Middelburg	140	144		12			
18.	Greenview Training and Development Skills Centre: Johannesburg	75	70	10				
19.	Jengrac Technical College: Sebokeng	12	12	5				

No.	College/Campus	Mathematics N2	Engineering Science N2	Fitting and Machining Theory N2	Building Science N2	Building and Civil Technology N3	Industrial Electronics N2	Electrical Trade Theory N2
20.	Vuselela TVET: Jouberton	125	145	32				
21.	Flavius Mareka: Sasolburg	313	336				178	
22.	Northlink TVET: Wingfield	196	102				77	
23.	Qualitas Personnel (PTY) LTD: Bloemfontein		24				23	24
24.	Vaal Skills Training Institute: Durban		33		11		21	
25.	Majuba TVET: Newcastle Technology Centre	314	329	68				
26.	Ikhala TVET: Ezibeleni	239	190		70			
27.	Gauteng City College: Doornfontein	86	78	11				
28.	Northlink TVET: Bellville	207	242				137	
29.	Thekwini City College: Durban	171	167		33			
30.	Thekwini TVET: Springfield	134	147				46	
31.	Umgungundlovu TVET: Edendale	44			44	8		
32.	Jeppe College of Commerce and Computer Studies: Bloemfontein	16	16				3	
33.	South West Gauteng TVET: Roodepoort West	270	261				224	
34.	Vhembe TVET: Mavhoi	192				34	118	
35.	Bagvin: Germiston	74	21	9				

10.3 Findings

10.3.1 Enrolments

Enrolment figures were supplied by the DHET. When these were compared with the enrolled students on site, it was found that at 14 out of the 35 sites (40%), compared to ten in 2019 (56%), the figures did

not match the actual numbers enrolled at the college/site. It was difficult to verify actual enrolments and to indicate whether these were employed or unemployed students as this information was not always available.

The following table indicates the numbers enrolled as per records provided by the DHET and those enrolled according to the colleges' records:

Table 10D: Comparison between DHET and site enrolments

Instructional Offering	College	Site	DHET	Site
Aircraft Maintenance Theory N3	Ekurhuleni West TVET	Kempton	N3 – 29	N3 – 20 (7)
Building and Civil Technology N3	Northlink TVET	Belhar	N3 – 73	N3 – 73 (15)
Building Drawing N2	Northern Cape Urban TVET	Moremogolo	N1 – 0 N2 – 30 N3 – 0	N1 – 59 (29) N2 – 37 N3 – 0
Building Drawing N3	Damelin College	Durban City Campus	N1 – 8 N2 – 6 N3 – 15	N1 – 8 N2 – 6 (2) N3 – 11
Building Science N2	Sekhukhune TVET	CS Barlow	N1 – 12 N2 – 42 N3 – 61	N1 – 0 (12) N2 – 42 N3 – 61 (12)
Building Science N3	Tshwane College of Communication and Computer Studies	Pretoria	N2 – 19 N3 – 20	N2 – 7 (12) N3 – 13 (8)
Diesel Trade Theory N2	Orbit TVET	Mankwe	N1 – 4 N2 – 29 N3 – 0	N1 – 0 (3) N2 – 14 (14) N3 – 0 (9)
Diesel Trade Theory N3	Overcomers Training College	Pretoria	N2 – 16 N3 – 19	N2 – 16 N3 – 12
Electrical Trade Theory N2	College of Cape Town	Gugulethu	N1 – 60 N2 – 105 N3 – 43	N1 – 60 N2 – 102 N3 – 46
Electrical Trade Theory N3	Bristol Training College	Pretoria	N2 – 0 N3 – 9	N2 – 12 N3 – 9
Electrotechnology N3	Platinum TVET	Rustenburg	N3 – 34	N3 – 34
Engineering Drawing N2	Esayidi TVET	Port Shepstone	N2 – 40 N3 – 9	N2 – 38 N3 – 0
Engineering Drawing N3	Berea Technical College	Durban	N2 – 93 N3 – 15	N2 – Unavailable N3 – 92
Engineering Science N2	Advisor Progressive	Emalahleni	N1 – 17 N2 – 30 N3 – 29	N1 – 11 (6) N2 – 14 (16) N3 – 5 (24)
Fitting and Machining Theory N2	College on Hills	Emalahleni	N2 – 21 N3 – 0	N2 – 21 N3 – 0
Industrial Electronics N2	Richfield College	Johannesburg	N1 – 5 N2 – 17 N3 – 8	N1 – 3 (2) N2 – 12 (5) N3 – 2 (6)

Instructional Offering	College	Site	DHET	Site
Industrial Electronics N3	National Skills and Technical College	Middelburg	N1 – 4 N2 – 33 N3 – 55	N1 – 4 N2 – 33 N3 – 55
Industrial Organisation and Planning N3	Greenview Training and Development Skills Centre	Gauteng	N3 – 85	N3 – 85 (3)
Industrial Orientation N3	Jengrac Technical College	Sebokeng	N1 – 0 N2 – 0 N3 – 63	N1 – 1 N2 – 8 N3 – 60
Instrument Trade Theory N2	Vuselela TVET	Jouberton	N2 – 21 N3 – 0	N2 – 16 (5) N3 – 0
Instrument Trade Theory N3	Flavius Mareka	Sasolburg	N2 – 9 N3 – 14	N2 – 9 (2) N3 – 12 (1)
Logic Systems N2	Northlink TVET	Wingfield	N2 – 68 N3 – 30	N2 – 67 N3 – 30
Mathematics N2	Qualitas Personnel (PTY) LTD	Bloemfontein	N1 – 7 N2 – 27 N3 – 9	N1 – 2 (5) N2 – 23 (4) N3 – 2 (7)
Mathematics N3	Vaal Skills Training Institute	Durban	N1 – 4 N2 – 69 N3 – 30	N1 – 4 N2 – 69 (7) N3 – 47 (3)
Mechanotechnology N3	Majuba TVET	Newcastle Technology Centre	N3 – 110	N3 – 34
Plant Operation Theory N2	Ikhala TVET	Ezibeleni	N2 – 48 N3 – 0	N2 – 42 (6) N3 – 0
Plant Operation Theory N3	Gauteng City College	Johannesburg	N2 – 0 N3 – 12	N2 – 0 N3 – (13)
Platers' Theory N2	Northlink TVET	Bellville	N2 – 70 N3 – 0	N2 – 76 N3 – 0
Plating and Structural Steel Drawing N2	Thekwini City College	Durban	N2 – 34 N3 – 0	N2 – 34 N3 – 0
Plating and Structural Steel Drawing N3	Thekwini TVET	Springfield	N2 – 0 N3 – 30	N2 – 0 N3 – 21
Plumbing Theory N2	Umgungundlovu TVET	Edendale	N2 – 21 N3 – 0	N2 – 16 N3 – 0
Supervision in Industry N3	Jeppe College of Commerce and Computer Studies	Bloemfontein	N3 – 29	N3 – 42
Water and Waste-water Treatment Practice N2	South West Gauteng TVET	Roodepoort West	N1 – 0 N2 – 49 N3 – 0	N1 – 12 N2 – 41 (2) N3 – 20 (5)
Water Treatment Practice N3	Vhembe TVET	Mavhoi	N3 – 48	N3 – 11 (37)
Welders' Theory N2	Bagvin	Germiston	N1 – 4 N2 – 69 N3 – 7	N1 – 0 N2 – 6 N3 – 0

* Note: the numbers in brackets are students who are repeating the level in that instructional offering.

It is not unusual to find such a discrepancy between DHET's official enrolment figures and those that are actually on the campus/site if one compares Table 10D with the tables capturing this information in previous years. The effects of Covid-19 may account for some of the falling numbers but there are also other reasons. Table 10E highlights issues related to attendance:

Table 10E: Attendance registers and enrolments

Attendance	TVET College	Site	Instructional Offering
No register available	Bristol Training	Pretoria	Electrical Trade Theory N3
	Platinum	Rustenburg	Electrotechnology N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Berea Technical	Durban	Engineering Drawing N3
No register for part-time students	Vaal Skills Training Institute	Durban	Mathematics N3
Seven students more than in attendance register	National Skills and Technical	Middelburg	Industrial Electronics N3
Seventeen names in attendance register, 30 officially enrolled with DHET but principal says 47 enrolled at the college	Vaal Skills Training Institute	Durban	Mathematics N3

10.3.2 Tuition time

The DHET specifies a minimum of six hours per week over a period of ten weeks to cover the syllabus for each instructional offering. Contact tuition time at the sampled sites varied from two to eight hours per week, depending on whether the instructional offering was studied on a full-time (FT), part-time (PT) or distance learning (DL) basis. Full-time classes are offered during the week, Monday to Fridays; part-time classes are offered in the evenings and on Saturdays and distance learning refers to teaching and learning off-site with contact time only for the purpose of assessments. The weekly tuition time (indicated in hours) has been captured in Table 10F, which indicates that not all the sites are providing sufficient tuition time.

Table 10F: Contact time allocated to instructional offerings

Instructional Offering	TVET College	Site	Hours/week
Aircraft Maintenance Theory N3	Ekurhuleni West TVET	Kempton	PT – 0 FT – 7:30 DL – 0
Building and Civil Technology N3	Northlink TVET	Belhar	PT – 0 FT – 7:50 DL – 0
Building Drawing N2	Northern Cape Urban TVET	Moremogolo	PT – 0 FT – 7:50 DL – 0
Building Drawing N3	Damelin College	Durban City Campus	PT – 0 FT – 4 DL – 0

Instructional Offering	TVET College	Site	Hours/week
Building Science N2	Sekhukhune TVET	CS Barlow	PT – 4:30 FT – 4:30 DL – 2
Building Science N3	Tshwane College of Communication and Computer Studies	Pretoria	PT – 3 FT – 4:50 DL – 0
Diesel Trade Theory N2	Orbit TVET	Mankwe	PT – 0 FT – 7:50 DL – 0
Diesel Trade Theory N3	Overcomers Training College	Pretoria	PT – 0 FT – 3:45 DL – 0
Electrical Trade Theory N2	College of Cape Town	Gugulethu	PT – 0 FT – 4 DL – 0
Electrical Trade Theory N3	Bristol Training College	Pretoria	PT – 0 FT – 3 DL – 0
Electrotechnology N3	Platinum TVET	Rustenburg	PT – 0 FT – 4 DL – 0
Engineering Drawing N2	Esayidi TVET	Port Shepstone	PT – 0 FT – 5 DL – 0
Engineering Drawing N3	Berea Technical College	Durban	PT – Unknown FT – Unknown DL – Unknown
Engineering Science N2	Advisor Progressive	Emalahleni	PT – 2 FT – 3:45 DL – 0
Engineering Science N2	Advisor Progressive	Emalahleni	PT – 2 FT – 3:45 DL – 0
Fitting and Machining Theory N2	College on Hills	Emalahleni	PT – 2 FT – 5 DL – 0
Industrial Electronics N2	Richfield College	Johannesburg	PT – 0 FT – 3 DL – 0
Industrial Electronics N3	National Skills and Technical College	Middelburg	PT – 0 FT – 3 DL – 1
Industrial Organisation and Planning N3	Greenview Training and Development Skills Centre	Gauteng	PT – 0 FT – 3 DL – 0
Industrial Orientation N3	Jengrac Technical College	Sebokeng	PT – 0 FT – 5 DL – 0

Instructional Offering	TVET College	Site	Hours/week
Instrument Trade Theory N2	Vuselela TVET	Jouberton	PT – 0 FT – 2/3 ² DL – 0
Instrument Trade Theory N3	Flavius Mareka TVET	Sasolburg	PT – 2/3 ³ FT – 0 DL – 0
Logic Systems N2	Northlink TVET	Wingfield	PT – 6 FT – 6:40 DL – 0
Mathematics N2	Qualitas Personnel (PTY) LTD	Bloemfontein	PT – 8 FT – 5 DL – 0
Mathematics N3	Vaal Skills Training Institute	Durban	PT – 4 FT – 3 DL – 0
Mechanotechnology N3	Majuba TVET	Newcastle Technology Centre	PT – 0 FT – 5 DL – 0
Plant Operation Theory N2	Ikhala TVET	Ezibeleni	PT – 0 FT – 5 DL – 0
Plant Operation Theory N3	Gauteng City College	Johannesburg	PT – 0 FT – 3 DL – 0
Platers' Theory N2	Northlink TVET	Bellville	PT – 0 FT – 7 DL – 0
Plating and Structural Steel Drawing N2	Thekwini City College	Durban	PT – 3 FT – 4 DL – 0
Plating and Structural Steel Drawing N3	Thekwini TVET	Springfield	PT – 0 FT – 5:50 DL – 0
Plumbing Theory N2	Umgungundlovu TVET	Edendale	PT – 0 FT – 7 DL – 6
Supervision in Industry N3	Jeppe College of Commerce and Computer Studies	Bloemfontein	PT – 0 FT – 2 DL – 0
Water and Waste-water Treatment Practice N2	South West Gauteng TVET	Roodepoort West	PT – 2 FT – 5 DL – 0

² Alternating two hours in one week with three hours the next.

³ Alternating two hours in one week with three hours the next.

Instructional Offering	TVET College	Site	Hours/week
Water Treatment Practice N3	Vhembe TVET	Mavhoi	PT – 0 FT – 5 DL – 0
Welders' Theory N2	Bagvin	Germiston	PT – 0 FT – 4 DL – 0

Tuition time varied for full-time, part-time and distance learning students, but the actual numbers could not be verified as there did not seem to be a timetable for the part-time or distance learning students at all the colleges visited by Umalusi. It was presumed that the employed students attended part-time classes. Employed students were enrolled at 15 of the 35 sites (43%) (compared with five in 2019; 28%), but their attendance could not be verified. The majority of the students were thus unemployed.

The students were given pre-enrolment support at 23 out of the 35 sites (68% of the sites compared with 67% in 2019). The means of support varied as depicted in Table G.

Table 10G: Pre-enrolment support

Type of pre-enrolment support	College	Site	Instructional Offering
Pace	Ekurhuleni West TVET	Kempton	Aircraft Maintenance Theory N3
	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Majuba TVET	Newcastle Technology Centre	Mechanotechnology N3
CAP	Orbit TVET	Mankwe	Diesel Trade Theory N2
	Flavius Mareka TVET	Sasolburg	Instrument Trade Theory N3
Baseline	Ikhala TVET	Ezibeleni	Plant Operation Theory N2
	Northlink TVET	Bellville	Platers' Theory N2
	Gauteng City	Doornfontein	Plant Operation Theory N3
Liasec Test	Gauteng City	Doornfontein	Plant Operation Theory N3
Numeracy and/or literacy test	Northlink TVET	Belhar	Building and Civil Technology N2
	Greenview Training and Development Skills Centre	Gauteng	Industrial Organisation and Planning N3
Placement/Selection Test	Jeppe	Bloemfontein	Supervision in Industry N3
	Sekhukhune TVET	CS Barlow	Building Science N2
	Northlink TVET	Bellville	Platers' Theory N2
Interview process	Northlink TVET	Belhar	Building and Civil Technology N2
	Vuselela TVET	Jouberton	Instrument Trade Theory N3
	Flavius Mareka TVET	Sasolburg	Instrument Trade Theory N3

Type of pre-enrolment support	College	Site	Instructional Offering
Aptitude test (type unspecified)	Damelin	Durban City	Building Drawing N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Northlink TVET	Wingfield	Instrument Trade Theory N3
Counselling	Tshwane College of Commerce and Computer Studies	Pretoria	Building Science N3
	College of Cape Town	Gugulethu	Electrical Trade Theory N2

The following 12 institutions (compared with six in 2019) did not offer any pre-enrolment support:

- a. Overcomers Training College;
- b. Bristol Training College;
- c. Platinum TVET College;
- d. Berea Technical College;
- e. Advisory Progressive College;
- f. College on Hills;
- g. Richfield College;
- h. Jengrac Technical College;
- i. Vaal Skills Training Institute;
- j. Umgungundlovu TVET College;
- k. Vhembe TVET College; and
- l. Bagvin College.

It should be noted that the Vaal Skills Training Institute and Umgungundlovu TVET College did not offer pre-enrolment support to their students in 2019 either.

10.3.3 Physical and other resources

The available facilities were adequate at 94% of the sites, compared with 89% in 2019. This is a 5% improvement on the previous year. Seventy-seven per cent of these sites provided enough computers and printers for the students to do their assignments, which does not compare well with the 83% of 2019. The students had access to the internet at 80% of the sites compared with 83% in the previous year. Although the facilities were adequate, the students had less access to computers and the internet in 2020. One of the issues identified was that the NATED Report 191 students did not have equal access to the facilities that the NC(V) students enjoyed.

In Table H, further details are provided on the status of the physical resources at the sites visited.

Table 10H: Physical resources

Physical resources	College	Site	Instructional Offering
NATED students not scheduled to use workshops/computer laboratories and internet	Sekhukhune TVET	CS Barlow	Building Science N2
	Orbit TVET	Mankwe	Diesel Trade Theory N2

Physical resources	College	Site	Instructional Offering
No resources such as computer laboratories or workshops	Overcomers Training	Pretoria	Diesel Trade Theory N3
	Advisor Progressive	Emalahleni	Engineering Science N2
	Richfield	Johannesburg	Industrial Electronics N2
	National Skills and Technical	Middelburg	Industrial Electronics N3
Health and safety precautions not observed in some classrooms	Advisor Progressive	Emalahleni	Engineering Science N2

Both Northlink TVET College's Bellville Campus and Bagvin College's Germiston Campus had fully equipped boiler-making and welding workshops respectively for exposure to the practical application of the instructional offerings.

The students at the private colleges were responsible for buying their own textbooks. In 86% of instances, the textbooks were available on time and sufficient for the enrolled students, which is an improvement on the 83% of the previous year.

At the Tshwane College of Commerce and Computer Studies' Pretoria Campus, the students were given three weeks to access and buy their own textbooks. Drawing instruments were not provided at the Esayidi TVET College's Port Shepstone Campus and the students could not afford to buy their own. At the Jengrac Technical College's Sebokeng Campus, the lecturer used a photocopy of the textbook, which is in breach of the copyright act. In 2019, it was reported that the Vaal Skills Training Institute's Durban Campus had photocopied the Mathematics N2 book which they sold to the students. This year, the lecturer at Vaal Skills Training Institute's Durban Campus was not using the same Mathematics N3 textbook as the one used by the students.

The use of additional teaching material in the form of articles, videos, posters, diagrams and models besides the textbook occurred at 94% of the sites, a vast improvement on the 44% of the year before.

Various concerns about the lack of practical application of the theory are described in Table 10:

Table 10: Practical application of the theory

No/little practical application	TVET College	Site	Instructional Offering
Time for practical/workshop exposure not scheduled	Orbit TVET	Mankwe	Diesel Trade Theory N2
	College of Cape Town	Gugulethu	Electrical Trade Theory N2
No practical application/no integration of theory and practical	Bristol Training	Pretoria	Electrical Trade Theory N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	College on Hills	Emalahleni	Fitting and Machining N2
	Richfield	Johannesburg	Industrial Electronics N2
	National Skills and Technical	Middelburg	Industrial Electronics N3
	Thekwini City	Durban	Plating and Structural Steel Drawing N2

No/little practical application	TVET College	Site	Instructional Offering
No practical application/no integration of theory and practical	Thekwini TVET	Springfield	Plating and Structural Steel Drawing N3
	South West Gauteng TVET	Roodepoort West	Water and Waste-water Treatment Practice N2
No time to do practical work (two hours per week for the instructional offering on the timetable)	Jeppe	Bloemfontein	Supervision in Industry N3
Only a visit to the plant for observation	Ikhala TVET	Ezibeleni	Plant Operation Theory N2

10.3.4 Human Resources

Lecturing staff at twelve sites, 34%, was not competently trained to lecture the relevant instructional offerings. At one site, a former student was lecturing with no teaching or industry experience, at another site, the lecturer completed N1-N4 and at two other sites, the lecturers completed N5 or N6. At two sites, lecturers trained students in electronics while not having electronic experience. At four sites, no evidence of the teaching qualifications could be found. At two sites, lecturers had no relevant industrial experience.

Training needs were identified at 77% of the sites, compared with 67% in 2019, which is a 10% improvement on the previous year. There was evidence of a training plan for staff development at 77% of the sites, which compares well with the 61% of the previous year. Sixty per cent of the sites had a training manual (50% in 2019). Forty-nine per cent of the sites could provide proof that training had been implemented, also an improvement on the 44% of 2019.

Seventy-four per cent of the staff indicated that they needed further training, compared with 72% in 2019. Staff at only 31% of the sites, compared with 44% in 2019, had been exposed to the workplace. The staff at the following two sites had not been exposed to the workplace at all:

- Northern Cape Urban TVET College's Moremogolo Campus (Building Drawing N2); and
- Greenview Training and Development Skills Centre's Gauteng Campus (Industrial Organisation and Planning N3).

10.3.5 Internal assessment policies and systems

Despite all the sites having an internal assessment policy in 2019, this year, this number dropped to 86%, even lower than the 90% of 2018. The various aspects of the assessment policy provided for the following:

- Planning for assessment (80%, 94% in 2018 and 2019);
- Monitoring and moderation of assessments at college or campus level (80% compared with 89% in 2019);
- Appeals procedure (80% compared with 89% in 2019);
- Absenteeism (74% compared with 72% in 2019);
- Late or non-submission of tasks (57% compared with 72% in 2019);
- Learners with barriers (63% compared with 61% in 2019);
- Conditions for re-assessment (71% compared with 83% in 2019); and

h. Irregularities (63% compared with 67% in 2019).

The following sites did not have comprehensive assessment policies:

- a. Sekhukhune TVET College's CS Barlow Campus (Building Science N2);
- b. College on Hills' Emalahleni Campus (Fitting and Machining N2); and
- c. Gauteng City College's Doornfontein Campus (Plant Operation Theory N3).

There was generally a greater degree of non-compliance to the requirements of ICASS Guidelines in terms of internal assessment policies compared to the past two years. However, one must not lose sight of the fact that Covid-19 might have had an impact on operations at the colleges as lecturers were concentrating on finding and developing new ways of communicating off-campus with the students.

10.3.6 Monitoring

There was a plan for the monitoring assessment at 77% of the sites, an improvement on the 67% of the previous year. The plan was implemented at 69% of sites, compared with 78% in 2019. There was evidence that reports had been submitted to the academic board at 60% of the sites, a slight improvement on the 56% of 2019. There was evidence of an instructional offering monitoring report at 66% of the sites, 67% of the sites in 2019. Pre- and post-assessment monitoring reports were available in 66% of instances, compared with 78% of the previous year.

A comparison of the monitoring that was planned for and implemented over the past three years has been captured in figure 10A:

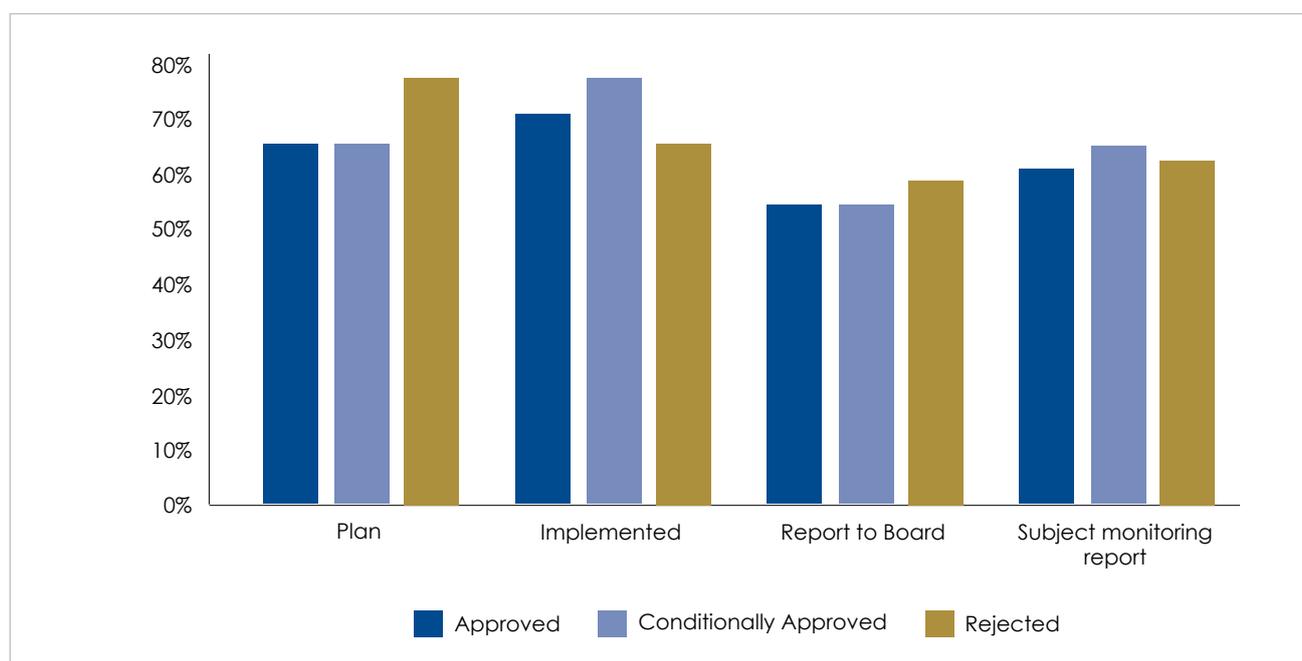


Figure 10A: Planning for the monitoring of assessment

This year, there was an initial improvement in having a plan for the monitoring of assessments, but this was not maintained when it came to implementation.

There was good monitoring and support of assessment at the following sites:

- a. Northern Cape Urban TVET's Moremogolo Campus (Building Drawing N2);
- b. Sekhukhune TVET College's CS Barlow (Building Science N2); and

- c. Tshwane College of Commerce and Computer Studies' Pretoria Campus (Building Science N3).

However, there was a general lack of monitoring of assessment at the 13 sites listed in Table 10J.

Table 10J: Lack of monitoring of assessment

College	Site	Instructional Offering
Bristol Training	Pretoria	Electrical Trade Theory N3
College on Hills	Emalahleni	Fitting and Machining N2
Damelin	Durban City	Building Drawing N3
Esayidi TVET	Port Shepstone	Engineering Drawing N2
Gauteng City	Doornfontein	Plant Operation Theory N3
Greenview Training and Development Skills Centre	Gauteng	Industrial Organisation and Planning N3
Jengrac Technical	Sebokeng	Industrial Orientation N3
Northern Cape Urban TVET	Moremogolo	Building Drawing N2
Overcomers Training	Pretoria	Diesel Trade Theory N3
South West Gauteng TVET	Roodepoort West	Water and Waste-water Treatment Practice N2
Umgungundlovu TVET	Edendale	Plumbing N2
Vaal Skills Training Institute	Durban	Mathematics N3
Vhembe TVET	Mavhoi	Water Treatment Practice N3

Had the monitoring of assessment taken place at all sites more diligently, shortcomings such as poor planning and filing, incorrect setting of tests and marking guidelines and poor internal moderation might have been averted.

10.3.7 Assessment tasks development plan

Planning for the development of assessment tasks took place at 83% of the sites, which is an improvement on the 72% of 2019. This plan covered the following:

- An indication of the scope of the assessment task (83%);
- The identification of the person responsible for setting the assessment tasks (77%); and
- Of the moderator (77%).

The content that would be covered was decided 77% of the time (much higher than the 67% in 2019). The duration of the assessment task and mark allocation was determined in 77% of instances (72% in 2019), thus also showing a slight improvement). The assessment tasks were developed according to the schedule 77% of the time (also a slight improvement compared with the 72% in 2019). There were systems in place for checking that the assessment tasks were of an acceptable standard in 80% of instances compared with 94% in 2019. Unfortunately, at only 66% of the sites, even though it is a slight improvement on the 61% in 2019, there were examples of additional supporting assessment tasks to assist learning.

10.3.8 Irregularities register

Only 21 of the 35 sites had an irregularity register for internal assessments which represents 60% of the

sites, a deterioration of the 67% of the sites in 2019. There was a record of irregularities at 29% of the sites, similar to the 28% of 2019, and the irregularities were recorded well in 29% of instances, compared with 33% of the previous year.

The following 14 sites which represents 40% of the sample (six in 2019) had no irregularity registers at all:

- a. Damelin College's Durban City Campus (Building Drawing N3);
- b. Orbit TVET College's Mankwe Campus (Diesel Trade Theory N2);
- c. Overcomers Training College's Pretoria Campus (Diesel Trade Theory N2);
- d. Bristol Training College's Pretoria Campus (Electrical Trade Theory N3);
- e. Platinum TVET College's Rustenburg Campus (Electrotechnology N3);
- f. Esayidi TVET College's Port Shepstone Campus (Engineering Drawing N2);
- g. Richfield College's Johannesburg Campus (Industrial Electronics N2);
- h. National Skills and Technical College's Middelburg Campus (Industrial Electronics N3);
- i. Qualitas Personnel (Pty) Ltd Bloemfontein Campus (Mathematics N2);
- j. Vaal Skills Training Institute's Durban Campus (Mathematics N3);
- k. Majuba TVET College's Newcastle Technology Centre (Mechanotechnology N3);
- l. Gauteng City College's Doornfontein Campus (Plant Operation N3);
- m. Umgungundlovu TVET College's Edendale Campus (Plumbing Theory N2); and
- n. South West Gauteng TVET College's Roodepoort West Campus (Water and Wastewater Treatment N2).

10.3.9 Lecturers' files

a) Lecturers' personal and assessment files (PoA)

The lecturers' portfolios of assessment (PoA) is not only used as a record of the lecturer's identity and scheme of work but contains a number of planning documents such as the year plan and assessment schedule. The compilation of the PoA has shown a marked improvement in 2020 in almost all aspects as can be inferred from the following findings on the contents of the PoA:

- a. Ninety-four per cent (78% in 2019) included certified copies of their qualifications;
- b. Only 54% provided evidence of SACE registration, but this was better than the 50% of the previous year;
- c. Eighty-six per cent (78% in 2019) of the lecturers had teacher qualifications with 19 of them with more than five years' teaching experience;
- d. Eighty-six per cent of the lecturers (72% in 2019) had workplace experience with 19 of them having more than five years' industry experience;
- e. A class register and record of attendance had been inserted in the files of 77% of the lecturers, which does not compare well with the 89% of 2019;
- f. The instructional offering syllabus appeared in 91% of the files, which compares well with the 78% in 2019;
- g. There was also a pacesetter with a work schedule in 91% of the files, also an improvement on the 83% of 2019; and
- h. Evidence that the pacesetter had been used as a planning document could only be found in 66% of instances, another improvement on the 61% of the previous year.

Northlink TVET College's Bellville Campus (Platers' Theory N2) was identified as capturing attendance records well.

Ninety-four per cent (91% in 2019) of the PoA contained assessment schedules with 97% of the files containing two tests with their marking guides, compared with 94% the previous year. Pre-moderation

had been done 89% of the time (compared with 100% in 2019) and post-assessment moderation had been done in 89% of instances compared with 2019's 94%.

Concerns were raised about the state of the PoA at a number of sites as can be seen in Table 10K.

Table 10K: State of the PoA

Contents of PoA	College	Site	Instructional Offering
Disorganised PoA, making access of documents difficult	Damelin	Durban City	Building Drawing N3
Poor filing/not according to DHET's directions	Bristol Training	Pretoria	Electrical Trade Theory N3
Did not use DHET templates (not supplied by central office)	Umgungundlovu TVET	Edendale	Plumbing N2
Missing documents	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Vaal Skills Training Institute	Durban	Mathematics N3
	Ikhala TVET	Ezibeleni	Plant Operation Theory N2
	South West Gauteng TVET	Roodepoort West	Water and Waste-water Treatment Practice N2
Lack of planning documents	Majuba TVET	Newcastle Technology Centre	Mechanotechnology N3
Wrong document (DHET's guidelines instead of own policy document)	Esayidi TVET	Port Shepstone	Engineering Drawing N2
Outdated policies	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Gauteng City	Doornfontein	Plant Operation Theory N3
	South West Gauteng TVET	Roodepoort West	Water and Waste-water Treatment Practice N2
No /outdated syllabus	College on Hills	Emalahleni	Fitting and Machining N2
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Jeppe	Bloemfontein	Supervision in Industry N3

Jengrac Technical College's Sebokeng Campus had a syllabus for Industrial Orientation N3 that was dated 1978.

Even though the PoA for Building Science N2 at Sekhukhune TVET College's CS Barlow Campus was neat, the filing was poor. Tshwane College of Commerce and Computer Studies' Pretoria Campus and Ikhala TVET College's Ezibeleni Campus both had neat, well-organised PoA for Building Science N3 and Plant Operation Theory N2, respectively.

Mark sheets could be found in 97% of the files (89% in 2019) and moderation reports and checklists in 89%

of instances (94% in 2019). The marks captured electronically were verified in 63% of cases, compared with 72% in 2019, and the assessment scores recorded, transcribed and converted accurately in 83% of cases, also not as good as the 89% of 2019. However, in 91% of instances, there was evidence that both the syllabus and the ICASS guidelines had been used, a great improvement on the 67% in 2019. Learner performance for each task was analysed in 66% of cases, an improvement on the 56% in 2019.

Table 10L illustrates findings related to the mark sheets and the capture, verification and recording of marks:

Table 10L: No/Incorrect recording of marks

Concerns	College	Site	Instructional Offering
No marks captured	Jengrac Technical	Sebokeng	Industrial Orientation N3
Mark sheets not readily available	Bristol Training	Pretoria	Electrical Trade Theory N3
Marks added up wrongly	Ekurhuleni West TVET	Kempton	Aircraft Maintenance Theory N3
	Berea Technical	Durban	Engineering Drawing N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
Marks on mark sheet do not correlate with electronic marks/ recorded incorrectly	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Berea Technical	Durban	Engineering Drawing N3
	Bagvin	Germiston	Welders' Theory N2
	Vaal Skills Training Institute	Durban	Mathematics N3
Conversion of marks wrong/unable to establish correctness	Vaal Skills Training Institute	Durban	Mathematics N3
	Ikhala TVET	Ezibeleni	Plant Operation Theory N2
No verification of marks	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Vaal Skills Training Institute	Durban	Mathematics N3
	Gauteng City	Doornfontein	Plant Operation Theory N3
Marks in task do not correlate with marks in marking guide	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Jengrac Technical	Sebokeng	Industrial Orientation N3
Not captured electronically (handwritten)	Damelin	Durban City	Building Drawing N3
	Tshwane College of Commerce and Computer Studies	Pretoria	Building Science N3
	Bristol Training	Pretoria	Electrical Trade Theory N3
	Platinum	Rustenburg	Electrotechnology N3
	College on Hills	Emalahleni	Fitting and Machining N2
	Gauteng City	Doornfontein	Plant Operation Theory N3
	Vhembe TVET	Mavhoi	Water Treatment Practice N3

Concerns	College	Site	Instructional Offering
Not captured regularly	Bristol Training	Pretoria	Electrical Trade Theory N3
Not sure how marks were allocated	Berea Technical	Durban	Engineering Drawing N3

b) Lecturers' instructional offering files

Instructional offering files containing lesson plans and teaching resources were found at 91% of the sites, a sizeable increase on the 78% in 2019. There was evidence of additional supporting tasks as required by policy in 71% of these files (44% in 2019), of which 91% contained old examination question papers for additional exercises compared with 89% in 2019. In 49% of instances (44% in 2019), there was evidence that the assessment tasks had been reviewed and in 74% of cases and there were minutes of meetings. There had thus been a general improvement in the contents of the instructional offering files.

10.3.10 Assessment tasks

A large proportion of sites relied on copies of or sections of previous examination question papers as internal assessment tasks and tests in 86% of instances (72% in 2019). Eighty three per cent of the sites (78% in 2019) had covered a substantial amount of work (30% in Test 1 and 75% in Test 2) with the weighting and spread of content appropriate in 80% of cases (72% in 2019), which was an improvement on the previous year. Ninety-four per cent of the assessment tasks contained questions that were in line with the content, which had remained the same as the previous year.

The assessment tasks had not met all the cognitive demands when setting the assessment task at the sites in Table 10M.

Table 10M: Sites with assessment tasks that had not met all of the cognitive demands

Cognitive demands	College	Site	Instructional Offering
Pitched at the right level	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Sekhukhune TVET	CS Barlow	Building Drawing N2
	College of Cape Town	Gugulethu	Electrical Trade Theory N2
	Berea Technical	Durban	Engineering Drawing N3
	Northlink TVET	Wingfield	Logic Systems N2
	Vaal Skills Training Institute	Durban	Mathematics N3
Questions varied in degree of difficulty	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Overcomers Training College	Pretoria	Diesel Trade Theory N3
	College of Cape Town	Gugulethu	Electrical Trade Theory N2
	Bristol Training	Pretoria	Electrical Trade Theory N3
	Platinum TVET	Rustenburg	Electrotechnology N3
	Berea Technical	Durban	Engineering Drawing N3
	Northlink TVET	Wingfield	Logic Systems N2
	Qualitas (PTY) Ltd	Bloemfontein	Mathematics N2
Vaal Skills Training Institute	Durban	Mathematics N3	

Cognitive demands	College	Site	Instructional Offering
Combination of short, medium and extended questions	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Overcomers Training College	Pretoria	Diesel Trade Theory N3
	Platinum TVET	Rustenburg	Electrotechnology N3
	Berea Technical	Durban	Engineering Drawing N3
	Vaal Skills Training Institute	Durban	Mathematics N3
Representative of latest developments in instructional offering	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Overcomers Training College	Pretoria	Diesel Trade Theory N3
	College of Cape Town	Gugulethu	Electrical Trade Theory N2
	Berea Technical	Durban	Engineering Drawing N3
	Northlink TVET	Wingfield	Logic Systems N2
	Vaal Skills Training Institute	Durban	Mathematics N3

The quality of the tasks varied very little from the previous year. Not all instructional offerings lend themselves towards creative responses, so this has not been included in table 10M.

10.3.11 Technical aspects

Ninety-four per cent of the tests had been neatly typed (89% in 2019), containing all the relevant information with the appropriate time. The same font had been used consistently 91% of the time, compared with 89% in 2019. The content had been covered in 66% of instances, compared with 71% in 2019. The test had been correctly numbered in 91% of instances (83% in 2019), the date was included 80% of the time (89% in 2019) and numbered correctly 83% of the time, 94% in 2019. Although 89% of the sites had included clear and unambiguous instructions (also 89% in 2019), the language and terminology used were appropriate and relevant 100% of the time, 94% in 2019. The marks had been clearly allocated for each question in 94% of instances (100% in 2019) and the marks for the tools were the same as for the test 91% of the time (94% in 2019). The quality of the graphs and illustrations were clear, relevant and user-friendly in 77% of instances, compared with 63% in 2019. There had thus been a general improvement on the technical aspects of the task in 2020 compared with 2019.

Table 10N reflects the findings with regard to the quality of the assessment tasks at the sites visited:

Table 10N: Quality of the assessment tasks

Quality of task	College	Site	Instructional Offering
Cover page incomplete (no contents, time or mark allocation etc.)	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Sekhukhune TVET	CS Barlow	Building Science N2
	Tshwane College of Commerce and Computer Studies	Pretoria	Building Science N3
	College of Cape Town	Gugulethu	Electrical Trade Theory N2

Quality of task	College	Site	Instructional Offering
Cover page incomplete (no contents, time or mark allocation etc.)	Platinum	Rustenburg	Electrotechnology N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Berea Technical	Durban	Engineering Drawing N3
	Advisor Progressive	Emalahleni	Engineering Science N2
	National Skills and Technical	Middelburg	Industrial Electronics N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Vuselela TVET	Jouberton	Instrument Trade Theory N3
	Northlink TVET	Wingfield	Instrument Trade Theory N3
	Vaal Skills Training Institute	Durban	Mathematics N3
	Majuba TVET	Newcastle Technology Centre	Mechanotechnology N3
	Gauteng City	Doornfontein	Plant Operation Theory N3
	Vhembe TVET	Mavhoi	Water Treatment Practice N3
	Bagvin	Germiston	Welders' Theory N2
Cover page for lecturer differs from students'	Jeppe	Bloemfontein	Supervision in Industry N3
Inadequate coverage of syllabus (no, wrong or incomplete analysis grid)	Sekhukhune TVET	CS Barlow	Building Science N2
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Berea Technical	Durban	Engineering Drawing N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Qualitas Personnel (Pty) Ltd	Bloemfontein	Mathematics N2
	Bagvin	Germiston	Welders' Theory N2
Over-reliance on past examination question papers	Sekhukhune TVET	CS Barlow	Building Science N2
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Vaal Skills Training Institute	Durban	Mathematics N3
	Thekwini City	Durban	Plating and Structural Steel Drawing N2
Too much time allocated for assessment tasks	Jeppe	Bloemfontein	Supervision in Industry N3
Mistakes in the task	Gauteng City	Doornfontein	Plant Operation Theory N3
The contents of Test 1 and Test 2 are identical/ some questions duplicated	Vaal Skills Training Institute	Durban	Mathematics N3
	Bagvin	Germiston	Welders' Theory N2
Same test every trimester	Greenview Training and Development Skills Centre	Gauteng	Industrial Organisation and Planning N3

Quality of task	College	Site	Instructional Offering
Only knowledge questions	College of Cape Town	Gugulethu	Electrical Trade Theory N2
	Berea Technical	Durban	Engineering Drawing N3
Disproportionate mark allocation	Berea Technical	Durban	Engineering Drawing N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
Total marks incorrect	Vaal Skills Training Institute	Durban	Mathematics N3
Marks of task do not correlate with marks of scripts	Jengrac Technical	Sebokeng	Industrial Orientation N3
Two marks allocated for true/false questions	Jengrac Technical	Sebokeng	Industrial Orientation N3
Instructions not related to this instructional offering	Berea Technical	Durban	Engineering Drawing N3
Diagrams not clear/ poorly copied/drawn by hand	College on Hills	Emalahleni	Fitting and Machining N2
	Ikhala TVET	Ezibeleni	Plant Operation Theory N2

Without an accurate marking tool that facilitates marking, marking cannot be consistent.

10.3.12 Marking tools

The marking tools were relevant and appropriate for the scoring of the test in 86% of instances, compared with 94% in 2019. Ninety-one per cent (67% in 2019) of the tools were clear and neatly typed, which is a significant improvement on the previous year. At 74% of the sites (61% in 2019), the tools allowed for an alternative response and at 89% of the sites (compared with 83% in 2019), the marks had been distributed within the questions. In 83% of cases, the marking guidelines were easy to use and would facilitate marking, compared with 72% the previous year. There had thus been a marked improvement in the quality of the marking tools.

Table 100 reflects the findings on the non-compliance to the marking tool at the sites visited.

Table 100: Quality of the marking tool

Quality of marking tool	College	Site	Instructional Offering
Mark allocation for drawings not clear	Damelin	Durban City	Building Drawing N3
Not all the elements considered for marks in the drawings	Esayidi TVET	Port Shepstone	Engineering Drawing N2
No marks allocated	Jengrac Technical	Sebokeng	Industrial Orientation N3
Marks not indicated within questions	Ikhala TVET	Ezibeleni	Plant Operation Theory N2
Sections of previous examination papers patched together erratically	Esayidi TVET	Port Shepstone	Engineering Drawing N2

Quality of marking tool	College	Site	Instructional Offering
Poor quality of marking guidelines	Bagvin	Germiston	Welders' Theory N2
Errors in the marking guide	Gauteng City	Doornfontein	Plant Operation Theory N3
	Bagvin	Germiston	Welders' Theory N2
Numbering of marking guide does not correlate with numbering of task	Vhembe TVET	Mavhoi	Water Treatment Practice N3
The marks in the task do not correlate with the marks in the marking guide	Bagvin	Germiston	Welders' Theory N2
Missing answers	College on Hills	Emalahleni	Fitting and Machining N2
The lecturers do not know how to use thermal transparencies as a marking tool.	Thekwini City	Durban	Plating and Structural Steel Drawing N2
Scripts were duplicates of marking guidelines	Bristol Training	Pretoria	Electrical Trade Theory N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Vaal Skills Training Institute	Durban	Mathematics N3

10.3.13 Internal moderation of tasks

There was a checklist for checking the task as evidence that internal pre-moderation had taken place at 94% of sites, the same as in 2019. In 89% of instances (83% in 2019), the checklist was of an appropriate standard. However, only in 40% of instances was relevant, qualitative feedback given to the assessor, compared with 56% in 2019. This implies that the checklist was possibly only a paper exercise. There was evidence of only 31% of assessors following up on recommendations, had there been any, compared with 39% in 2019. Internal moderation is still not being implemented in a qualitative manner at the colleges. This has been an ongoing problem for the last eight years.

With regard to the post-moderation, in which the internal moderator checks 10% of the tasks to check the accuracy of the marking of the marker and the performance of the students, 86% of the internal moderators (89% in 2019) had moderated 10% of the tasks, as required by the ICASS guidelines, with 80% of the sample (94% in 2019) consisting of the full range of student performance. However, relevant, qualitative feedback to the assessor only happened 34% of the time, a great deal poorer than the 44% of 2019. Only 26% of the markers had followed up on the recommendations, if any, compared with 29% in 2019.

Despite these findings, Umalusi was satisfied with the good internal moderation that had taken place at both the College of Cape Town's Gugulethu Campus (Electrical Trade Theory N2) and Northlink TVET College's Wingfield Campus (Instrument Trade Theory N3).

Table 10P illustrates how internal moderation had been conducted at some of the sites:

Table 10P: Quality of internal moderation

Concerns	College	Site	Instructional Offering
No internal moderation had taken place	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
	Bristol Training	Pretoria	Electrical Trade Theory N3
	Greenview Training and Development Skills Centre	Gauteng	Industrial Organisation and Planning N3
Not authentic/shadow marking	Platinum	Rustenburg	Electrotechnology N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Berea Technical	Durban	Engineering Drawing N3
	College on Hills	Emalahleni	Fitting and Machining N2
	National Skills and Technical	Middelburg	Industrial Electronics N3
	Greenview Training and Development Skills Centre	Gauteng	Industrial Organisation and Planning N3
	Jengrac Technical	Sebokeng	Industrial Orientation N3
	Qualitas Personnel (Pty) Ltd	Bloemfontein	Mathematics N2
	Vaal Skills Training Institute	Durban	Mathematics N3
	Gauteng City	Doornfontein	Plant Operation Theory N3
	South West Gauteng TVET	Roodepoort West	Water and Waste-water Treatment Practice N2
	Vhembe TVET	Mavhoi	Water Treatment Practice N3
	Bagvin	Germiston	Welders' Theory N2

Had the internal moderation taken place more rigorously, it might have prevented many of the issues of non-compliance highlighted in this report.

10.3.14 Student performance

Tests were performed as scheduled 80% of the time, compared with 67% in 2019. Of the marked work, the students had interpreted questions correctly and answered all or most of the questions in 83% of cases. Students at Tshwane College of Commerce and Computer Studies' Pretoria Campus struggled with Building Science N3 as they had been enrolled for the instructional offering without having completed N1 or N2. The N3 level was thus too high for them and they had been given a foundational programme to bridge the gap, but this had not been sufficient. Students at Ekurhuleni West TVET College's Kempton Campus had struggled with the content and the terminology in Aircraft Maintenance Theory N3. Concern was also expressed about the collapse of SAA where these students used to be exposed to the practical component of the instructional offering.

Marking was consistent with the marking guidelines 74% of the time, an improvement on the 67% in 2019. The mark allocated was a true reflection of the student's ability 77% of the time compared with 78% in 2019. At 89% of the sites, 83% in 2019, the totals and transfer of marks had been accurate. The

standard and quality of marking had been acceptable 77% of the time, compared with 61% in 2019. However, feedback to the student had only been given at 26% of the sites, compared with 28% the previous year. This feedback had only been relevant, sufficient and focused on the strengths and weaknesses of the student in 23% of instances, compared with 22% in 2019. This very valuable aspect of marking had seen little improvement on the previous year.

Poor marking had been identified at the following sites as captured in Table 10Q.

Table 10Q: Standard of marking

Standard of Marking	College	Site	Instructional Offering
Two different lecturers provided two different results (Test 1 and 2 respectively)	Northern Cape Urban TVET	Moremogolo	Building Drawing N2
Inconsistent	Vhembe TVET	Mavhoi	Water Treatment Practice N3
Wrong answer marked correct	College of Cape Town	Gugulethu	Electrical Trade Theory N2
Correct answers marked wrong	Bristol Training	Pretoria	Electrical Trade Theory N3
No mark allocation within questions	Bristol Training	Pretoria	Electrical Trade Theory N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
No sub-totals	Richfield	Johannesburg	Industrial Electronics N2
	National Skills and Technical	Middelburg	Industrial Electronics N3
Two marks allocated for true/false questions, but students given only one mark (someone else had marked the scripts)	Jengrac Technical	Sebokeng	Industrial Orientation N3
Test 2 not marked	Esayidi TVET	Port Shepstone	Engineering Drawing N2
Deviated from marking guidelines	Berea Technical	Durban	Engineering Drawing N3
Marked according to numbering of task instead of the wrong numbering in the marking guideline	Vhembe TVET	Mavhoi	Water Treatment Practice N3
Marks inflated	Berea Technical	Durban	Engineering Drawing N3
Wrong total	Northlink TVET	Bellville	Platers' Theory N2
Some were instrument-drawn answer scripts, others photographs of answers sent via WhatsApp for Test 1, not marked but mark recorded	Berea Technical	Durban	Engineering Drawing N3

The standard of marking and moderation had not improved to a great extent compared to the previous year.

There was insufficient evidence, at Bristol Training College's Pretoria Campus (Electrical Trade Theory N3) and Majuba's Newcastle Technology Centre (Mechanotechnology N3), to check student performance and the standard of marking thoroughly.

Covid-17 posed challenges as shown in Table 10R.

Table 10R: Covid-19 challenges

Concerns	Site	TVET college	Instructional Offering
High student absenteeism	Damelin	Durban City	Building Drawing N3
No staff training	Damelin	Durban City	Building Drawing N3
	Esayidi TVET	Port Shepstone	Engineering Drawing N2
	Ikhala TVET	Ezibeleni	Plant Operation Theory N2
Staff resigning and not being replaced	Damelin	Durban City	Building Drawing N3
non-adherence to DHET's instructions with regard to Covid-19	Vaal Skills Training Institute	Durban	Mathematics N3

10.3.15 Compliance check of additional instructional offerings

Umalusi's external moderators were also requested to do a compliance check on documents pertaining to other instructional offerings at the sites visited. The sites had not been warned that this would happen.

According to the mark sheets, there was a discrepancy between the numbers registered with DHET for these three additional instructional offerings and the numbers registered at 32 out of the 35 sites. There was no discrepancy at only three sites, namely, Ekurhuleni West TVET College's Kempton Campus (Aircraft Maintenance Theory N3), Richfield College's Johannesburg Campus (Industrial Electronics N2) and Qualitas Personnel (Pty) Ltd's Bloemfontein Campus (Mathematics N2). The disparity in the enrolment figures could be attributed to the number of candidates who were only enrolled for the examinations but there were also instances where the documentation for verification was not available to ascertain the reasons for the disparities.

Fifty-six per cent (83% in 2019) of the sites had a record of class attendance and 61% (52% in 2019) had implemented the 80% class attendance rule. There was evidence at 42% of the sites, 93% in 2019, that Test 1 had been performed and at 27% of the sites (55% in 2019) that Test 2 had been performed. Not all the sites had attendance registers or mark sheets available so this information could not be verified. Students had not all written Test 2 yet and neither had Test 2 been marked in many instances. In some instances, the calculations had not yet been done. These details can be seen in Table 10S.

Table 10S: Results of additional instructional offerings' compliance spot checks

Findings	College	Site
Unprepared/not all documentation available/up to date	College of Cape Town	Gugulethu
	Bristol Training	Pretoria
No evidence of completed mark sheets, record of class attendance or answers scripts for test 1 and test 2	Bristol Training	Pretoria
	National Skills and Technical	Middelburg
	College of Cape Town (Mathematics N2 only)	Gugulethu
Incomplete mark sheet	Vaal Skills Training Institute	Durban
No attendance registers – attendance could only be verified on the ICASS mark sheet	College on Hills	Emalahleni
	Damelin	Durban
	Northern Cape Urban TVET	Moremogolo
	Majuba TVET	Newcastle Technology Centre
	Platinum TVET	Rustenburg
	Qualitas Personnel (Pty) Ltd	Bloemfontein
	Vaal Skills Training Institute	Durban
	Umgungundlovu TVET	Edendale
Incomplete marking of Test 1	Vaal Skills Training Institute	Durban
Incomplete marking of Test 2	Vaal Skills Training Institute	Durban
Test 1 not done/marked yet	Umgungundlovu TVET	Edendale
Test 2 not done/marked yet	Sekhukhune TVET	CS Barlow
	College of Cape Town	Gugulethu
	Vuselela	Jouberton
	Ekurhuleni West TVET	Kempton
	Esayidi TVET	Port Shepstone
	Qualitas Personnel (Pty) Ltd	Bloemfontein
	South West Gauteng TVET	Roodepoort West
	Northlink TVET	Wingfield
	Umgungundlovu TVET	Edendale
No ICASS mark calculated as per ICASS guideline	Gauteng City	Johannesburg
	College of Cape Town	Gugulethu
	Vuselela TVET	Jouberton
	Majuba TVET	Newcastle Technology Centre
	Esayidi TVET	Port Shepstone
	Qualitas Personnel (Pty) Ltd	Bloemfontein
	Vaal Skills Training Institute	Durban
	Northlink TVET	Wingfield
Damelin	Durban	
No evidence of either test having been done (only 2019 scripts available)	Damelin	Durban
Marks for Test 2 on mark sheet for two instructional offerings, but no scripts for verification	Umgungundlovu TVET	Edendale

Findings	College	Site
No mark sheets for Building and Civil Technology N3	Umgungundlovu TVET	Edendale
For Engineering Science N2, 202 students wrote Test 1 and 195 wrote Test 2 (190 DHET enrolments)	Ikhala TVET	Ezibeleni
Marks transferred incorrectly	Ikhala TVET	Ezibeleni
	Vhembe TVET	Mavhoi
All students who obtained marks below 40% in one or two instructional offerings were passed on an ad hoc basis (marks inflated from 0–40%)	Gauteng City	Johannesburg
	Berea Technical	Durban
Marks not captured electronically because of maintenance of the system	Vhembe TVET	Mavhoi
The lecturers for Engineering Science N2 and Fitting and Machining Theory N2 are contract lecturers who had left the college and their files were not available	Greenview Training and Development Skills Centre	Gauteng

The non-compliant sites are too numerous to list, however 13 out of the 35 sites were fairly compliant in that they had an attendance register and both Test 1 and Test 2 had been marked. It does not necessarily mean that their numbers tallied with the enrolled students as provided by DHET or that the final ICASS mark had been calculated as per the ICASS guideline yet. The sites who were found to be reasonably compliant are listed in Table 10T.

Table 10T: Sites reasonably compliant during spot checks

College	Site	Instructional Offering
Damelin College	Durban City	Building and Civil Technology N3
Tshwane College of Communication and Computer Studies	Pretoria	Mathematics N2
		Engineering Science N2
		Building Science N2
Orbit TVET	Mankwe	Mathematics N2
		Engineering Science N2
		Fitting and Machining Theory N2
Overcomers Training College	Pretoria	Mathematics N2
		Engineering Science N2
		Fitting and Machining Theory N2
Berea Technical College	Durban	Mathematics N2
		Engineering Science N2
		Industrial Electronics N2
Advisor Progressive College	Emalahleni	Mathematics N2
		Fitting and Machining Theory N2
		Industrial Electronics N2

College	Site	Instructional Offering
Richfield	Johannesburg	Mathematics N2
		Engineering Science N2
		Electrical Trade Theory N2
Flavius Mareka TVET	Sasolburg	Mathematics N2
		Engineering Science N2
		Industrial Electronics N2
Gauteng City Campus	Doornfontein	Fitting and Machining Theory N2
Thekwini City	Durban	Mathematics N2
		Engineering Science N2
		Building Science N2
Thekwini TVET	Springfield	Mathematics N2
		Engineering Science N2
		Industrial Electronics N2
Jepe College of Commerce and Computer Studies	Bloemfontein	Mathematics N2
		Engineering Science N2
		Industrial Electronics N2
Bagvin College	Germiston	Mathematics N2
		Engineering Science N2
		Fitting and Machining Theory N2

10.4 Areas of Improvement

Some colleges were doing their best to perform well and were delivering good work. One great improvement was the provision of additional teaching material that were used by the lecturers. The compilation of lecturers' personal and assessment files has shown a marked improvement in 2019 in almost all aspects. The documentation that lecturers used had improved in quality and the technical aspects of assessment tasks were of a better quality. The standard of marking had improved and so had learner performance.

The sites that upheld a high quality a work and can be regarded as leaders in their field.

The following showed improvements in assessment practices:

- Advisor Progressive College's Emalahleni Campus was well prepared for the spot check of the additional instructional offerings monitored unannounced;
- Northlink TVET College's Belhar Campus made building models available to enhance understanding of Building and Civil Technology N2, used photographs as evidence and had effective management systems for Building and Civil Technology N2 in place;
- At Richfield College's Johannesburg Campus, the lecturer made use of the Moodle platform, linking demonstrations via video and YouTube to enhance learning in Industrial Electronics N2. They used standardised question papers and marking guides at their various campuses for teaching Industrial Electronics N2;
- Northlink College's Bellville Campus made use of good assessment and moderation reports for Platers' Theory N2;
- They had a well-equipped boiler-making workshop where the students received hands-on practical training;

- f. They had a good system for the verification of marks for Platers' Theory N2;
- g. The instructional offerings, Building and Civil Technology N2 and Platers' Theory N2, were well taught, administered and managed at both of Northlink TVET College's Belhar and Bellville Campuses;
- h. The standard of marking in Building and Civil Technology N2 and Instrument Trade Theory N3 was high at Northlink TVET College's Belhar and Wingfield Campuses respectively;
- i. The Sekhukhune TVET College CS Barlow's Campus has an accessible resource centre;
- j. The College of Cape Town's Gugulethu Campus is equipped with DVDs and models of motor cars which assist learning in Electrical Trade Theory N2. The internet is also used to enhance understanding; and
- k. Northlink TVET College's Bellville Campus (Platers' Theory N2) managed to capture attendance accurately.

10.5 Areas of Non-compliance

Several areas of non-compliance were identified as follows:

- a. A number of colleges did not have updated or any assessment policies;
- b. Nor were there sufficient computers and/or access to the Internet;
- c. There are some colleges that had replaced N1 and N2 with an abbreviated foundational training programme before they were enrolled for N3. This may account for the fact that students do not fully grasp the terminology or theory of an instructional offering;
- d. A number of lecturers were not qualified to teach the instructional offerings; did not all have sufficient industry experience and were not exposed to the workplace;
- e. Photocopying of textbooks was still taking place;
- f. Attendance is a concern – the number of students in the classroom and on the mark sheet were not the same as the enrolment figures provided by DHET and where discrepancies were found they could not be explained;
- g. Part-time students appeared to be neglected and did not appear on mark sheets or attendance registers;
- h. Monitoring of assessment practices was not always taking place, resulting in a great deal of the non-compliance;
- i. Not all lecturers provided their students with meaningful feedback after completion of their tests or assessment tasks;
- j. In many instances, there was no verification of the transfer of marks and recording and conversion of marks was inaccurate;
- k. Internal moderation still remains simply a paper exercise at many colleges;
- l. The spot checks of three additional instructional offerings at the colleges exposed the concern that lecturers were not serious about teaching, learning and assessment at their colleges;
- m. The following 19 sites, representing 54% of the sample (56% last year), were identified as requiring a follow-up visit by DHET for the various non-compliance issues listed above:
 - i. Ekurhuleni West TVET's Kempton Campus (Aircraft Maintenance Theory N3);
 - ii. Northern Cape Urban TVET College's Moremogolo Campus (Building Drawing N2);
 - iii. Damelin College's Durban Campus (Building Drawing N3);
 - iv. Overcomers Training College's Pretoria Campus (Diesel Trade Theory N3);
 - v. Bristol Training College's Pretoria Campus (Electrical Trade Theory N3);
 - vi. Platinum TVET College's Rustenburg Campus (Electrotechnology N3);
 - vii. Berea Technical College's Durban Campus (Engineering Drawing N3);

- viii. Advisor Progressive College's Emalahleni Campus (Engineering Science N2);
- ix. College on Hills' Emalahleni Campus (Fitting and Machining Theory N2);
- x. Richfield College's Johannesburg Campus (Industrial Electronics N2);
- xi. National Skills and Technical College's Middelburg Campus (Industrial Electronics N3)
- xii. Greenview Training and Development Skills Centre's Gauteng Campus (Industrial Organisation and Planning N3);
- xiii. Jengrac Technical College's Sebokeng Campus (Industrial Orientation N3);
- xiv. Majuba TVET College's Newcastle Technology Centre (Mechanotechnology N3);
- xv. Ikhala TVET College's Ezibeleni Campus (Plant Operation Theory N2);
- xvi. Gauteng City College's Johannesburg Campus (Plant Operation Theory N3);
- xvii. Thekwini City College's Durban Campus (Plating and Structural Steel Drawing N2);
- xviii. Vhembe TVET College's Mavhoi Campus (Water Treatment Practice N3); and
- xix. Bagvin College's Germiston Campus (Welders' Theory N2).

10.6 Directives for Compliance and Improvement

Based on the findings in this report, the following recommendations are made to improve ICASS implementation at these colleges:

- a. Enrolment criteria should be revised and students should complete N1 and N2 before being enrolled for N3;
- b. Colleges should ensure that their facilities are upgraded in accordance with their enrolments;
- c. There should be meticulous recordkeeping for all modes of delivery;
- d. Lecturers should be qualified and have enough industry experience to teach the instructional offering;
- e. Textbooks should be purchased and not photocopied;
- f. Marks should be recorded correctly with verification systems in place to ensure their consistency with electronic versions of the mark sheets calculated and converted correctly.

10.7 Conclusion

The findings in this chapter have highlighted areas of compliance and non-compliance, of which there are many. However, there has been an encouraging improvement in many areas this year. Training needs of the staff have been identified and implemented better this year. Monitoring of internal assessment policies and systems has improved but could still take place more regularly. There is better planning for the development of tasks and the quality of both the tasks and the marking guidelines have improved. Lecturers' PoA and instructional offering files have improved and the pacesetter has been used more efficiently as a planning document this year. Lecturers are making use of additional material to enhance their classroom practices and the technical aspects of their assessment tasks have also improved. Although there is a better analysis of learner performance taking place, the quality of marking and internal moderation remains poor. There is still a general lack of feedback, from the internal moderator to the lecturer and from the lecturer to the student. Unqualified and inexperienced lecturers are still being appointed. These are critical aspects of teaching, learning and assessment and should they be given the attention they deserve, there will be greater improvement on the results of the moderation of ICASS.

CHAPTER 11 STANDARDISATION OF MARKING GUIDELINES

11.1 Introduction

The purpose of standardising marking guidelines was to probe and finalise them before marking is conducted, thus ensuring that the marking is consistent as much as possible across all marking centres. This process meant that all possible interpretations of questions and answers could be included in the marking guidelines to assist markers and ensure that no candidates would be unfairly advantaged or disadvantaged. For the first time the standardisation of marking guideline meetings were conducted online in 2020.

At the time of the marking guidelines discussion meetings sample marking could not take place as usual. Nonetheless, all provinces were represented in the different instructional offerings. This would ensure that any changes or additions done to the marking guidelines would be implemented throughout all the marking centres in the country. Umalusi can express that the online meetings were conducted successfully.

Due to Covid-19, the standardisation of marking guidelines for NATED Report 190/191 Engineering Studies took place on Microsoft Teams online platform organised by the Department of Higher Education and Training (DHET). The meetings were chaired by the examiner or the internal moderator for setting the question paper and its corresponding marking guideline. All appointed officials were to take part in the marking guideline discussions except for the instructional offerings with big enrolments where the marking personnel was more than 50. In the case of these big enrolments only the chief markers and internal moderators from each marking centre were invited to join the meetings.

This chapter presents Umalusi's participation in the standardisation of the marking guidelines for the NATED Report 190/191: Engineering Studies N2-N3 of the November 2020 examinations administered by the DHET, to ensure that justice is done to the finalisation of the marking guidelines and will report on the:

- a. Preparedness of markers, chief markers and internal moderators for the marking guideline discussions; and
- b. Rigorousness of marking guideline discussions.

11.2 Scope and Approach

Umalusi deployed 30 moderators to attend a sample of the N3 (eleven) and N2 (nineteen) marking guideline discussions (as listed below)

Table 11A and 12B lists the instructional offerings, dates and centres at which meetings were attended by Umalusi.

Table 11A: N2 marking guideline discussion meetings conducted.

No.	Instructional Offering	Date	Marking Centre
1.	Building Science	25 Nov 2020	Online meeting
2.	Building Drawing	24 Nov 2020	
3.	Bricklaying and Plastering	01 Dec 2020	
4.	Carpentry and Roof Work	01 Dec 2020	
5.	Diesel Trade Theory	01 Dec 2020	
6.	Electrical Trade Theory	16 Nov 2020	
7.	Engineering Drawing	20 Nov 2020	
8.	Engineering Science	26 Nov 2020	
9.	Fitting and Machining	09 Dec 2020	
10.	Industrial Electronics	20 Nov 2020	
11.	Instrument Trade	02 Dec 2020	
12.	Logic Systems	08 Dec 2020	
13.	Mathematics	30 Nov 2020	
14.	Motor Trade Theory	03 Dec 2020	
15.	Plant Operation Theory	03 Dec 2020	
16.	Platers' Theory	03 Dec 2020	
17.	Plating and Structural Steel Drawing	23 Nov 2020	
18.	Water and Waste-water Treatment Practice	09 Dec 2020	
19.	Welders' Theory	07 Dec 2020	

Table 11B: N3 marking guideline discussion meetings conducted

No.	Instructional Offering	Date	Marking Centre
1.	Building Drawing	27 Nov 2020	Online meeting
2.	Electrotechnology	16 Nov 2020	
3.	Electrical Trade Theory	16 Nov 2020	
4.	Engineering Drawing	26 Nov 2020	
5.	Engineering Science	18 Nov 2020	
6.	Industrial Organisation and Planning	19 Nov 2020	
7.	Mathematics	23 Nov 2020	
8.	Mechanotechnology	19 Nov 2020	
9.	Plating and Structural Steel Drawing	27 Nov 2020	
10.	Supervision in Industry	30 Nov 2020	
11.	Water Treatment Practice	20 Nov 2020	

Umalusi moderators used the Umalusi instrument for the standardisation of N2 and N3 Engineering Studies marking guidelines. This instrument requires moderators to report their findings based on a particular criteria.

Table 11C shows the criteria and quality indicators that were used during the evaluation of the finalisation of the marking guidelines process for N2 and N3 instructional offerings.

Table 11C: Evaluation criteria and quality indicators for marking guideline discussions.

No.	Marking Centre
Staff attendance	The appointed markers, chief marker and internal moderator attended the marking guideline discussion. All participants arrived on time to attend the training session.
Appointment of marking staff	Markers, chief marker(s), and the internal moderator(s) were appointed on time. Marking personnel received their appointment letters before the marking guideline discussions.
External moderation	Recommended changes made to the question paper and the marking guidelines.
Adjustments to the marking Guidelines	The chief marker or the internal moderator made appropriate adjustments to the marking guidelines before the marking guideline discussions.
Adjustments to the marking guidelines during the marking guideline discussions	Indication of adjustments made to the marking guidelines during the marking guideline discussions.
Justification for changes to the marking guidelines	Changes made to the marking guidelines are justified.
Influence of changes to the marking guideline on the cognitive level of the answers/ responses	Indication of whether changes to the marking guidelines influenced the cognitive level of the answers/responses required from candidates.
Role of the external moderator in the marking guideline discussions	Role played by the external moderator.
General conduct of internal moderators, chief markers and markers	Problems experienced with the internal moderator(s), chief markers and markers (general conduct).
Signing off of the marking Guidelines	The external moderators signed off the marking guidelines.
Comments and Recommendations	Comments and recommendations on the outcome of the marking guideline discussions.

11.3 Summary of Findings

Umalusi moderators reported that sufficient attention was paid and adequate time allowed for rigorous discussion and finalisation of the marking guidelines. All the participants in the discussion meetings agreed with all changes that were made. Tables 11D and 11E present the findings from the standardisation of marking guidelines process as reported by Umalusi moderators.

Table 11D: Findings from the standardisation of marking guidelines of NATED N2 instructional offerings.

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance	For 95% of the instructional offerings, chief markers were present at the online marking guidelines discussion meetings. This was 100% in the November 2019 examination cycle.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance		Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Planting and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Markers were all present in 63% of the instructional offerings. This is a decrease from 75% in the November 2019.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building science N2 Diesel Trade Theory N2 Engineering Drawing N2 Instrument Trade Theory N2 Motor Trade Theory N2 Plant Operation Theory N2 Planting and Structural Steel drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Ninety-five percent of the internal moderators that were appointed were present at the discussion meetings. This was 100% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Planting and Structural Steel drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance	In 26% of the instructional offerings, the participants were not on time and the marking guideline discussion meeting started without them. This was 50% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Engineering Drawing N2 Logic systems N2 Water and Waste-water Treatment Practice N2
Appointment of marking staff	In 16% of the instructional offerings the participants did not receive their appointment letters before the discussion meetings took place. Those that were appointed it was done through electronic mails (emails) and short message services (SMS).	Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2
External moderation	In 21% of the instructional offerings' Umalusi did not sign-off the marking guidelines presented at the meetings for discussion.	Building Science N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2
Adjustments to the marking guidelines	In 95% of the instructional offerings adjustments were made to the marking guidelines.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Participation in the marking guideline discussion meeting	In 95% of the instructional offerings the attendants actively participated in the marking guideline discussions. This was 100% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Motor Trade Theory N2 Plant Operation Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Participation in the marking guideline discussion meeting		Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Changes justified	Changes to marking guidelines in all (100%) instructional offerings were justified. This was the same in the November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Influence of changes to the marking guidelines on the cognitive level of the question paper	The changes made to all the marking guidelines (100%) of the sampled instructional offerings had no effect on the cognitive level of questions. This was also the case in November 2019 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
<p>Role of the external moderator in the marking guideline discussions</p>	<p>Umalusi external moderators of all (100%) the instructional offerings played an observer role, guided the officials where required and assisted when clarification was needed.</p>	<p>Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
<p>Signing off of the marking guidelines The</p>	<p>Marking guidelines for all (100%) sampled instructional offerings were signed-off and Umalusi verbally agreed with all adjustments/additions made to the final marking. This was the same in the November 2019 examinations.</p>	<p>Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
<p>Conduct of marker/ chief markers/internal moderator</p>	<p>No issues of overall behaviour were reported in all (100%) the sampled instructional offerings. In one instructional offerings the participants had challenges with their internet connectivity (Diesel Trade Theory N2).</p>	<p>Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Conduct of marker/ chief markers/internal moderator		Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Complaints about questions that were ambiguous, outside syllabus or beyond the level	In 95% of the instructional offerings no complaints were received about questions that were ambiguous, outside of the syllabus or beyond the level of the syllabus.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic systems N2 Mathematics N2 Motor Trade Theory N2 Plating and Structural Steel Drawing N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In 5% of the instructional offerings complaints were received about the questions being ambiguous but were not outside the syllabus.	Plant Operation Theory N2
Comments and recommendations	Considering that the meetings were conducted onlinely through Microsoft Teams they were concluded successfully apart from minor issues experience with connectivity issues.	

Table 11E: Findings from the standardisation of marking guidelines of NATED N3 instructional offerings.

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance	For 91% of the instructional offerings, chief markers were present at the marking guidelines discussion meetings. This was 92% in the November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance	From the markers that were appointed, all (100%) were present. This is an improvement from 83% in the November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment PracticeN3
	Eight two percent of the internal moderators that were appointed were present at the marking guideline discussion meetings. This was 92% in the November 2019 examinations.	Building Drawing N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment PracticeN3
	In 55% of the instructional offerings the participants were not on time and the marking guideline discussion meetings started without them. This was 25% in the November 2019 examinations. Reasons stated were related to internet connectivity issues.	Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3
Appointment of marking staff	In 9% of the instructional offerings the participants did not receive their appointment letters before the discussion meetings took place. Those that were appointed it was done through emails and SMS.	Mechanotechnology N3
External moderation	In 27% of the instructional offerings', Umalusi did not sign-off the marking guidelines presented.	Industrial Organisation and Planning N3 Mathematics N3 Plating and Structural Steel Drawing N3
Adjustments to the marking guidelines	In 91% of the instructional offerings adjustments were made to the marking guidelines.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Participation in the marking guideline discussion meeting	In all (100%) of the instructional offerings the attendants actively participated in the marking guideline discussions. This was the same in the November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3
Changes justified	Changes to 91% of the marking guidelines for the instructional offerings were justified. This was 100% in the November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3
Influence of changes to the marking guidelines on the cognitive level of the question paper	The changes made to all the marking guidelines (100%) of the sampled instructional offerings had no effect on the cognitive level of questions. This was also the case in November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3
Role of the external moderator in the marking guideline discussions	(100%) the instructional offerings played an observer role, guided the officials where required and assisted when clarification was needed.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Signing off of the marking guidelines	Marking guidelines for 91% of the sampled instructional offerings were signed-off and Umalusi verbally agreed with all adjustments/additions made to the final marking guidelines. This was 100% in the November 2019 examinations.	Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3
Conduct of marker/ chief markers/internal moderator	In 64% of the instructional offerings no issues or difficulties were reported on the marking officials with regards to overall behaviour.	Electrical Trade Theory N3 Engineering Science N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Mathematics N3 Plating and Structural Steel Drawing N3 Water Treatment Practice N3
Complaints about questions that were ambiguous, outside syllabus or beyond the level	In 73% of the instructional offerings no complaints were received about questions that were ambiguous, outside of the syllabus or beyond the level of the syllabus.	Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Engineering Drawing N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Water Treatment Practice N3
	In 27% of the instructional offerings, complaints were received about the questions being ambiguous but were not outside the syllabus	Building Drawing N3 Industrial Organisation and Planning N3 Mathematics N3
Comments and recommendations	Considering that the meetings were conducted onlinely, through Microsoft Teams, they were concluded successfully apart from minor issues experienced with connectivity issues.	All instructional offerings

11.4 Areas of Improvement

The following areas of improvement were noted:

- a. No behavioural issues were reported in all (100%) the sampled instructional offerings.

11.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- a. In 26% of the instructional offerings in N2 the participants were not on time and the marking guideline discussion meeting started without them. This was 50% in the November 2019 examinations;
- b. Only 82% of the internal moderators that were appointed were present at the discussion meetings. This was 92% in the November 2019 which shows an increase in non-attendance; and

- c. In 55% of the instructional offerings the participants were not on time due to poor connectivity and the marking guideline discussion meetings started without them. This was 25% in the November 2019 examinations.

11.6 Directives for Compliance and Improvement

The DHHET is required to adhere to the following directives for compliance and improvement:

- a. DHET must train the participants on how to use the online platforms for standardisation of marking guidelines;

11.7 Conclusion

The marking guideline discussions for the November 2020 NATED Report 190/191 Engineering Studies examinations were successfully completed. The adherence to the operational and logistical arrangements is acknowledged as all the meetings were conducted online in order to adhere to all Covid-19 regulations and protocols.

CHAPTER 12 VERIFICATION OF MARKING

12.1 Introduction

Umalusi quality assures the conduct of marking processes to monitor and report on the consistency and accuracy of marking, as well as to establish that both the marking and internal moderation are conducted according to agreed and established practices and standards. It is through this process of moderation that the standard and quality of marking is verified.

The purpose of this chapter is to report on:

- a. The standard and quality of the marking and internal moderation;
- b. The reliability and viability of the systems, processes and procedures as planned and implemented at the marking centres;
- c. Identification of improvement as well as areas of non-compliance; and
- d. To issue directives for improvement on the findings.

The verification of marking evaluated the adherence, of marking of the November 2020 NATED Report 190/191: Engineering Studies N2-N3 examinations, to the standardised marking guidelines.

12.2 Scope and Approach

Twenty seven external moderators verified the marking of a sample of N2 and N3 instructional offerings: at the Thornton (seven instructional offerings); Centurion (eight instructional offerings); Northdale (five instructional offerings); Iqhayiya (one instructional offerings); Seshego (two instructional offering) Mpondozankomo (two instructional offerings); Hillside View (one instructional offering); and Pretoria West (nineteen instructional offerings). The date set for verification of marking by Umalusi was 18 – 23 December 2020.

Diesel Trade Theory N2, Building Science N2 and Engineering Drawing N3 were verified at two marking centres. For the other subjects each moderator verified the marking of an instructional offering at one marking centre.

Verification of marking was conducted in the following instructional offerings:

Table 12A: N2 Verification of marking sample

No.	Instructional offering	Date	Marking Centre
1.	Bricklaying and Plastering Theory N2	18 December 2020	Seshego
2.	Bricklaying and Plastering Theory N2	19 December 2020	Pretoria West
3.	Building Drawing N2	19 December 2020	Northdale
4.	Building Science N2	19 December 2020	Mpondozankomo
5.	Building Science N2	23 December 2020	Pretoria West
6.	Carpentry and Roof Work N2	19 December 2020	Hillside View
7.	Diesel Trade Theory N2	19 December 2020	Pretoria West
8.	Diesel Trade Theory N2	20 December 2020	Mpondozankomo
9.	Electrical Trade Theory N2	19 December 2020	Pretoria West

No.	Instructional offering	Date	Marking Centre
10.	Engineering Drawing N2	19 December 2020	Thornton
11.	Engineering Science N2	20 December 2020	Pretoria West
12.	Fitting and Machining Theory N2	19 December 2020	Pretoria West
13.	Industrial Electronics N2	19 December 2020	Northdale
14.	Instrument Trade Theory N2	19 December 2020	Centurion
15.	Logic Systems N2	19 December 2020	Centurion
16.	Mathematics N2	18 December 2020	Thornton
17.	Motor Trade Theory N2	19 December 2020	Thornton
18.	Plant Operation Theory N2	18 December 2020	Pretoria West
19.	Platers' Theory N2	19 December 2020	Thornton
20.	Plating and Structural Steel Drawing N2	19 December 2020	Northdale
21.	Water and Waste-water Treatment Practice N2	19 December 2020	Pretoria West
22.	Welders' Theory N2	20 December 2020	Thornton

Table 12B: N3 Verification of marking sample

No.	Instructional offering	Date	Marking Centre
1.	Building and Civil Technology N3	19 December 2020	Pretoria West
2.	Building Drawing N3	19 December 2020	Pretoria West
3.	Building Science N3	20 December 2020	Pretoria West
4.	Electrical Trade Theory N3	20 December 2020	Pretoria West
5..	Electrotechnology N3	19 December 2020	Pretoria West
6.	Engineering Drawing N3	18 December 2020	Pretoria West
7.	Engineering Drawing N3	22 December 2020	Thornton
8.	Engineering Science N3	19 December 2020	Northdale
9.	Industrial Electronics N3	20 December 2020	Northdale
10.	Industrial Organisation and Planning N3	19-20 December 2020	Centurion
11.	Industrial Orientation N3	19 December 2020	Centurion
12.	Instrument Trade Theory N3	20 December 2020	Pretoria West
13.	Logic Systems N3	20 December 2020	Centurion
14.	Mathematics N3	18-19 December 2020	Seshego
15.	Mechanotechnology N3	20 December 2020	Thornton
16.	Motor Trade Theory N3	21 December 2020	Iqhayiya
17.	Plant Operation Theory N3	19 December 2020	Pretoria West
18.	Plating and Structural Steel Drawing N3	20-21 December 2020	Pretoria West
19.	Radio and Television Theory N3	21 December 2020	Centurion
20.	Refrigeration Trade Theory N3	20 December 2020	Centurion
21.	Supervision in Industry N3	20 December 2020	Centurion
22.	Waste-water Treatment Practice N3	19 December 2020	Pretoria West
23.	Water Treatment Practice N3	18 December 2020	Pretoria West

Table 12C shows the criteria and quality indicators that were used during the evaluation of the marking process for N2 and N3 instructional offerings.

Table 12C: Evaluation criteria and quality indicators for Verification of marking

Criterion	Quality Indicators
Marking guideline discussion	Changes made to the marking guidelines during the marking guideline discussion meetings at the marking centre
	Whether changes made lowered the standard of the marking guidelines
	Any additions made to the marking guideline during the marking process
Marking	All anticipated examination scripts received for marking at the centre
Training for Marking	Training for marking conducted
Sample marking	How sample marking was conducted after the marking guideline discussion meeting
Marking procedure	The procedure followed during the marking process
Adherence to the marking guideline	The adherence to the approved marking guideline by marking personnel
Standard of Marking	The rating of the standard of marking conducted
Administration	The prescribed procedure for allocation of marks Marks indicated per question Mistakes clearly indicated Marks transferred correctly from the cover page to the mark sheet Mark sheets completed correctly Notes kept throughout the marking period to assist with report writing at the end
Control	Verification whether the markers and internal moderators indicated their names on each script
Internal moderation	Evidence of moderation of scripts throughout the marking process.
Response to the examination question paper	The performance of the candidates in line with predicted expectations
Prevention and handling of irregularities	Evidence and reporting of irregularities
Reports	Chief markers, markers and internal moderators prepared/contributed to qualitative reports
	Submission of the reports

12.3 Summary of Findings

Table 12D and 12E present the findings of the verification of marking process as reported by Umalusi's moderators for each instructional offering in the sample.

Table 12D: Findings from the Verification of marking of N2 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
<p>Marking guideline discussion</p>	<p>In 45% instructional offerings changes were made to the marking guidelines at the marking centres during the marking guideline discussion meetings. This was the same in the November 2019 examinations.</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Mpondozankomo) Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Fitting and Machining Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2</p>
	<p>In 55% of the instructional offerings changes were not made to the marking guidelines at the marking centres during the marking guideline discussion meetings.</p>	<p>Building Science N2 PTA West Building Drawing N2 Carpentry and Roof Work N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Welders' Theory N2</p>
	<p>Changes made to the marking guidelines in all instructional offerings did not lower the standard.</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Marking guideline discussion	<p>Additions were made to the marking guidelines during the marking process in 9% of the instructional offerings.</p> <p>These included:</p> <ul style="list-style-type: none"> • Alternative responses; and/or • Changes to wording of the questions. 	<p>Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West)</p>
	<p>No further changes were made to the marking guidelines in 100% of the instructional offerings</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 PTA West Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
	<p>In 86% of the instructional offerings marking was conducted at other marking centres.</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Welders' Theory N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Marking	In 73% of the instructional offerings all expected scripts to be marked at these centres were received.	Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Training for marking	Training was conducted throughout the marking process in 95% of the instructional offerings. This is was 100% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Sample marking	In all the instructional offerings each marker received scripts to mark after the marking guideline discussions.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo)

Evaluation criteria	Findings and challenges	Instructional offering
Sample marking		Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	For 82% of the instructional offerings the performance of the markers for sample marking was rated to be good in adherence to the marking guidelines.	Bricklaying and Plastering Theory N2 (Pretoria West) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Sample marking	For 14% of the instructional offerings the performance of the markers for sample marking was rated to be average in adherence to the marking guidelines.	Bricklaying and Plastering Theory N2 (Seshego) Industrial Electronics N2 Plant Operation Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Sample marking	For 68% of the instructional offerings the standard of internal moderation was rated to be good in adherence to the marking guidelines.	Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Welders' Theory N2
	For 18% of the instructional offerings the standard of internal moderation was rated to be average in adherence to the marking guidelines.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Plant Operation Theory N2 Water and Waste-water Treatment Practice N2
	In 100% of the instructional offerings no adjustments were made to the marking guidelines after the sample marking.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Marking procedure	In 55% of the instructional offerings the whole script by one marker approach was followed when marking was conducted.	Bricklaying and Plastering Theory N2 (Pretoria West) Building Science N2 (Mpondozankomo) Carpentry and Roof Work N2 Diesel Trade Theory N2 (Pretoria West) Engineering Drawing N2

Evaluation criteria	Findings and challenges	Instructional offering
Marking procedure		Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In 36% of the instructional offerings the question-wise marking approach was followed when marking was conducted.	Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Drawing N2 Diesel Trade Theory N2 (Mpondozankomo) Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2
Adherence to marking guideline	Adherence to marking guidelines was rated good in 86% of the instructional offerings.	Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Adherence to marking guidelines was rated as average in 14% of the instructional offerings.	Bricklaying and Plastering Theory N2 (Pretoria West) Industrial Electronics N2 Plant Operation Theory N2
Standard of marking	The standard of marking was rated as good in 73% of the instructional offerings.	Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Instrument Trade Theory N2 Mathematics N2

Evaluation criteria	Findings and challenges	Instructional offering
Standard of marking		Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	The standard of marking was rated as average in 23% of the instructional offerings.	Bricklaying and Plastering Theory N2 (Pretoria West) Building Drawing N2 Industrial Electronics N2 Logic Systems N2 Plant Operation Theory N2
	The standard of marking was rated as poor in 5% of the instructional offerings.	Bricklaying and Plastering Theory N2 (Seshego)
Administration	The prescribed procedure for allocation of marks per question and indication of marks per question was followed in all (100%) the instructional offerings. This was the same in the November 2019 Examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Mistakes were clearly indicated in 91% of the instructional offerings. This was 88% in the November 2019 examination.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2

Evaluation criteria	Findings and challenges	Instructional offering
Administration		Engineering Science N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	For 9% of the instructional offerings mistakes were not clearly indicated.	Fitting and Machining Theory N2 Industrial Electronics N2
	Marks were transferred correctly in 95% of the instructional offerings. This was 88% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Marks were not transferred correctly in 5% of the instructional offerings.	Fitting and Machining Theory N2
	Mark sheets were completed correctly in all the instructional offerings. This was 95% in the November 2018 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Administration		Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	Notes were kept by markers throughout the process of marking in order to assist with report writing in 82% of the instructional offerings. This was 88% in the November 2019 examinations.	(Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Welders' Theory N2
	For 18% of the instructional offerings notes were not kept that would assist with report writing throughout the marking process.	Building Science N2 (Pretoria West) Logic Systems N2 Mathematics N2 Water and Waste-water Treatment Practice N2

Evaluation criteria	Findings and challenges	Instructional offering
Control	In all of the instructional offerings the markers indicated their code/ name in red ink on the cover page of the script. This was the same in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	The name of the moderator was clearly indicated in green ink for 64% of the instructional offerings. This is a decrease from 75% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2
Internal moderation	In 77% of the instructional offerings there was evidence of moderation of scripts throughout the marking process. This was 75% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation		Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2
	There was no evidence of internal moderation of scripts throughout the marking process in 23% of the instructional offerings. This was due to small number of scripts and internal moderators were not appointed by the DHET.	Building Science N2 Mpondozankomo Instrument Trade Theory N2 Motor Trade Theory N2 Platers' Theory N2 Welders' Theory N2
	In the 77% of the instructional offerings, criteria varied between a ten percent of scripts from all batches randomly selected from a range of high, medium and low marks.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2
	Scripts from all examination centres was moderated in 77% instructional offerings. This was 56% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Building Science N2 (Pretoria West) Building Drawing N2 Carpentry and Roof Work N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation	Scripts from all examination centres were not moderated in 23% of the sampled instructional offerings.	Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Mpondozankomo) Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2
	Whole script approach was used during the internal moderation process in 86% of the instructional offerings. This was 75% in the November 2019 examinations.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In 55% of the instructional offerings the standard of internal moderation was rated as good.	Building Science N2 (Pretoria West) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In 27% of the instructional offerings the standard of internal moderation was rated as average.	Bricklaying and Plastering Theory N2 (Pretoria West) Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Motor Trade Theory N2 Plant Operation Theory N2
	In 5% of the instructional offerings the standard of internal moderation was rated as poor.	Bricklaying and Plastering Theory N2 (Seshego)

Evaluation criteria	Findings and challenges	Instructional offering
<p>Response to the examination question paper</p>	<p>In 73% of the instructional offerings. The candidates' performance was in line with the predicted expectations. This is a decrease from the 81% in the November 2019 examinations.</p>	<p>Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
	<p>For three (27%) of the instructional offerings, the candidates' performance was not in line with the predicted expectations.</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Electrical Trade Theory N2 Engineering Drawing N2 Instrument Trade Theory N2 Motor Trade Theory N2</p>
	<p>In 91% of the instructional offerings the question papers were considered to be fair. This was 94% in the November 2019 examinations.</p>	<p>Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
<p>Prevention and handling of irregularities</p>	<p>Irregularities were discovered in 23% of the instructional offerings. This was 12% in the November 2019 examinations.</p>	<p>Building Science N2 (Pretoria West) Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Electrical Trade Theory N2 Fitting and Machining Theory N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Reports	Daily reports were completed in 91% of the instructional offerings.	Bricklaying and Plastering Theory N2 (Pretoria West) Bricklaying and Plastering Theory N2 (Seshego) Building Science N2 (Pretoria West) Building Science N2 (Mpondozankomo) Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 (Mpondozankomo) Diesel Trade Theory N2 (Pretoria West) Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Table 12E: Findings from the Verification of marking of N3 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Marking guideline discussion	Changes were made to the marking guidelines at the marking centres in 39% of the instructional offerings. This was a decrease from 58% compared to the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Electrical Trade Theory N3 Industrial Orientation N3 Instrument Trade Theory N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	No changes were made to 61% of the marking guidelines at the marking centres. This was an increase from 42% in the November 2019 examinations.	Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 Thornton Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Radio and Television Theory N3 Refrigeration Trade Theory N3

Evaluation criteria	Findings and challenges	Instructional offering
Marking guideline discussion	In 96% of the instructional offerings the changes made did not affect the standard of the marking guidelines. This was 100% in the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Additions were made to the marking guideline during the marking process in 13% of the instructional offerings. These included: <ul style="list-style-type: none"> • Alternative responses; and/or • Changes to wording of questions. 	Industrial Organisation and Planning N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	No further changes were made to the marking guidelines in 100% of the instructional offerings.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Marking guideline discussion	In 39% of the instructional offerings marking was conducted at other marking centres.	Building Science N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Science N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3
Marking	In 65% of the instructional offerings all expected scripts to be marked at these centres were received.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3
	In 35% of the instructional offerings not all expected scripts to be marked at these centres were received	Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Instrument Trade Theory N3 Logic Systems N3 Radio and Television Theory N3 Water Treatment Practice N3
Training for marking	Training was not done for 9% of the instructional offerings. This was 4% in the November 2019 examinations.	Logic Systems N3 Water Treatment Practice N3
	Training was done for 91% instructional offerings. This was 96% compared to the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3

Evaluation criteria	Findings and challenges	Instructional offering
Training for marking		Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3
Sample Marking	<p>In all the instructional offerings each marker received scripts to mark after the marking guideline discussions.</p> <p>For 83% of the instructional offerings the performance of the markers for sample marking was rated to be good in adherence to the marking guidelines.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Sample Marking	For 9% of the instructional offerings the performance of the markers for sample marking was rated to be average in adherence to the marking guidelines.	Logic Systems N3 Mechanotechnology N3
	For 9% of the instructional offerings the performance of the markers for sample marking was rated to be poor in adherence to the marking guidelines.	Plant Operation Theory N3 Radio and Television Theory N3
	For 83% of the instructional offerings the performance of the standard of internal moderation was rated to be good in adherence to the marking guidelines.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	For 4% of the instructional offerings the standard of internal moderation was rated to be average in adherence to the marking guidelines.	Plant Operation Theory N3
	For 4% of the instructional offerings the standard of internal moderation was rated to be poor in adherence to the marking guideline.	Refrigeration Trade Theory N3
	In 83% of the instructional offerings no adjustments were made to the marking guidelines after the sample marking.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3

Evaluation criteria	Findings and challenges	Instructional offering
Sample Marking		Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3
	In 17% of the instructional offerings adjustments were made to the marking guidelines after the sample marking took place.	Industrial Organisation and Planning N3 Industrial Orientation N3 Plant Operation Theory N3 Water Treatment Practice N3
Marking procedure	In 39% of the instructional offerings the whole script by one marker approach was followed when marking was conducted.	Building and Civil Technology N3 Engineering Drawing N3 (Pretoria West) Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Motor Trade Theory N3 Radio and Television Theory N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	In 48% of the instructional offerings the question-wise marking approach was followed when marking was conducted.	Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	In 13% of the instructional offerings the whole script marked but question based where there was only one marker for the instructional offering marking approach was followed when marking was conducted.	Mechanotechnology N3 Plant Operation Theory N3 Refrigeration Trade Theory N3
Adherence to marking guideline	Adherence to marking guideline was rated as good in 70% instructional offerings. This was 67% in the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3

Evaluation criteria	Findings and challenges	Instructional offering
Adherence to marking guideline		Industrial Organisation and Planning N3 Instrument Trade Theory N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Adherence to marking guidelines was rated as average in 22% of the instructional offerings. This was 29% in the November 2019 examinations.	Industrial Electronics N3 Industrial Orientation N3 Logic Systems N3 Mechanotechnology N3 Plant Operation Theory N3
	Adherence to marking guidelines was rated as poor in 9% of the instructional offerings. This was 4% in the November 2019 examinations.	Mathematics N3 Radio and Television Theory N3
Standard of marking	The standard of marking was rated as good in 65% of the instructional offerings.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	The standard of marking was rated as average in 26% of the instructional offerings.	Electrical Trade Theory N3 Industrial Electronics N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3
	The standard of marking was rated poor in 9% of the instructional offerings.	Plant Operation Theory N3 Radio and Television Theory N3
Administration	The prescribed procedure for allocation of marks was followed in 96% of the sampled instructional offerings. This was 100% in the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton)

Evaluation criteria	Findings and challenges	Instructional offering
Administration		Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	<p>The prescribed procedure for allocation of marks was followed in 96% of the sampled instructional offerings. This was 100% in the November 2019 examinations.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
<p>Administration</p>	<p>The marks were indicated per question in all the instructional offerings.</p>	<p>Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3</p>
	<p>Mistakes were clearly indicated in 96% of the instructional offerings. This was the same as in the November 2019 examinations.</p>	<p>Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Administration	Marks were transferred correctly to the cover paper and mark sheet in all the instructional offerings.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Mark sheets were completed correctly in all the instructional offerings.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Administration	Notes were kept in 87% of the instructional offerings throughout the marking period to facilitate report writing. This was the same compared to the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3 Waste- Water Treatment Practice N3 Water Treatment Practice N3
Control	<p>In all the instructional offerings the markers indicated their code/ name in red ink on the cover page of the script. This was the same as in the November 2019 examinations.</p> <p>The name of the internal moderator in green ink was clearly indicated on the scripts of 87% of the instructional offerings. This was 92% in the November 2019 examinations.</p>	<p>Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3</p> <p>Building and Civil Technology N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Control		Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3
Internal moderation	<p>There was evidence of internal moderation throughout the marking process in 91% of the instructional offerings, compared to 88% in the November 2019 examinations.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	<p>Internal moderation was not completed in 9% of the instructional offering as internal moderators were not appointed by the DHET due to small number of scripts.</p>	Mechanotechnology N3 Refrigeration Trade Theory N3
	<p>Criteria used in sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for all instructional offerings where internal moderation was evident.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation		Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	<p>In 78% of the instructional offerings, a sample of examination scripts from all examination centres were moderated. This was an improvement from 67% in the November 2019 examinations.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3
	<p>A whole-script moderation approach was followed during the internal moderation process in 91% of the instructional offerings.</p>	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation	<p>The standard of internal moderation was rated as good in 70% of the instructional offerings.</p>	<p>Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3</p>
	<p>The standard of internal moderation was rated as average in 17% of the instructional offerings. The standard of internal moderation was rated as poor in 4% of the instructional offerings.</p>	<p>Electrical Trade Theory N3 Industrial Electronics N3 Mathematics N3 Plant Operation Theory N3 Refrigeration Trade Theory N3</p>
Response to the examination question paper	<p>Candidates' performance in 74% of the instructional offerings was in line with predictions. This was the same in the November 2019 examinations.</p>	<p>Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Thornton Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3 Water Treatment Practice N3</p>
	<p>Candidates' performance in 26% of the instructional offerings was not in line with predictions.</p>	<p>Engineering Drawing N3 (Pretoria West) Mathematics N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Response to the examination question paper	Candidates found the question paper difficult in 9% of the instructional offerings. A decrease compared to 12% in the November 2019 examinations.	Plating and Structural Steel Drawing N3 Radio and Television Theory N3
	Candidates found the question papers to be fair in 91% of the instructional offerings. This was an increase from the 88% of the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
Prevention and handling of irregularities	Evidence of irregularities was found in 48% of the instructional offerings. This was an increase from the 42% in the November 2019 examinations.	Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Engineering Drawing N3 (Thornton) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Plant Operation Theory N3 Supervision in Industry N3
	No evidence of irregularities was found in 52% of the instructional offerings.	Building and Civil Technology N3 Electrotechnology N3 Engineering Drawing N3 (Pretoria West) Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Reports	In 83% of the instructional offerings the marking reports were completed. This was the same as in the November 2019 examinations.	Building and Civil Technology N3 Building Science N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 (Thornton) Engineering Drawing N3 (Pretoria West) Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Supervision in Industry N3 Water Treatment Practice N3
	In 17% of the instructional offerings the marking reports had not yet been completed during the visit by Umalusi.	Instrument Trade Theory N3 Motor Trade Theory N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3

12.4 Areas of Improvement

The following areas of improvement were identified during the Umalusi visit at marking centres for the November 2020 examinations:

- In N2 and N3 all the instructional offerings, sample marking was conducted where each marker received scripts to mark after the marking guideline discussions this assisted in maintaining uniformity in during the marking process;
- Mistakes were clearly indicated in 91% of the N2 instructional offerings. This was an improvement from 88% in the November 2019 examination;
- In 78% of the N3 instructional offerings, a sample of examination scripts from all examination centres were moderated. This was an improvement from 67% in the November 2019 examination;
- In all (100%) both N2 and N3 instructional offerings the markers indicated their code/name in red ink on the cover page of the script;
- Candidates' performance in 18 (75%) of the instructional offerings was in line with predictions for N3. An increase compared to 67% in the November 2019 examinations; and
- The prescribed procedure for allocation of marks was followed in all N2 and N3 (100%) of the sampled instructional offerings compared to 96% in the November 2019 examination.

12.5 Areas of Non-compliance

The following areas of non-compliance were identified by Umalusi:

- a. Training was conducted throughout the marking process in 95% of the N2 instructional offerings. This was a decrease from 100% in the November 2019 examinations;
- b. The name of the moderator was clearly indicated in green ink for 64% of the instructional offerings. This is a decrease from 75% compared to the November 2019 examinations; and
- c. There was no evidence of internal moderation of scripts throughout the marking process in 23% of the N2 instructional offerings.

12.6 Directives for Compliance and Improvement

To improve the standard and quality of marking DHET must ensure that the following are adhered to:

- a. Internal moderators are appointed for all instructional offerings to ensure consistency of marking;
- b. Adherence to marking guidelines is mandatory and correct channels and procedures must be followed to amend marking guidelines to ensure consistency across all centres;
- c. Discourage lecturers from using previous question papers as teaching aids in preparing students for examinations. The syllabus provided should be the primary source of information; and
- d. Increase the practical component in all instructional offerings to provide students with relevant field knowledge.

12.7 Conclusion

The verification of marking reports indicated that the conduct of the officials at the sampled marking centres was good and it can be concluded that the marking process for the November 2020 examination cycle for NATED Report 190/191: Engineering Studies in N2 and N3 was successfully completed.

CHAPTER 13 STANDARDISATION AND RESULTING

13.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity in a given context by considering possible sources of variability other than candidates' ability and knowledge. In general, variability may be a result of the standard of question papers, the quality of marking or other related factors. It is for this reason that examination results are standardised to control their variability from one examination session to the next.

Section 17A (4) of the GENFETQA Act of 2001 as amended in 2008 states that the Council may adjust raw marks during the standardisation process. In broad terms, standardisation involves the verification of subject structures, mark capturing, and the computer system used by an assessment body. It includes the development and verification of norms, and the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports and the Umalusi principles of standardisation are used to inform decisions. The process is concluded by the approval of mark adjustments per instructional offering, statistical moderation and the resulting process.

13.2 Scope and Approach

Due to the novel covid-19 pandemic, which has resulted in restrictions on gatherings and imposed social distancing, Umalusi convened a online standardisation meeting for the November 2020 NATED Report 190/1 engineering studies and the Business Languages. The Department of Higher Education and Training (DHET) presented 60 instructional offerings and four Business Languages for the standardisation of the NATED Report 190/191 Engineering Studies N2 and N3 and Business Languages N3 examinations. In turn, Umalusi verified the historical averages, monitoring of mark, capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

13.2.1 Calculation of the historical averages

Historical averages are calculated using the previous six examination sessions. Once that is done, as per policy requirements, the DHET submits historical averages or norms to Umalusi for verification. Where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination session. Finally, Umalusi takes into account historical averages during the standardisation process.

13.2.2 Capturing of marks

Umalusi followed a three phased procedure during the verification of capturing mark process. The first phase involved the visitation of Umalusi officials at DHET marking centres to record candidates' marks on script. The second phase involved the monitoring of the capturing of marks at DHET capturing centres and collection of copies of mark sheets. The final phase involved the verification of marks recorded on candidates' scripts against the DHET standardisation data. The verification of capturing was monitored at capturing centres in Limpopo; Free State; Eastern Cape and Western Cape.

13.2.3 Verification of datasets and standardisation booklets

The DHET submitted standardisation datasets and electronic booklets according to the Umalusi management plan. The datasets were verified and approved.

13.2.4 Pre-standardisation and standardisation

The NATED Report 190/191 in Engineering Studies N2–N3 and Business Languages N3 examinations pre-standardisation and standardisation meetings were held on 23 January 2021 and 24 January 2021, respectively. Umalusi was guided by qualitative and quantitative information in reaching its standardisation decisions. Qualitative inputs included evidence-based report presented by the DHET, reports of Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

13.2.5 Post-standardisation

Once the standardisation meetings had been concluded, the DHET submitted the final adjustments and candidates' resulting files for verification and final approval by Umalusi.

13.3 Findings and decisions

13.3.1 Calculation of historical averages

As explained in the paragraphs 13.2.1, the historical averages for August NATED Report 190/191 Engineering Studies N2–N3 examinations were calculated using the previous six examination sessions and five examination sessions for N3 Business Languages. In order to do this, the DHET was required to submit the historical averages for verification in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using five examination sittings. Table 13A indicates instructional offerings with outliers.

Table 13A: Instructional offerings with outliers

Level	Code	Instructional Offering	Excluded Examination Sessions
N2	8120022	Water and waste-water treatment	202008
N3	11040343	Electro-Technology	201908
	15070023	Building Science	201911

13.3.2 Capturing of marks

Umalusi conduct the verification of the capturing of marks for the November 2020 NATED N2-N3 examination at the following marking and capturing centres; Struandale Marking Centre Port Elizabeth FET College in Eastern Cape; Hillside View Campus (Motheo TVET College in Free State; Thornton Campus marking (College of Cape Town) in Western Cape and Seshego Campus (Capricorn TVET College) in Limpopo. The Umalusi officials recorded the marks as expected without any challenges. The capturing centers visited had extremely high security measures for mark sheets from the marking venues to the capturing rooms. Most centre scanned mark sheets as a backup in cases of missing mark sheets. All officials signed off the mark sheets before capturing of marks takes place. The capturing rooms had enough computers and capturers maintained the social distance as per COVID 19

regulation. Mark sheets were captured and verified by two different officials. Capturing centers used offline capturing as per instructions from the DHET. The Umalusi officials observed that the centres had explicit capturing guidelines clearly outlining the use of user identification password, and processing of mark sheets, the coding of mark sheets codes and its interpretation and handling of Manually Generated Mark (MGM) sheets.

Umalusi, expressed concern on the lack of control lists for other centres making it difficult to determine the number of mark sheets completed and outstanding. Furthermore, in some centres although the control list was available, they were not ticked. The lack of a centre's management plan was worrying as context differed from one centre to another. Also, all centres used one management plan supplied by DHET regardless of their context. The unavailability of a generator at Thornton Campus and Hill side view Campus was worrisome in the event of a power outages.

13.3.3 Verification of datasets and standardisation booklets

The standardisation datasets and electronic booklets submitted for the November 2020 NATED Report 190/191 Engineering Studies N2–N3 and N3 Business Language examinations adhered to the requirements as spelt out in the Umalusi Requirements and Specifications for Standardisation, Statistical Moderation and Resulting Policy. The standardisation and electronic booklets were submitted and approved during the first submission.

13.3.4 Pre-standardisation and standardisation

Standardisation decisions were informed by qualitative reports from external moderators, examination monitors, and chief markers reports.

The DHET presented 60 instructional offerings for the standardisation of the NATED Report 190/191 Engineering Studies N2–N3 Examinations and four instructional offerings for the standardisation of the N3 Business Languages examinations. The decisions for the November 2020 NATED and N3 Business Languages examinations were informed by trends in student performance, the qualitative input, the historical averages and pair's analysis. Eventually, all 64 subjects were standardised. During the pre-standardisation, Umalusi commended DHET for the submission of datasets for approval within the stipulated timeframes. However, the Assessment Standards Committee (ASC) commends the DHET for no leakages of question papers noted for this examination. However, ASC expressed concern over a generally high absenteeism rate observed in most subjects and extremely high failure rate in some subjects.

Table 13B: Standardisation decisions -NATED Report 190/191: Engineering Studies N2 and N3

Description	Total
Number of instructional offerings presented	60
Raw marks accepted	28
Adjustments (mainly upwards)	17
Adjustments (mainly downwards)	15
Provisionally standardised	0
Number of instructional offerings standardised	60

Table 13C: Standardisation decisions -Business Languages N3

Description	Total
Number of subjects presented	4
Raw marks accepted	1
Adjusted (mainly upwards)	0
Adjusted (mainly downwards)	3
Provisionally standardised	0
Number of subjects standardised	4

13.3.5 Post standardisation

The N2 adjustments were approved during the first submission while the N3 adjustments were approved during the second submission. The statistical moderation and resulting datasets for N2 and N3 were approved during the first submission.

13.4 Areas of Compliance

The following areas of compliance were observed:

- a. The DHET submitted the datasets and standardisation booklet for verification within the stipulated timeframes;
- b. The use of adherence to COVID 19 social distance regulation and the use of different people for capturing and verifying is highly commendable; and
- c. The historical average and the statistical moderation and candidate files were approved during the first submission.

13.5 Areas of Non-compliance

The following areas of concern were observed:

- a. The continuous high absenteeism rates and failure rate is worrisome; and
- b. The inconsistency in the control of mark sheets at some centres.

13.6 Directives for Improvement and Compliance

The DHET must ensure that:

- a. Strategies are put in place to minimise high absenteeism in both N2 and N3; and
- b. Strategies are put in place to improve candidates' performance.

13.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning. Most subjects were accepted at raw mark.

CHAPTER 14 CERTIFICATION

14.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA), (Act No. 58 of 2001), for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are furthermore defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of learner achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and *regulations promulgated by the Minister of Higher Education and Training for the National N3 and the National Senior Certificate (Colleges) as registered on the NQF.*

The quality assurance processes instituted by Umalusi in terms of certification ensures that the qualification awarded to a learner comply with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) is required to submit all learner achievements to Umalusi, as the quality council, to quality assure, verify, and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done in order to ensure that the correct results are released to learners, that all results are approved by Umalusi before release and that the certification of the learner's achievements are done in accordance with the approved results.

In order to ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. All records of candidates who are registered for the Report 190/191 (N3) examinations, including those who qualify for an instructional offering only in a particular examination cycle, are submitted to Umalusi for certification.

Umalusi verifies all the data received from the DHET. The certification data must correspond with the quality assured results, keeping in mind that all changes to marks must be approved before they are released to students. Where discrepancies are detected, the DHET is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged because of a possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

This chapter will focus on the overall certification processes and the compliance of the DHET to the directives for certification as specified in the regulations for certification.

14.2 Scope and Approach

The period that will be covered in this report is from 1 December 2019 to 30 November 2020. All the requests for certification received during this period that were finalized, in other words, feedback

provided to the DHET by Umalusi, will be included and addressed in this report. The main examinations that will be covered in this report is the November 2019.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification happens usually within three months of the release of the results. Throughout the year, certificates are requested, either as first issue, duplicate, replacement due to change in status or re-issue.

This chapter will focus on the shortfalls in terms of compliance to the certification directives by the DHET and how this can affect the quality assurance processes and the certification of learner achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets that were received with an indication of the percentage rejections in the applications due to non-compliance to the directives. The number and type of certificates issued over this period will also be provided.

With the processing of the requests for certification during the period of reporting several findings were made that will be highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings but should be key points that needs to be addressed.

14.3 Findings

Every examination cycle starts with the registration of learners for the academic year. The registration of learners must be done according to an approved qualification structure listing the required subjects, subject components, pass percentages, combination of subjects and the like. The specification of the qualifications is a very important aspect because it lays the foundations for a credible qualification.

Therefore, the first aspect to focus on is the submission of the subject structures for approval and alignment of the Information Technology (IT) systems. Any changes in the subject structures and or new subjects must be applied for at least 18 months in advance to Umalusi. With the submission of the subject structures, the DHET must ensure that the structures are correctly registered for the new exam cycle and are aligned with that of Umalusi.

After the DHET has conducted the examinations all results are submitted to Umalusi for the standardisation, statistical moderation and the resulting of the learner achievements. All the learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results for release to the learners after several quality assurance processes.

During the processing of the certification datasets it was discovered that a small percentage of learner records requested to be certified was not approved during the resulting process. This causes delays in the certification and the issuing of certificates to the learners.

The general principle that must be adhered to is that all results must be approved before release and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued correction of marks cannot be affected by submitting a mop up datasets. A re-issue must then be requested to correct marks on a certificate already issued.

The recording and finalisation of irregularities are important to ensure that certificates are issued correctly to deserving candidates. The DHET must continuously inform Umalusi of all irregularities for Umalusi to record such instances on their IT system. It is of utmost importance that Umalusi be updated

on the status of the irregularities (pending, guilty, not guilty) before the requests for certification are submitted. If this is not done the possibility exists that learners might not receive their certificates and that the issuing of certificates is delayed due to irregularities not being finalised. There needs to be improvement in this area of work because the submission of irregularities in the prescribed format is not adhered to by DHET.

Umalusi has also noticed that candidate records that were rejected due to non-compliance to the directives for certification are submitted again for certification without correcting the error. The re-submission of learners' records without correcting the error is delaying the issuing of certificates to learners. In some cases, the rejected record is not even re-submitted for certification.

The phasing out of the automatic printing of subject statements were also introduced, on request of the DHET, to reduce the cost for certificates issued to private colleges. Umalusi only print subject statements that are requested by the DHET on behalf of the colleges.

The DHET must ensure that subject statements are requested for those learners who need them and that it is possible to request a subject statement should it not be requested at first. This decision and procedure regarding the printing of subject statements only on request must be communicated to all role players. It is also important that DHET confirm in writing that the requests for certificates are in the best interest of the candidate.

Table 14B reflects the phasing out of subject statements with zero subject statement printed for the last examination while the "transaction only" number increased and indicates the number of records certified as correct.

During the last year progress has been made with the reduction of the certification backlog in terms of outstanding certificates. There are however still outstanding certificates, especially in terms of where candidates qualify for a certificate across multiple examinations. These candidate records must be identified, and the combination of results be affected in order to issue the certificates. Every effort should also be made to adhere to the call from the PCHET to resolve the backlog by June 2020, which is not the case.

Below is a summary of certificates issued for the period 1 December 2019 to 30 November 2020

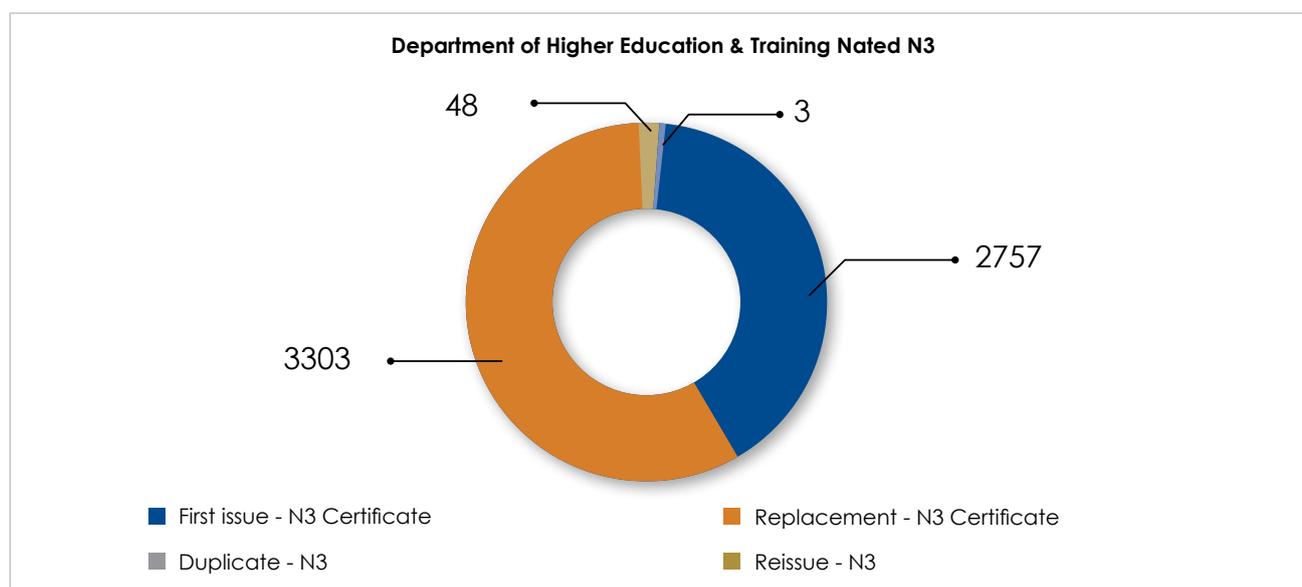


Figure 14A: Certificates issued during the period 1 December 2019 to 30 November 2020.

Below is a summary of certificates issued for the examination periods: November 2019 and August 2020. Due to the Covid-19 pandemic no examination was conducted in April 2020.

Table 14A: Certificates issued for the exam periods: November 2019; and August 2020.

Type of certificate issued	November 2019	August 2020
Subject Certificate	--	-
N3 Certificate	2 844	2 211
Replacement N3 certificate (Lost)	593	-
Replacement NSC	35	-
NSC (Colleges)	2	-
Transactions certified for subjects passed.	19 361	15 943
Total	22 835	18 154

Table 14B: Number datasets and transactions received during the period 1 December 2019 to 30 November 2020.

Number of datasets	Number datasets accepted	Percentage accepted	N3/NSC (Colleges)			
			Number of records submitted	Number records accepted	Percentage accepted	Number rejected
115	109	94.8	26 726	25 219	94.4	1 504

14.4 Areas of Improvement (Including innovations)

- The registration of candidates for the examinations are completed and admission letters dispatched to all TVET colleges. The electronic submission of the registration data by Colleges to the DHET keeps on improving and becomes more effective; and
- The submission of datasets for the certification of learner achievements has improved and is done according to the directives. The majority of candidates were certified within the required period after the exam was conducted.

14.5 Areas of Non-compliance

- The biggest area of non-compliance is that not all the learner records that were approved and whose results were released by the DHET on statements of results are submitted for certification;
- Requests for certification are received where the results have not been approved for release. The results requested to be certified are different from the results approved and therefore the certification requests are rejected;
- The re-submission of candidate records for certification without correcting the error as identified causes a delay in the certification of the candidate.
- In order to comply the DHET is required to investigate and correct the error before it is re-submitted to Umalusi for certification;
- The combination or consolidation of results across multiple examination sittings must be resolved to eliminate the backlog of certificates. This challenge has remained unresolved and affected candidates since the inception of the NC(V);
- The printing of subject statements on request only brought along the challenge that candidates request their subject statements directly from Umalusi using the application form applicable to private candidates having to pay for their certificates. This clearly indicates

that the request not to print the subject statement was not made by candidates but were as default requested by DHET not to print it. DHET must confirm that candidates do not want the subject statements before indicating to Umalusi not to print them; and

- g. The finalisation and completion of the irregularities is another area of non-compliance. Where irregularities have been identified and reported to Umalusi the status of the irregularities must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on the irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delay and rejections.

14.6 Directives for Compliance and Improvement

- a. The DHET must ensure that all candidate records are approved by Umalusi prior to extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates were involved in a re-mark or where marks have changed;
- b. Information concerning all candidates who were involved in irregularities must be submitted on Umalusi prescribed spreadsheet. This information should be uploaded onto Umalusi resulting and certification system to prevent issuing of incorrect certificates. All pending irregularities from previous examinations must also be finalised; and
- c. The IT system must be updated to allow for the issuing of a subject statement where initially the printing thereof was not requested. The DHET must ensure that subject statements are requested for those candidates who need them.

14.7 Conclusion

The DHET as the assessment is compliant and execute the directives for certification in most aspects. The certification backlog has to be resolved and control measures must be implemented to ensure that all learners who qualify for a certificate receive it. Most candidates are resulted and certified without any problems. It remains a challenge to get the certification rate to 100% and to certify without any problems. This adds to the current certification backlog. Considering the scope of the examination and the complexity of the system, the status of system can be viewed as acceptable with the acknowledgment that there is room for improvement.

**PART C: MONITORING OF THE CONDUCT,
ADMINISTRATION AND MANAGEMENT
OF EXAMINATIONS**

CHAPTER 15 MONITORING THE STATE OF READINESS TO CONDUCT NOVEMBER EXAMINATIONS

15.1 Introduction

Umalusi undertook the external audit of the state of readiness for the Department of Higher Education and Training (DHET) to conduct the November 2020 National Certificate (Vocational) [NC(V)] and NATED Report 190/191 Engineering Studies N2-N3 examinations.

The purpose of conducting the monitoring and verification of the level of readiness of the DHET, to conduct the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2-N3 examinations was to:

- a. Test the level of preparedness of the DHET to conduct the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations;
- b. Track the progress made in addressing the directives on compliance and improvement issued after the November 2019 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations; and
- c. Verify whether the DHET had systems in place to ensure the integrity of the November 2020 examinations.

15.2 Scope and Approach

Umalusi audited the DHET on their readiness to administer the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations on 06 November 2020. Umalusi utilised a risk management-based approach in evaluating the level of preparedness of the assessment body to conduct the November 2020 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations. The aim was to identify any potential risks that might compromise the delivery of a credible examination.

The following phased in process was implemented:

Phase 1: Requirements and Desktop Evaluation

- A. Documents that were to be submitted by the DHET:
 - a. A completed self-evaluation instrument;
 - b. Examination Management plan for the current year; and
 - c. Improvement plans and progress reports based on the directives for improvement issued in November 2019 quality assurance of assessment reports.
- B. The desktop evaluation was conducted on:
 - a. DHET self-evaluation reports;
 - b. Progress reports submitted; and
 - c. A risk profile of the DHET preparedness to conduct, administer and manage the November 2020 examinations.

Phase 2: Risk Analysis and Feedback

Umalusi analysed the documents submitted by the DHET to determine a risk profile. This process informed Umalusi's verification of the state of readiness of the DHET.

Phase 3: Conduct of Evidence-based Verification Audits

During this phase, the intervention systems and related evidence outlined in the reports received from the DHET were evaluated by Umalusi. Furthermore, verification audit instruments were administered during on-site verification visits and the findings were recorded and classified according to their potential impact on the forthcoming examinations.

The information set out in this report is limited to the findings generated from the audit visits, evidence and data provided by the DHET at the time of the Umalusi visit.

15.3 Summary of Findings

The findings gathered from the audit visit are detailed hereunder.

15.3.1 Human Capacity for the Management of Examinations

During Umalusi visit the following was established:

The DHET was found to have the capacity to deliver all examinations related deliverables at any of the levels indicated below:

- a. National Office: Staff compliment was adequate and was able to manage the processes relating to November 2020 DHET examinations; and
- b. College management: Staff appointed to manage the November 2020 examinations activities was adequate.

15.3.2 Registration of Candidates

At the time of Umalusi visit it was found that:

- a. The candidates' registration process was completed and the number of candidates registered was determined;
- b. Registration of the candidates was carried out by different TVET colleges.
- c. Preliminary schedule of entries were forwarded to colleges for verification to ensure that all candidates had been correctly registered;
- d. Registration data was verified by the colleges and final corrections on data was affected by the DHET officials; and
- e. Mark sheets and examination admission permits were printed and dispatched to the colleges as scheduled.

15.3.2 Size and Magnitude of the November 2020 TVET Examinations:

Table 15A and 15B below indicates the candidate registration and subject enrolments of the November 2020 TVET examinations:

Table 15A: Number of NC(V) Level 2-4, NATED-Report 190/191 Engineering Studies N2-N3 and NSC: N3 Business Languages Candidates Registered

Qualification	November 2019	November 2020	Difference
NC(V) Level 2-4	166 241	175 232	8 991
NATED-Report 190/191: Engineering Studies N2-N3	76 794	71 748	5 046
NSC: N3 Business Languages	6 650	6 101	549

Table 15B: Number of NC(V) Levels 2-4, NATED-Report 190/191 Engineering Studies N2-N3 and NSC: N3 Business Languages Subject Enrolments

Qualification	November 2019	November 2020	Difference
NC(V) Level 2-4	893 016	944 633	51 617
NATED-Report 190/191: Engineering Studies N2-N3	203 794	205 651	1 857
NSC: N3 Business Languages	12 269	11 162	1 107

15.3.3 Registration of Examination Centres

At the time of Umalusi visit the following information was verified:

- a. Examination centre audits were completed;
- b. The colleges conducted desktop evaluations and submitted completed reports to DHET for analysis; and
- c. DHET conducted further onsite inspection at selected centres on their readiness to conduct the November 2020 examinations.

The number of examination centres which would be participating in the 2020 November examination cycle was determined, the break down is provided in table 15C below.

Table 15C: Number of TVET examination centres registered

Qualification	Public	Private	Department of Correctional Services Centres	Total
National Certificate Vocational NC(V) L2-L4	218	20	8	246
Report 190/191 Engineering Studies N2-N3	138	235	28	401

Data provided by DHET for verification

15.3.4 SOR Audit and Verification Conducted for ICASS/ISAT

At the time of Umalusi visit it was found that:

- a. ICASS Instructions were available;
- b. Revised templates due to Covid-19 were available;
- c. Revised ISAT Guidelines due to Covid-19 were received;
- d. Training sessions were held with College Principals, Deputy Principals Academic and Campus Managers on the administration of ICASS/ISAT;
- e. The DHET conducted monitoring and moderation visits for the implementation of ICASS/ISAT;
- f. Instruments were specific for fundamental and vocational subjects;

- g. Follow-up visits were conducted to support non-compliant colleges;
- h. Moderation was at national level only; and
- i. A sample of monitoring/moderation reports were shared with Umalusi.

15.3.5 Printing, Packaging and Distribution of Question Papers/Materials

- a. DHET had a secured printing contract with the external service provider (Government Printing Works); and
- b. The new Service Level Agreement (SLA) was in place since 1 January 2020 and would expire by 31 December 2022.

15.3.6 Security Measures.

The DHET had security measures in place for the printing, packaging and storage of examination question papers.

The measures met the following minimum-security requirements:

- a. Controlled access: closed circuit surveillance cameras and security guards were available at all entrances to the printing venue;
- b. Secured building: up to date alarm systems, smoke detectors and fire hydrants; and
- c. The Standard Operation Procedure (SOP) which outlined the norms and standards for printing, packaging and distribution of examination materials was in place.

DHET had security measures in place for personnel appointed to work with and handle question papers. Strict adherence to the following security requirements were complied to:

- i. Security clearance certificates for personnel handling live question papers;
- ii. Signed agreement to maintain secrecy; and
- iii. Signed declaration of confidentiality which included the pronouncement of any close relatives registered for any TVET examinations.

DHET had developed a monitoring instrument for on-site monitoring of printers when printing was in progress, and the monitoring took place weekly. The monitoring report was in place, verified and was found to be satisfactory.

A detailed printing plan was in place and outlined the management of the printing of NATED Engineering Studies, and NC(V) L2-L4 examination materials. The plan detailed activities for the final signed off time-table, preparation of question papers, data extraction, printing and packing timelines and handover dates to the courier for delivery at various delivery points.

15.3.6 Packaging

DHET made use of automated packaging process from live question papers to custom-made boxes. Strict security measures were in place to prevent manual interference with question papers and examination materials.

Security was further strengthened through bar coding on the question papers, whereby each question paper had a unique sequential barcode created to identify question papers printed, packed and distributed.

15.3.7 Storage of Printed Question Papers Prior to Distribution to Delivery Points

Service provider had in place a secured storage facility with the same security measures applied to the areas of printing and packaging as prescribed in the norms and standards for question papers.

15.3.8 Distribution of Question Papers

The DHET appointed an external service provider for the distribution of examination materials. The service provider was appointed by National Treasury, by means of RT5 - 2016 contract as it is regulated for all service providers used by government departments. The service providers comply with the same measures the printers should comply with, in terms of the DHET management plan.

DHET used 180 delivery points across the nine Provinces and outside the borders of South Africa, that is, (Namibia (7) and Eswatini (1)).

Measures were in place to manage the Occupational Health and Safety (OHS) requirements at all delivery points, and these formed parts of the COVID-19 regulations. The safety measures were clearly outlined and captured in the DHET guideline document and mediated with all established examination centres through instructions on the Conduct, Administration and Management of Examinations in the TVET programmes of, June 2020, and DHET Memo TE26 of 2020. The two documents were availed as part of the evidence, Umalusi verified and found them acceptable for guiding the management of the examination centres.

15.3.9 Audit of Delivery Points.

DHET appointed the delivery point managers and deputies across its delivery points. They were appointed according to Personnel Administrative Measures (PAM) document. The appointed officials were nominated by the management of central offices of TVET colleges. The desktop audit of the delivery points was conducted, and reports were shared with the DHET National office for verification. The evidence presented to Umalusi during the verification and evaluation found that all delivery points met the required and prescribed standard for storage of examination materials in line with the DHET criteria for the approval of storage points.

15.3.10 Management of the Examinations

The following criteria was used by DHET in order to plan for the Management of Examinations:

15.3.10.1 Risk Profile of Examination Centres and the Strategy Adopted to Monitor these Centres.

Examination centres had been profiled according to the following risk levels:

- a. Red = High Risk,
- b. Amber = Moderate Risk, and;
- c. Green = Low Risk.

The high risk colleges will be monitored at least twice or more times during each cycle of the examinations by each of the different monitors (i.e. National, External and Regional Monitors).

The moderate risk colleges will be monitored by the External Monitors and Regional Monitors during each examination cycle.

The low risk colleges will be sampled and may be monitored once during the three phase examinations.

15.3.11 Invigilation Training Strategy

The training of Chief Invigilators, of both Public and Private colleges, was supposed to take place from June-August 2020 in each province however it could not take place as planned due to the Covid-19 pandemic.

The DHET had informed colleges that a mandatory training of all the invigilators and Examination officials must take place in the following manner as an intervention measure:

- a. Each examination centre would be issued with the examination instructions;
- b. Each examination centre would use updated videos which had been uploaded on the TVET colleges website and the public colleges will use the same video in the public colleges domain – the Lecturer Support System (LSS) website;
- c. Minutes would be taken, registers would be signed by all the invigilators and examination officials who had attended the online training sessions; and
- d. Covid-19 regulations are explained in detail in the Examination instructions.

DHET National Officials would also visit various colleges, especially the high risk colleges to monitor their readiness to conduct the examinations and to check that the invigilation training had been conducted.

15.3.12 Selection and Appointment of Monitors

External Monitors are appointed based on the previous TVET experience. DHET appointed 27 seasoned External Monitors who were retirees from the TVET colleges. The updated training manuals were sent to these Monitors.

Monitoring was conducted in line with the following:

- a. Monitors had to abide by the Covid -19 regulations and restrictions at all the time, during their visits and had to ensure that examination centres were also complying with the Covid-19 regulations;
- b. Reviewed instrument which catered for Covid-19 compliance was used; and
- c. Memo TE 26 of 2020 which had been sent to all colleges regarding compliance on the conduct and administration of examinations amid the Covid -19 pandemic.

15.3.13 Selection and Appointment of Markers

The following were found available:

- a. Policy and criteria for the appointment of marking personnel (i.e. Chief Markers, Deputy Chief Markers, Internal Moderators, Markers and Examination Assistants) was submitted;
- b. NATED appointments were ready to be dispatched by 9 Nov 2020 to the appointed incumbents; and
- c. Marking Centre Management Teams were to be invited for another training.

15.3.13 Monitoring of Examination Centres Outside the Borders of South Africa

Principals of colleges outside the borders of South Africa were requested by DHET, to monitor all the examinations administered at all the centres in Namibia and Eswatini.

15.3.14 Systems Used for the Capturing of Marks.

Systems for the capturing of the marks were found to be in place. The capturing of Integrated Summative Assessment Task (ISAT) and Internal Continuous Assessment (ICASS) components across all levels within TVET qualifications was done by college data capturers and electronically submitted to the DEHT to affect the resulting of duly registered candidates per examinations cycle.

15.3.15 Management of Examination Irregularities

Umalusi noted the following with regards to the management of irregularities:

- a. Policy on conduct, administration and monitoring of examinations was available;
- b. Meetings with Regional Officials for the previous years' irregularities were shared for intervention strategies;
- c. The SOP for management of irregularities shared with Umalusi; and
- d. Presentation was made and shared on management of irregularities amid the Covid-19.

Table 15D below indicates the Anticipated/Identified Risk and Mitigation Strategies of the DHET to manage the examinations.

Table 15D: Anticipated/Identified Risk and Mitigation Strategies

Anticipated /Identified Risk	Mitigation Strategies
Leaking of NATED: Engineering question papers	<ul style="list-style-type: none">• DHET officials monitored the packaging processes.• Courier services had real time tracking installed.• Close monitoring at delivery points.
Tampering with scripts during transportation to nodal points	<ul style="list-style-type: none">• Real time tracking mechanism installed onto the transport used for delivery of scripts.
Missing scripts	<ul style="list-style-type: none">• Procedure was put in place at marking centres where the scripts were opened by dedicated personnel who checked the mark sheets and colleges were contacted to confirm what was submitted.
Possible copying	<ul style="list-style-type: none">• Close monitoring of examination centres was adopted through weekly unannounced visits for the duration of the examination cycle.
Non-accredited colleges registering students	<ul style="list-style-type: none">• Unaccredited colleges were verified and eliminated.
Covid-19 outbreak at the examination centres	<ul style="list-style-type: none">• Each college had established the Covid-19 committee to manage all COVID-19 related cases.

15.4 Areas of Improvement

The following areas of improvement were observed:

- a. Training manuals for monitoring were reviewed; and
- b. A monitoring instrument was developed and used for on-site monitoring of printers when printing was in progress, and the monitoring took place weekly.

15.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Not all the colleges had submitted the SOR reports as per the evidence in the SOR file; and
- b. No formal audit had been done on examination centres outside the borders of South Africa.

15.6 Directives for Compliance and Improvement

The DHET is requested to:

- a. Follow up to the colleges that had not submitted the self-evaluation SOR reports; and
- b. Ensure that colleges offering TVET qualifications outside the borders of South Africa are monitored and reported on.

15.7 Conclusion

Umalusi was satisfied with the evidence presented during the verification and evaluation undertaken to determine the DHET registration process. The evidence presented was acceptable and provided clear levels of readiness measures the DHET had put in place to manage the November 2020 printing, packaging and distribution of question papers. Overall, the evidence presented in the state of readiness file proved that DHET was ready to conduct, administer and manage the November 2020 examinations.

CHAPTER 16 MONITORING OF WRITING

16.1 Introduction

Umalusi monitors the writing of examinations with the purpose of determining whether the Department of Higher Education and Training (DHET) conducts, administers and manages the examinations in accordance with the current guidelines and policies. Monitoring is conducted in order to ensure the credibility of the examinations for the Technical and Vocational Education and Training (TVET) qualifications and programmes registered on the General and Further Education and Training Sub-framework (GFETQSF).

The focus of monitoring the writing of the November 2020 examinations, at a sample of 65 examination centres, was to observe and report on the following:

- a. The conduct, administration and management of examinations; and
- b. The availability of plans, systems, processes and procedures as planned and implemented at examination centres.

16.2 Scope and Approach

The monitoring of the writing of the November 2020 NATED Report 190/191: Engineering Studies N2-N3, Business Languages N3 and National Certificate (Vocational) [NC(V)] Level 2 (L2) - Level 4 (L4) examinations was conducted at selected examination centres in all the nine provinces. Examination centres administering examinations outside the borders of South Africa (Namibia and Eswatini) were not monitored by Umalusi, due to Covid-19 travelling restrictions. The selected sample included public colleges, private colleges and correctional services centres.

Umalusi officials were deployed to monitor the writing phase of the November 2020 NATED Report 190/191: Engineering Studies N2-N3, Business Languages N3 and National Certificate (Vocational) [NC(V)] Level 2 (L2) - Level 4 (L4) examinations at a sample of 47 examination centres. Umalusi staff monitored 18 examination centres, therefore a total of 65 examination centres were monitored.

The data was collected using the criteria provided in the Umalusi's monitoring instrument which included the conduct of interviews and observations to verify compliance with examination related policies and regulations.

Table 16A indicates the list of the examination centres monitored during the writing of examinations. The examination centres included 22 private FET colleges, 41 public TVET colleges and two correctional services centres.

Table 16A: Examination centres monitored

No.	Name of college and type	Site/Campus	Province	Instructional offering	Date visited
1.	Academy of Business and Computer Studies Private	Johannesburg	Gauteng	Supervision in Industry N3	19/11/2020
2.	Bagvin College Private	Germiston	Gauteng	Bricklaying and Plastering Theory N2	20/11/2020
3.	Be Competent Training Institute Private	Germiston	Gauteng	Engineering Science N2	18/11/2020

No.	Name of college and type	Site/Campus	Province	Instructional offering	Date visited
4.	Berea Technical College Private	Durban	KwaZulu-Natal	Mathematics N3	16/11/2020
5.	Buffalo City TVET College Public	St Marks	Eastern Cape	Mathematics N3	16/11/2020
6.	Capricorn TVET College Public	Polokwane	Limpopo	Entrepreneurship L2	02/12/2020
7.	Capricorn TVET College Public	Seshego	Limpopo	English First Additional Language L3 Paper 2	01/12/2020
8.	Coastal TVET College Public	Umlazi V	KwaZulu-Natal	English First Additional Language L4 Paper 2	20/11/2020
9.	Crane International Academy Private	Witbank	Mpumalanga	Electrical Trade Theory N2	20/11/2020
10.	Eastcape Midlands TVET College Public	Grahamstown	Eastern Cape	New Venture Creation L2	02/12/2020
11.	Ekurhuleni West TVET College Public	Boksburg	Gauteng	English First Additional Language L4 Paper 1	19/11/2020
12.	Ekurhuleni West TVET College Public	Alberton	Gauteng	Economic Environment L2	10/12/2020
13.	Ekurhuleni West TVET College Public	Usizo Kathorus	Gauteng	Applied Accounting L3	09/12/2020
14.	Flavius Mareka TVET College Public	Sasolburg	Free State	Mathematics N3	16/11/2020
15.	Gauteng Central College Private	Pretoria Central	Gauteng	Mathematics N3	16/11/2020
16.	Gert Sibande TVET College Public	Ermelo	Mpumalanga	Mathematics N3	16/11/2020
17.	Greenview Training and Development Skills Centre Private	Johannesburg	Gauteng	Industrial Electronics N2	17/11/2020
18.	Icalc Training Academy Private	Welkom	Free State	Mathematics N2	19/11/2020
19.	Idutywa Community College Private	Idutywa	Eastern Cape	English First Additional Language L2 Paper 1	27/11/2020
20.	Jengrac Technical College Private	Sebokeng	Gauteng	Electrical Trade Theory N2	20/11/2020
21.	Jeppe College Private	Bloemfontein	Free State	Mathematics N3	16/11/2020
22.	Jeppe College Private	Pretoria	Gauteng	Engineering Science N3	11/11/2020
23.	Lovedale TVET College Public	King	Eastern Cape	Entrepreneurship L2	02/12/2020
24.	Lovedale TVET College Public	Zwelitsha	Eastern Cape	Electrical Trade Theory N2	20/11/2020
25.	Maluti TVET College Public	Harrismith	Free State	English First Additional Language L2 Paper 1	27/11/2020

No.	Name of college and type	Site/Campus	Province	Instructional offering	Date visited
26.	Mnambithi TVET College Public	Ezakheni A	KwaZulu-Natal	Office Data Processing L3	11/12/2020
27.	Mopani South East TVET College Public	Sir Val Duncan	Limpopo	Mathematics L4 Paper 2	23/11/2020
28.	Mthashana TVET College Public	Vryheid	KwaZulu-Natal	English First Additional Language L2 Paper 1	27/11/2020
29.	National Skills and Technical College Private	Middelburg	Mpumalanga	Engineering Drawing N3	18/11/2020
30.	Nkangala TVET College Public	CN Mahlangu	Mpumalanga	English First Additional Language L2 Paper 1	27/11/2020
31.	Nkangala TVET College Public	Witbank	Mpumalanga	Engineering Science N3	11/11/2020
32.	Northern Cape Rural TVET College Public	Kuruman	Northern Cape	Business Practice L2	08/12/2020
33.	Northern Cape Urban TVET College Public	Moremogolo	Northern Cape	Office Practice L4	03/12/2020
34.	Northern Cape Urban TVET College Public	Northern Cape	Northern Cape	New Venture Creation L2	02/12/2020
35.	Northlink TVET College Public	Bellville	Western Cape	Mathematics N3	16/11/2020
36.	Northlink TVET College Public	Parow	Western Cape	New Venture Creation L2	02/12/2020
37.	Orbit TVET College Public	Brits	North West	Project Management L3	24/11/2020
38.	Orbit TVET College Public	Rustenburg	North West	English First Additional Language L2 Paper 1	27/11/2020
39.	Platinum TVET College Public	Rustenburg	North West	Engineering Science N3	11/11/2020
40.	Rock of Springs Technical College Private	Germiston	Gauteng	Mathematics N3	16/11/2020
41.	Sedibeng TVET College Public	Heidelberg Campus	Gauteng	English First Additional Language L2 Paper 1	27/11/2020
42.	Shakaland Technical College Private	KwaDukuza	KwaZulu-Natal	Engineering Science N2	18/11/2020
43.	South Cape TVET College Public	Mossel Bay	Western Cape	Engineering Science N3	11/11/2020
44.	South West Gauteng TVET College Public	Molapo	Gauteng	Mathematics L2 Paper 1	23/11/2020
45.	South West Gauteng TVET College Public	Roodepoort	Gauteng	Operations Management L2	10/12/2020
46.	Standerton Correctional Services	Standerton	Mpumalanga	Mathematics N3	16/11/2020
47.	Taletso TVET College Public	Mahikeng	North West	Mathematics N2	19/11/2020

No.	Name of college and type	Site/Campus	Province	Instructional offering	Date visited
48.	The Great Oasis College Private	Mothibistad	Northern Cape	Mathematics N3	16/11/2020
49.	The SAJ Competency Training Institute Private	Germiston	Gauteng	Engineering Science N2	18/11/2020
50.	Thekwini TVET College Public	Springfield	KwaZulu-Natal	Mathematics N3	16/11/2020
51.	Thekwini TVET College Public	Cato Manor	KwaZulu-Natal	Electronic Control and Digital Electronics L2	10/12/2020
52.	Thibela Technical College Private	Witbank	Mpumalanga	Engineering Drawing N3	18/11/2020
53.	Tim Brown Electrical Works Private	Pretoria	Gauteng	Mathematics N2	19/11/2020
54.	Tshwane North TVET College Public	Temba	Gauteng	Life Skills and Computer Literacy L2 Paper 1	26/11/2020
55.	Tshwane North TVET College Public	Pretoria	Gauteng	Financial Management L2	11/12/2020
56.	Tshwane North TVET College Public	Soshanguve South	Gauteng	English First Additional Language L2 Paper 1	27/11/2020
57.	Umfolozzi TVET College Public	Eshowe	KwaZulu-Natal	Industrial Electronics N2	17/11/2020
58.	uMgungundlovu TVET College Public	Northdale	KwaZulu-Natal	English First Additional Language L3 Paper 2	01/12/2020
59.	Vhembe TVET College Public	Mashamba	Limpopo	Plant Production L3	10/12/2020
60.	West Coast TVET College Public	Citrusdal	Western Cape	Mathematics L2 Paper 2	25/11/2020
61.	West Coast TVET College Public	Vredenburg	Western Cape	Mathematics L3 Paper 1	24/11/2020
62.	White River Technical College Private	White River	Mpumalanga	Electrical Trade Theory N2	20/11/2020
63.	Witbank Correctional Services	Witbank	Mpumalanga	Mathematics N2	19/11/2020
The following centres were monitored for N3 Business languages					
64.	Gauteng College of Engineering and Technology Private	Johannesburg	Gauteng	Sakeafrikaans: Tweede Taal N3 Paper 2	13/11/2020
65.	Vaal Technical Institute Private	Vereeniging	Gauteng	Sakeafrikaans: Tweede Taal N3 Paper 2	13/11/2020

16.3 Summary of Findings

The findings of the monitoring of the writing of the November 2020 examinations are indicated below, by criteria, as per Umalusi's monitoring of the writing of the examinations instrument.

Table 16B reflects the overall findings on levels of compliance at the examination centres monitored by Umalusi monitors and staff. Table 16C lists the detailed findings by Umalusi monitors and staff.

Table 16B: Overall findings on levels of compliance at the examination centres monitored by Umalusi monitors and staff

Criteria	Met all Criteria 100%	Met 80% of Criteria	Met 60% of Criteria	Met 40% of Criteria	Did not meet Criteria	Total
Preparation for the Examinations	44 (67.7%)	18 (27.7%)	2 (3.1%)	0 (0%)	1 (1.5%)	65 (100%)
Training of Invigilators	53 (81.5%)	0 (0%)	8 (12.3%)	2 (3.1%)	2 (3.1%)	65 (100%)
Preparations for Writing and the Examination Room/Venue	36 (55.4%)	23 (35.4%)	5 (7.7%)	1 (1.5%)	0 (0%)	65 (100%)
Time Management of Activities During Examinations	2 (64.6%)	6 (24.6%)	5 (7.7%)	1 (1.5%)	1 (1.5%)	65 (100%)
Activities During Writing	47 (72.3%)	10 (15.4%)	8 (12.3)	0 (0%)	0 (0%)	65 (100%)
Packaging and Transmission of Answer Scripts	37 (56.9%)	25 (38.5%)	2 (3.1%)	1 (1.5%)	0 (0%)	65 (100%)

Table 16C below indicates the detailed findings on levels of compliance at the 65 examination centres monitored.

Table 16C: Findings at Examination Centres monitored by Umalusi monitors and staff

Criteria	Findings	Centres
Preparation for the Examinations	<p>It was evident that the DHET had verified the state of readiness and availability of facilities at 56 (86%) of examination centres visited.</p> <p>Nine (14%) of the examination centres had not been verified by DHET.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Berea Technical College</p> <p>Boksburg Campus</p> <p>Gauteng College of Engineering and Technology</p> <p>Grahamstown Campus</p> <p>King Campus</p> <p>Soshanguve South Campus</p> <p>Thibela Technical College</p> <p>Witbank Campus</p>

Criteria	Findings	Centres
Preparation for the Examinations	There was an official timetable for the current examinations at 64 (98%) of the examination centres monitored.	
	There was no official timetable at only one (2%) examination centre.	Bagvin College
	In Sixty-three (97%) of the examination centres monitored, all the candidates were registered to write the examinations.	
	In two (3%) of the examination centres monitored, there were candidates who were not registered to write the examinations.	Academy of Computer and Business Studies (Johannesburg) Bagvin College
	In 62 (95%) of the examination centres monitored, there were sufficient rooms/venues to write in.	
	In three (5%) of the examination centres monitored, the rooms/venues were not sufficient to accommodate the candidates registered.	Academy of Computer and Business Studies (Johannesburg) Ermelo Campus Platinum TVET College (Rustenburg)
	In 61 (94%) examination centres there was sufficient space in the examination room to accommodate all the candidates.	
In four (6%) of the examination centres there was no sufficient space in the examination room to accommodate all the candidates.	Academy of Computer and Business Studies (Johannesburg) Crane International (Witbank) Ermelo Campus National Skills and Technical College	
In 64 (98%) examination centres there were enough desks to accommodate all the candidates.		
At one (2%) examination centre there were not enough desks to accommodate all the candidates.	Academy of Computer and Business Studies (Johannesburg)	
Preparation for the Examinations	Sixty-four (98%) of the examination centres had good lighting.	
	One (2%) examination centre had very poor lighting and their generator did not have the capacity to handle the load.	Crane International (Witbank)

Criteria	Findings	Centres
Preparation for the Examinations	Sixty-three (97%) examination centres had water and toilet facilities available.	
	In two (3%) examination centres the sanitary facilities were unhygienic.	Crane International (Witbank) Witbank Correctional Services
	Sixty-one (94%) of the examination centres monitored had a safe or strongroom in which the examination materials were kept.	
	There were four (6%) examination centres that did not have access to a safe/strongroom.	Academy of Business and Computer Studies (Johannesburg) Rustenburg Campus Thibela Technical College Witbank Correctional Services
	At 61 (94%) of the examination centres the venues were suitable for writing the examination.	
	In four (6%) examination centres the venues were not conducive for writing examinations, due to the noise levels.	Academy of Business and Computer Studies (Johannesburg) Bagvin College Parow Campus Usizo Kathorus Campus Witbank Correctional Services
Sixty-two (95%) examination centres received examination question papers on a daily basis.		
Two (3%) examination centres received their question papers from the nodal point on a weekly basis.	Brits Campus Rustenburg Campus	
At one (2%) examination centre photocopied question papers were hand delivered in an open plastic bag.	Academy of Business and Computer Studies (Johannesburg)	
Chief Invigilators collected/received question papers at 64 (98%) examination centres.		
At one (2%) examination centre, the question papers were not received or collected by the Chief Invigilator.	Academy of Business and Computer Studies (Johannesburg)	

Criteria	Findings	Centres
Preparation for the Examinations	Sixty-three (97%) examination centres were in possession of dispatch documents.	
	Two (3%) examination centres were not in possession of dispatch documents	Be Competent Training Institute Rustenburg Campus
	Fifty-eight (89%) examination centres had a stock control register. At seven (11%) examination centres there was either no evidence of a stock register or it was not kept up to date.	Academy of Computer and Business Studies (Johannesburg) Berea Technical College Greenview Training and Development skills Centre National Skills and Technical College Platinum TVET College (Rustenburg) Soshanguve South Campus Witbank Correctional Services
	The Chief Invigilator verified that the question papers were sealed at 64 (98%) examination centres. At one (2%) examination centre the questions papers were not sealed as the photocopied question papers were brought into the examination centre in a plastic shopping bag.	Academy of Business and Computer Studies (Johannesburg)
Training of Invigilators	The Principal/Campus Manager was appointed as Chief Invigilator at 61 (94%) of the examination centres. At four (6%) examination centres there was no evidence that the Principal/Campus Manager had been appointed as Chief Invigilator and there was no delegation and appointment letter available.	Academy of Computer and Business Studies (Johannesburg) Grahamstown Campus Moremogolo Campus Platinum TVET College (Rustenburg)

Criteria	Findings	Centres
Training of Invigilators	<p>Chief Invigilators received training from the assessment body at 57 (88%) examination centres.</p> <p>At eight (12%) examination centres there was no evidence that the Chief Invigilator had been trained by the assessment body.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Boksburg Campus</p> <p>Ermelo Campus</p> <p>Ezakheni Campus</p> <p>Grahamstown Campus</p> <p>Soshanguve South Campus</p> <p>Umlazi V Campus</p> <p>Zwelitsha Campus</p>
	<p>Invigilators were appointed in writing by the Chief Invigilator at 62 (95%) examination centres.</p> <p>At three (5%) examination centres there was no evidence that the invigilators were appointed by the Chief Invigilator.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Grahamstown Campus</p> <p>National Skills and Technical College</p>
	<p>Invigilators received training for the current examinations at 60 (92%) examination centres.</p> <p>At five (8%) examination centres there was no evidence that the invigilators had been trained.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Berea Technical College</p> <p>Grahamstown Campus</p> <p>National Skills and Technical College</p> <p>Soshanguve South Campus</p>

Criteria	Findings	Centres
Preparations for Writing and the Examination Room/Venue	<p>Forty-three (66%) examination centres admitted candidates at least 60 minutes before the examination commenced.</p> <p>In twenty-two (34%) examination centres candidates were admitted 30 minutes before the commencement of the examination.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Bagvin College</p> <p>Berea Technical College</p> <p>Cato Manor Campus</p> <p>Ermelo Campus</p> <p>Ezakheni A Campus</p> <p>Grahamstown Campus</p> <p>Idutywa Community College</p> <p>Jeppie College (Bloemfontein)</p> <p>National Skills and Technical College</p> <p>Northdale Campus</p> <p>Parow Campus</p> <p>Roodepoort Campus</p> <p>Soshanguve South Campus</p> <p>The Great Oasis</p> <p>Thibela Technical College</p> <p>Tim Brown Electrical Works</p> <p>Usizo Kathorus Campus</p> <p>Vredenburg Campus</p> <p>White River Technical College</p> <p>Witbank Campus</p> <p>Zwelitsha Campus</p>
	<p>Invigilators verified candidates' admission letters/ identity documents at 62 (95%) examination centres.</p> <p>Three (5%) examination centres did not verify the candidates' admission letters/ identity documents.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Bagvin College</p> <p>National Skills and Technical College</p>
	<p>There were enough invigilators available at 64 (98%) examination centres.</p> <p>At one (2%) examination centre the examination room was extremely crowded and the ratio of invigilator to candidate was 1:48.</p>	<p>Crane International (Witbank)</p>
	<p>At all (100%) examination centres monitored there was an invigilation timetable available.</p>	<p>At all examination centres</p>

Criteria	Findings	Centres
Preparations for Writing and the Examination Room/Venue	<p>A relief timetable was available at 57 (88%) examination centres.</p> <p>In eight (12%) examination centres there was no relief timetable available.</p>	<p>Academy of Computer and Business Studies (Johannesburg) Grahamstown Campus Jengrac Technical College National Skills and Technical College Parow Campus Standerton Correctional Services The Great Oasis Thibela Technical College</p>
	<p>An attendance register signed by all invigilators was available at 60 (92%) examination centres.</p> <p>There was no attendance register for invigilators at 5 (8%) of the examination centres monitored.</p>	<p>Academy of Computer and Business Studies (Johannesburg) Ermelo Campus Greenview Training and Development Skills Centre Parow Campus Soshanguve South Campus</p>
	<p>A seating plan was available and candidates were seated accordingly at 62 (95%) examination centres.</p> <p>Three (5%) examination centres did not have a seating plan and the candidates were not seated according to a plan.</p>	<p>Academy of Computer and Business Studies (Johannesburg) Greenview Training and Development Centre Jengrac Technical College</p>
	<p>A clock or other time displaying device was present in 62 (95%) examination centres.</p> <p>At three (5%) examination centres there was neither a clock nor any other way of displaying the time.</p>	<p>Ezakheni A Campus Gauteng College of Engineering and Technology National Skills and Technical College</p>
	<p>There was an information board available/visible at 61 (94%) examination centres.</p> <p>There was no information board available/visible at four (6%) of the examination centres monitored.</p>	<p>Boksburg Campus Northdale Campus Soshanguve South Campus Temba Campus</p>

Criteria	Findings	Centres
Preparations for Writing and the Examination Room/Venue	All (100%) of the examination centre rooms were free of materials that could assist the candidates during the writing of the examinations.	At all examination centres
	At sixty-two (95%) examination centres all candidates were registered to write the examination.	
	At three (5%) examination centres candidates were not registered for the examinations but the necessary irregularity documents were completed.	Bagvin College Gauteng College of Engineering and Technology National Skills and Technical College
	Invigilators ensured that candidates were not in possession of cell phones or other material/ equipment not required for the examination, at 62 (95%) examination centres.	
	At three (5%) examination centres invigilators did not ensure that candidates were in possession of devices or any other material/equipment that was not required for writing.	Academy of Computer and Business Studies (Johannesburg) Crane International (Witbank) Platinum TVET College (Rustenburg)
	Calculators were checked for compliance, if applicable, at 60 (92%) examination centres.	
The calculators were not checked for compliance at five (8%) examination centres.	Academy of Computer and Business Studies (Johannesburg) Belville Campus Berea Technical College Mossel bay Campus Platinum TVET College (Rustenburg)	
An examination file was kept in the examination room at 64 (98%) examination centres.		
At one (2%) examination centre the examination file was kept in the Chief Invigilator's office.	Ezakheni A Campus	

Criteria	Findings	Centres
Preparations for Writing and the Examination Room/Venue	The examination file was complete at 40 (62%) examination centres.	
	At twenty-five (38%) examination centres the examination file was incomplete.	Academy of Computer and Business Studies (Johannesburg) Bagvin College Be Competent Training Institute Bellville Campus Berea Technical College Boksburg Campus Brits Campus Ezakheni A Campus Gauteng College of Engineering and Technology Grahamstown Campus Greenview Training and Development Skills Centre Jeppe College (Bloemfontein) Molapo Campus Northdale Campus Parow Campus Roodepoort Campus Soshanguve South Campus Springfield Campus The Great Oasis The SAJ Competency Training Institute Thibela Technical College White River Technical College Witbank Campus Zwelitsha Campus
Time Management of Activities During Examinations	Invigilators arrived on time at 61 (94%) examination centres.	
	At four (6%) examination centres invigilators did not arrive on time.	Academy of Computer and Business Studies (Johannesburg) Bagvin College Northdale Campus The Great Oasis
	An attendance register was signed by candidates at 64 (98%) examination centres.	
	Candidates did not sign an attendance register at one (2%) examination centre.	National Skills and Technical College

Criteria	Findings	Centres
Time Management of Activities During Examinations	<p>Candidates were issued with the official answer book at 64 (98%) examination centres.</p> <p>The candidates were issued with NC (V) answer books instead of NATED at one (2%) examination centre. This was reported to DHET.</p>	CN Mahlangu Campus
	<p>Invigilators verified the information on the cover pages of answer books at 62 (95%) examination centres.</p> <p>The invigilators did not verify information on the cover page of answer books at three (5%) examination centres.</p>	Academy of Computers and Business Studies (Johannesburg) Jengrac Technical College Mashamba Campus
	<p>The question paper was opened in front of the candidates at 63 (97%) examination centres.</p> <p>At two (3%) examination centres monitored the question papers were not opened in front of the candidates.</p>	Academy of Computer and Business Studies (Johannesburg) Bagvin College National Skills and Technical College Polokwane Campus Vredenburg Campus
	<p>The question paper was checked for technical accuracy at 59 (91%) examination centres.</p> <p>Six (9%) of the examination centres did not check the question papers for technical accuracy.</p>	Academy of Computer and Business Studies (Johannesburg) Bellville Campus Idutywa Community College Jengrac Technical College Platinum TVET College (Rustenburg) Mashamba Campus
	<p>Candidates were given regulated reading time at 57 (88%) examination centres.</p> <p>At eight (12%) of the examination centres, candidates were not given regulated reading time.</p>	Academy of Computer and Business Studies (Johannesburg) Bagvin College Jengrac Technical College Jeppe College (Bloemfontein) National Skills and Technical College Platinum TVET College (Rustenburg) Thibela Technical College Vredenburg Campus

Criteria	Findings	Centres
Time Management of Activities During Examinations	Examination rules were read to candidates at 60 (92%) examination centres.	
	The examination rules were not read to the candidates at five (8%) examination centres.	Academy of Computer and Business Studies (Johannesburg) Jengrac Technical College Platinum TVET College (Rustenburg) Roodepoort Campus St Marks Campus
	The examination started at the time indicated on the timetable at 62 (95%) examination centres.	
	Three (5%) examination centres did not start the examination on the time indicated on the timetable.	Academy of Computer and Business Studies (Johannesburg) Bagvin College Polokwane Campus
	Candidates who arrived within the regulated time were admitted at 62 (95%) examination centres.	
	At three (5%) examination centres candidates were admitted after the regulated time.	Academy of Computer and Business Studies (Johannesburg) Boksburg Campus Thibela Technical College
Answer books were stamped at 59 (91%) examination centres.		
At six (9.2%) examination centres the answer books were not stamped.	Academy of Computer and Business Studies (Johannesburg) Bagvin College Berea Technical College King Campus Standerton Correctional Service Thibela Technical College	
The examination ended at the stipulated time at 60 (92%) examination centres.		
At five (8%) examination centres the examination did not end at the stipulated time.	Bagvin College Northdale Campus Polokwane Campus Roodepoort Campus Zwelitsha Campus	

Criteria	Findings	Centres
Activities During Writing	Invigilators did not provide any explanation on the question paper other than the number of the questions to be answered at all examination centres.	At all examination centres
	Invigilators were not asked to clarify any aspect of the question paper at any of the examination centres.	At all examination centres
	Candidates could not leave the examination room unescorted at 63 (97%) examination centres. Candidates left the examination room temporarily unescorted at two (3%) examination centres.	Academy of Computer and Business Studies (Johannesburg) National Skills and Technical College
	No unauthorised personnel were present in the examination room at 64 (98%) examination centres. At one (2%) examination centre the Campus Manager requested that a representative of their Quality Management Department be present in the examination venue.	Parow Campus
	Candidates could not leave the examination venue during the last 15 minutes of the session at 56 (86%) examination centres. Candidates were allowed to leave the examination venue during the last 15 minutes of the session at nine (14%) examination centres.	Academy of Computer and Business Studies (Johannesburg) Bellville Campus Idutywa Community College King Campus Molapo Campus Platinum TVET College (Rustenburg) Roodepoort Campus Soshanguve South Campus Springfield Campus
	No irregularities were noted at 60 (92%) examination centres. There were irregularities noted at five (8%) examination centres. (See 16.3.1 Irregularities Identified by Monitors and Staff).	Academy of Computer and Business Studies (Johannesburg) Bagvin College National Skills and Technical College Platinum TVET College (Rustenburg) Polokwane Campus

Criteria	Findings	Centres
Activities During Writing	No irregularities were reported during the current examination cycle at 56 (86%) examination centres.	
	There were irregularities reported in the current examination cycle at 9 (14%) examination centres.	Bagvin College Bellville Campus CN Mahlangu Campus Molapo Campus Polokwane Campus Roodepoort Campus Umlazi V Campus Usizo Kathorus Campus White River Technical College
	Invigilators were active, mobile and vigilant throughout the examination session at all the centres.	At all examination centres
Packaging and Transportation of Answer Scripts	There was no official erratum at 63 (97%) examination centres.	
	There were official errata at two (3%) examination centres.	Greenview Training and Development Skills Centre Thibela Technical College
	Invigilators collected answer books wearing non-surgical gloves at 56 (86%) examination centres.	
Packaging and Transportation of Answer Scripts	Invigilators collected answer scrips without wearing non-surgical gloves at 9 (14%) examination centres.	Academy of Computer and Business Studies (Johannesburg) Brits Campus Crane International (Witbank) Ermelo Campus Gauteng Central College Gauteng College of Engineering and Technology Grahamstown Campus Jeppe College (Pretoria) National Skills and Technical College
	Answer scripts were counted and packed in a secure area at 62 (95%) examination centres.	
	Answer scrips were not counted and packed in a secure area at three (5%) of the examination centres.	Academy of Computer and Business Studies (Johannesburg) Platinum TVET College (Rustenburg) White River Technical College

Criteria	Findings	Centres
Packaging and Transportation of Answer Scripts	Absentee forms were inserted at all examination centres.	At all examination centres
	Only authorised personnel were present in the packing room at 63 (97%) examination centres.	
	Unauthorised personnel were present in the packing room at two (3%) examination centres.	Parow Campus Soshanguve South Campus
	The scripts were packaged using the sequence in the mark sheet at all the examination centres.	At all examination centres
	The number of scripts corresponded to that written on the wrapper at 64 (98%) examination centres.	
	At one (2%) examination centre the number of scripts packaged did not correspond with the number written on the wrapper as additional scripts were to be sent from a satellite campus.	Northdale Campus
	Scripts were sealed in the official satchel at 63 (97%) examination centres.	
	At two (3%) examination centres scripts were not sealed in the official satchel provided by the assessment body.	Greenview Training and Development Skills Centre Northdale Campus
Scripts were sealed in the presence of the Umalusi monitor at 64 (98%) examination centres.		
The scripts were not sealed in the presence of the Umalusi monitor at but one (2%) examination centre.	Greenview Training and Development Skills Centre	
The Chief Invigilator completed a daily situational report at 59 (91%) examination centres.		
There was no evidence that the Chief Invigilator completed a daily situational report at six (9%) examination centres.	Academy of Computer and Business Studies (Johannesburg) Berea Technical College Molapo Campus Parow Campus Platinum TVET College (Rustenburg) Roodepoort Campus	

Criteria	Findings	Centres
<p>Packaging and Transportation of Answer Scripts</p>	<p>Scripts were transported to a nodal point or locked in a strong room by authorised personnel at 64 (98%) examination centres.</p> <p>Scripts were locked in an office at one (2%) examination centre.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p>
<p>Monitoring by Assessment Body</p>	<p>There was evidence of monitoring by the assessment body at 38 (58%) examination centres.</p> <p>At twenty-seven (42%) examination centres there was no evidence that the assessment body had monitored the centres during Umalusi visit/s.</p>	<p>Academy of Computer and Business Studies (Johannesburg) Bellville Campus Berea Technical College Boksburg Campus Citrusdal Campus Eshowe Campus Gauteng Central College Gauteng College of Engineering and Technology Grahamstown Campus Idutywa Community College Jengrac Technical College Jeppe College (Bloemfontein) King Campus Mahikeng Campus Molapo Campus Moremogolo Campus Mosselbay Campus Parow Campus Pretoria Campus Shakaland Technical College Soshanguve South Campus Springfield Campus Standerton Correctional Services The SAJ Competency Training Institute Thibela Technical College Vredenburg Campus Zwelitsha Campus</p>

Criteria	Findings	Centres
COVID-19 Compliance	<p>Forty-six (71%) examination centres were fully COVID-19 compliant.</p> <p>Nineteen (29%) examination centres were not fully COVID-19 compliant.</p>	<p>Academy of Computer and Business Studies (Johannesburg)</p> <p>Be Competent Training Institute</p> <p>Berea Technical College</p> <p>Crane International (Witbank)</p> <p>Greenview Training and Development Skills Centre</p> <p>Idutywa Community College</p> <p>Jeppe College (Bloemfontein)</p> <p>Mahikeng Campus</p> <p>Molapo Campus</p> <p>Mosselbay Campus</p> <p>National Skills and Technical College Northdale Campus</p> <p>Platinum TVET College (Rustenburg)</p> <p>The Great Oasis</p> <p>Thibela Technical College</p> <p>Tim Brown Electrical Works</p> <p>Umlazi V Campus</p> <p>White River Technical College</p> <p>Witbank Correctional Services</p>

Irregularities Identified by Monitors

The Umalusi monitors and staff noted irregularities at examination centres as follows:

- a) Academy of Business and Computer Studies (Johannesburg):
 - i) Photocopies of the question paper were hand delivered by an unidentified person and they were handed out to the candidates at 10:25 AM;
 - ii) Examination rules were not read to candidates;
 - iii) Candidates were not given the regulated reading time;
 - iv) The invigilator did not check the candidates' admission letters and identity documents;
 - v) There were persons observed impersonating and writing on behalf of other candidates;
 - vi) There is no safe/strongroom; and
 - vii) None of these irregularities were reported by the examination centre.
- b) Bagvin College:
 - i) Four candidates were admitted to the examination room without the required documentation. No irregularity form was completed; and
 - ii) The examination did not start at the regulated time.
- c) National Skills and Technical College:
 - i) A candidate's cell phone rang during the examination. The candidate was requested to complete a report.
- d) Platinum TVET College (Rustenburg):
 - i) Cell phones rang during the examination.
- e) Polokwane Campus:
 - i) The centre's digital safe malfunctioned and a locksmith had to be called to open the safe which delayed the start of the examination.

16.4 Areas of Improvement

Compared to 2019, there was a 14% increase in Examination Centres which had 100% compliance in all the criteria.

Preparations for Writing was the criteria in which the greatest improvement was evident (46.3%) and Preparations for the Examination also had a marked improvement (24.1%).

Figure 16A below shows a comparison of the centres that obtained 100% compliance in all six criteria monitored in 2019 and 2020.

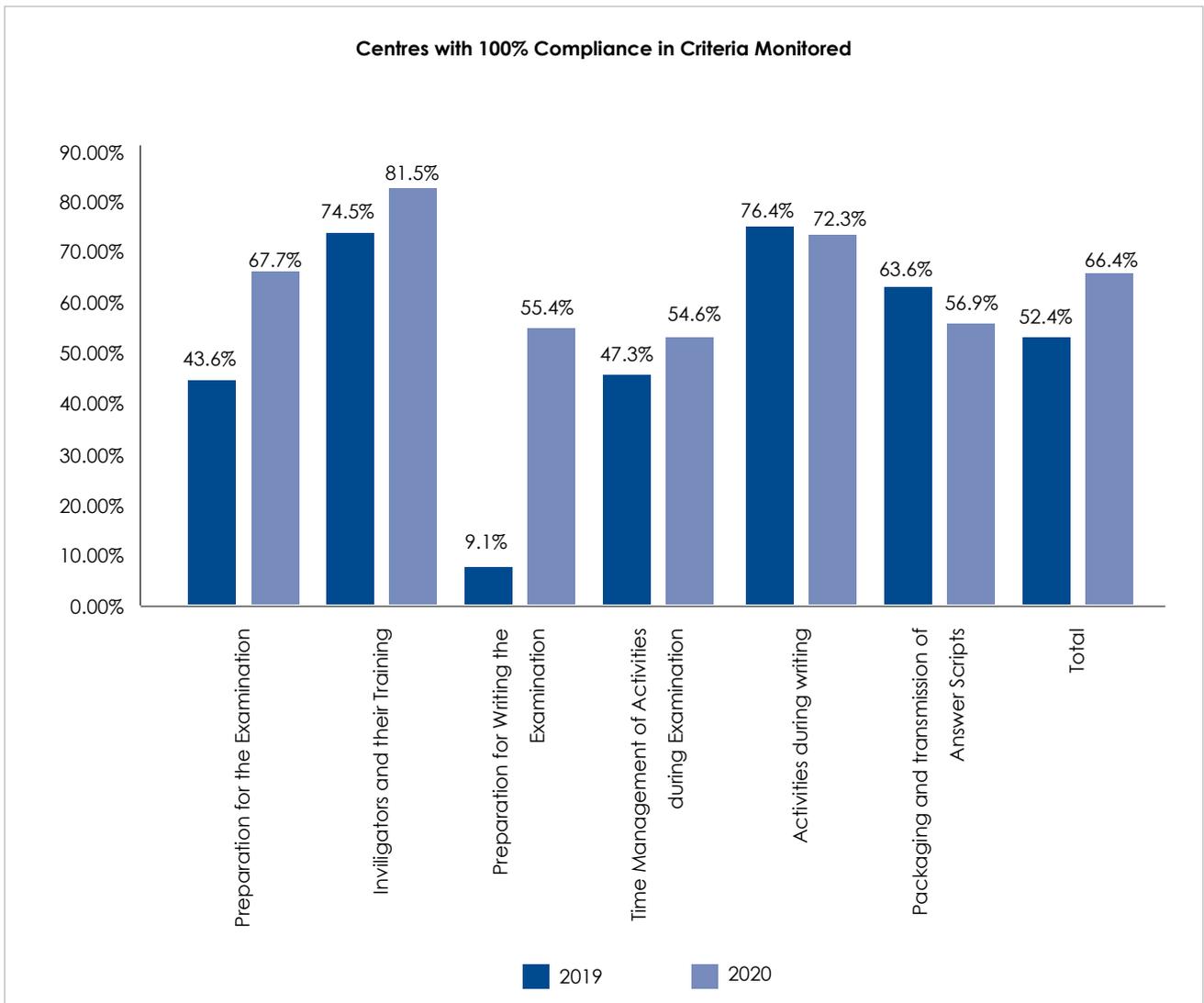


Figure 16A Centres with 100% compliance in criteria monitored

16.5 Areas of Non-compliance

Three examination centres had less than 75% compliance in the six criteria monitored:

- Academy of Computer and Business Studies (Johannesburg) (36.7% compliance);
- Bagvin College (69.4% compliance); and
- National Skills and Technical College (71.8% compliance).

Examination centres that had less than 70% compliance for a specific criterion are as follows:

- a) Preparation for the Examination
 - i) Academy of Computer and Business Studies (Johannesburg) (29.4% compliance); and Platinum TVET College Rustenburg Campus (64.7% compliance).
- b) Invigilators and their Training
 - i) Academy of Computer and Business Studies (Johannesburg) (0% compliance);
 - ii) Grahamstown Campus (0% compliance);
 - iii) National Skills and Technical College (50% compliance); and
 - iv) Soshanguve Campus (0% compliance).
- c) Preparation for Writing of Examinations
 - i) Academy of Business and Computer Studies (Johannesburg) (41.7% compliance);
 - ii) Bagvin College (5.0% compliance); and
 - iii) National Skills and Technical College (50% compliance).
- d) Time Management of Activities During the Examination
 - i) Academy of Computer and Business Studies (Johannesburg) (23.1% compliance);
 - ii) Bagvin College (53.8% compliance); and
 - iii) Jengrac Technical College (69.2% compliance).
- e) Activities During Writing
 - i) Academy of Computer and Business Studies (Johannesburg) (62.5% compliance).
 - f) Packaging and Transmission of Scripts After Writing
 - i) Academy of Computer and Business Studies (Johannesburg) (63.6% compliance); and Northdale Campus (54.5% compliance).

16.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- a. Examination centres are verified by the assessment body for the availability of facilities before the commencement of the examinations;
- b. Chief Invigilators receive the necessary training from the assessment body;
- c. Invigilators are trained prior to the examination; and
- d. Examination centres that did not comply and where irregularities occurred are monitored by the assessment body.

16.7 Conclusion

The conduct, administration and management of the November 2020 NATED Report 190/191: Engineering Studies N2-N3, Business Languages N3 and National Certificate (Vocational) [NC(V)] Level 2 (L2) - Level 4 (L4) examinations was of an acceptable standard and 66.4% of examination centres monitored complied in all the criteria. Although some challenges were observed at some examination centres, these did not compromise the overall integrity and credibility of the examinations.

CHAPTER 17 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

17.1 Introduction

Umalusi monitors the process of selection, appointment and training of marking personnel to ensure that appropriately qualified and experienced individual who will ensure consistent, credible, and fair marking processes are appointed.

The Department of Higher Education and Training (DHET)'s recruitment process started with the distribution of Memorandum TE03 of 2020 dated 10 February 2020 to colleges and campuses. The memorandum invited lecturers to apply to mark the NATED Report 190/191: Engineering Studies N2-N3, Business Languages N3 and National Certificate (Vocational) [NC(V)] Level 4 November 2020 examinations. Applications were invited from suitably qualified individuals meeting the criteria as stipulated in the Public Administration Measures (PAM) (Government Gazette No. 19767, 18 February 1999) as well as in the memorandum TE03 of 2020.

17.2 Scope and Approach

The DHET had scheduled meetings at which the selection of NC(V) L4 marking personnel would be conducted in the various provinces from 2 March 2020 to 2 April 2020. However, these meetings could not take place due to the advent of the Covid-19 pandemic, which led to the national lockdown and subsequent closure of institutions across the country. Two meetings were then later held on 3 and 4 October 2020, at the Springs Campus of Ekurhuleni East Technical Vocational and Education Training (TVET) College and Asherville Campus of Thekwini TVET College respectively, to conduct the selection of markers for the November 2020 NC(V) Level 4 examinations.

Regarding the selection of markers for Business Languages N3 and Report 190/191: Engineering Studies N2-N3, campus management of TVET colleges were requested to identify and recommend suitably qualified and experienced lectures for the different instructional offerings for the selection committee of the DHET to make final appointments.

Umalusi attended the meeting organized by the DHET for the selection of NC(V) Level 4 markers at Springs Campus. The selection committee that recommended the appointment of markers comprised of the marking centre manager and deputy marking centre managers of Springs Marking Centre and a representative from a registered and recognised labour union observed the process for the sake of transparency and fairness. The selection committee recommended the marking personnel in accordance with the DHET's stipulated criteria, contained in the PAM document and Memorandum TE03 of 2020.

According to the memorandum circulated, and in line with the PAM, Chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998, and additional requirements stipulated, applications were invited from suitably qualified lectures meeting the following criteria:

- a. A three-year post-school qualification that must include the subject concerned at second or third-year level or other appropriate post-matric qualifications;
- b. Must have taught the subject at the relevant level within the last two years;
- c. Must have at least three full years' teaching experience in the subject; and
- d. The potential markers must be employed by their colleges as lecturers (not administrators,

cleaners, security personnel, etc.). Only lecturers were eligible for selection and appointment to mark.

For the recruitment, selection and appointment of marking personnel for Engineering Studies N2-N3 instructional offerings, application forms were to be accompanied by:

- a. Certified copies of applicants' identity documents (ID);
- b. Certified copies of applicants' highest qualifications;
- c. Certified copies of applicants' academic records, with the subject/module that qualified them to mark the instructional offering applied for highlighted;
- d. Records of students' performance in the instructional offering applied for;
- e. Certified copies of applicants' registration with the South African Council for Educators (SACE); and
- f. Certified copies of applicants' proofs of residence.

As for the Business Languages N3, the following procedure was followed:

- a. The DHET requested a list of experienced National Senior Certificate (NSC) English and Afrikaans markers from Mpumalanga Department of Education who had not been appointed owing to low enrolments;
- b. An invitation was sent to the above individuals to apply for Business English N3 and Sakeafrikaans N3 marking vacancies if they were interested;
- c. Interested individuals duly applied; and
- d. Suitably qualified and experienced applicants were appointed in the available vacancies by the DHET's selection committee.

17.3 Summary of Findings

The new approach followed by the DHET and the invitation sent to Mpumalanga Department of Education to recruit marking personnel for Engineering Studies N2-N3 instructional offerings, Business Languages N3 and NC(V) L4 subjects eased the annual challenge of receiving limited applications for marking Business Languages N3 and NC(V) L4 examinations.

The marking centre management teams were trained at the DHET and were responsible for the training of chief markers, internal moderators, markers and examination assistants at the respective marking centres. This was to ensure that the marking processes were conducted in the same way across the various marking centres.

Table 17A below indicates markers appointed for the different programmes and qualifications:

Table 17A: Number of appointed markers for NC(V) Level 4, NATED N2-N3 and Business Languages N3

Qualification	Chief Markers	Internal Moderators	Markers	Total for Programme/
NC(V) L4	189	167	705	1 061
N2	113	93	272	478
N3	62	53	235	350
Business Languages N3	8	8	45	61
Total Personnel per Position	372	321	1 257	1 950

17.4 Areas of Improvement

The monitoring of the DHET process revealed that:

- a. The involvement of campus and college management teams to verify applications helped curb situations where lecturer applied for instructional offering/subjects for which they were not qualified; and
- b. The invitation sent to Mpumalanga Department of Education for experienced language marking personnel to apply for Business English N3 and Sakeafrikaans N3 helped to reduce the shortage of markers in these instructional offerings.

17.5 Areas of Non-compliance

The following shortcoming was observed in terms of the process:

- a. The DHET Memorandum TE03 of 2020 did not provide clear directives for the lectures applying to mark NC(V) Level 4 subjects to attach certified copies of SACE certificates and academic records. The selection team at Springs Campus nearly dismissed applications that did not attach these documents to the application form, but this issue was rectified by the DHET.

17.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. Invitations to apply for marking clearly stipulate all the attachments that must accompany the applications; and
- b. The selection teams do not deviate from the instructions stipulated in the invitations to apply for marking.

17.7 Conclusion

The new approach followed in 2020 by the DHET in the processes of the selection and appointment of markers yielded the much-desired results of reducing the shortage of markers, especially for Business Language N3 and NC(V) L4 examinations, tremendously.

CHAPTER 18 MONITORING OF MARKING

18.1 Introduction

Umalusi monitors the marking centres to establish whether the necessary systems and processes are in place to ensure the integrity and credibility of the marking processes.

Marking for the National Certificate (Vocational) [NC(V)] Levels 2 and 3 is conducted internally at marking centres established at the sites of learning, whilst marking of the NC(V) Level 4 and NATED Report 190/191: Engineering Studies N2-N3 are conducted at external marking centres established by the Department of Higher Education and Training (DHET).

The purpose of this chapter is to report on the findings gathered from the monitoring of the National Certificate (Vocational) Level 4 and NATED Report 190/191: Engineering Studies N2-N3 marking session conducted during December 2020.

18.2 Scope and Approach

The marking of the November 2020 NC(V) Level 4 and NATED Report 190/191: Engineering Studies N2–N3 examinations was conducted at various marking centres across eight provinces. Umalusi sampled and deployed staff members and monitors to a sample of 12 of the 17 marking centres used by DHET to monitor the marking processes.

Data used to compile this report was gathered from on-site monitoring of the marking centres, interviews and observations by Umalusi staff and monitors, using an Umalusi instrument (for the monitoring of marking centres) designed for this purpose.

Table 18A below indicates the marking centres visited by Umalusi staff and monitors for the marking of the November 2020 TVET examinations.

Table 18A: Marking centres monitored by Umalusi staff and monitors

No.	Qualification/ Programme marked	Province	Marking centre	Date
1.	NATED N2 and N3	Gauteng	Pretoria West Campus	06/12/2020
2.	NATED N2 and N3	Mpumalanga	Mpondozankomo Campus	17/12/2020
3.	NC(V) Level 4, NATED N2 and N3	Western Cape	Thornton Campus	17/12/2020
4.	NC(V) Level 4, NATED N2 and N3	Free State	Hillside View Campus	17/12/2020
5.	NATED N2 and N3	KwaZulu-Natal	Northdale Campus	18/12/2020
6.	NC(V) Level 4	Eastern Cape	East London Campus	18/12/2020
7.	NC(V) Level 4, NATED N2 and N3	Eastern Cape	Struandale/Iqhayiya Campus	18/12/2020
8.	NC(V) Level 4, NATED N2 and N3	Limpopo	Seshego Campus	18/12/2020

No.	Qualification/ Programme marked	Province	Marking centre	Date
9.	NATED N2 and N3	Gauteng	Centurion Campus	21/12/2020
10.	NC(V) Level 4	Gauteng	Springs Campus	22/12/2020
11.	NC(V) Level 4	KwasZulu-Natal	Asherville Campus	22/12/2020
12.	NC(V)Level 4 and NATED N3	Mpumalanga	Nelspruit Campus	22/12/2020

18.3 Summary of Findings

The findings below are presented according to the criteria used for the monitoring of marking centres as prescribed by Umalusi.

Table 18A: Findings at marking centres monitored

Criteria	Findings
Preparation and Planning for Marking	Ten marking centres were fully compliant, the planning and preparation was of a high standard.
	Umalusi monitoring staff and monitors noted and observed the following issues: <ul style="list-style-type: none"> a. Thornton Campus had to accommodate NC(V) L4 marking as Tygerberg marking centre was not operating in December 2020. Due to staggered marking at this campus, the Marking Centre Manager had to do a presentation at the start of each marking session. b. Not all markers at Springs Campus could log in to the online training platform. As a consequence, the affected markers arrived a day late. c. Marking guidelines for Platers` Theory N2 at Hillside View Campus arrived a day late, however this did not affect the marking schedule.
Marking Centre Resources	Eleven marking centres had sufficient space and were equipped with the necessary electronic communication appliances.
	Umalusi monitoring staff and monitors noted the following issues and observations: <ul style="list-style-type: none"> a. At Seshego Campus the space in the hall was not adequately utilised to ensure compliance to COVID-19 regulations. b. At Asherville Campus the marking centre management team used personnel communication equipment like cellphones and laptops. c. The e-mail system at Struandale Campus had been hacked. DHET was informed and the matter was addressed.
Security Measures Provided	At eleven marking centres the security measures were of a very high standard. In most cases the security staff had a list of authorised personnel and most centres made use of either name tags and/or registers. Appointment letters and identity documents were checked at the gate at most examination centres monitored.
	However, Umalusi monitoring staff and monitors noted the following issue: The vehicle driven by the Umalusi monitor was not checked at the Pretoria West Campus gate.

Criteria	Findings
Handling of Irregularities	<p>All marking centres monitored complied fully with this criterion. All the marking centres had firm structures and procedures in place to identify and deal with irregularities.</p> <p>Umalusi monitoring staff and monitors observed the following issues:</p> <p>At Springs Campus a damaged script was noted. The campus of origin was notified, a report was written and the script was marked. A batch of scripts was incorrectly delivered to the same marking centre. It was detected and sent to the correct marking centre via courier service.</p>
Monitoring by The Assessment Body	<p>Eight marking centres were monitored by the assessment body.</p> <p>The following issues and observations were noted by Umalusi monitoring staff and monitors:</p> <p>Asherville Campus was visited by the assessment body, no written report was left but verbal recommendations were made. All the issues mentioned were addressed.</p> <p>The following marking centres were monitored by the assessment body, but no written report or recommendations were evident:</p> <ol style="list-style-type: none"> a. East London Campus; b. Nelspruit Campus; c. Springs Campus; and d. Thornton Campus. <p>At Seshego Campus the Assessment Body noted that the form, which had to be filled in by marking staff who travel by taxi, was incorrectly filled in by all the people who were present in the taxi. The problem was corrected.</p> <p>The assessment body has not conducted monitoring by the time of Umalusi visit at the following four marking centres:</p> <ol style="list-style-type: none"> a. Mpondozankomo Campus; b. Northdale Campus; c. Pretoria West Campus; and d. Struandale Campus.
Quality Assurance Procedures	<p>The quality assurance procedures at all the marking centres monitored were of a very high standard.</p> <p>With the help of Examination Assistants, marking centres ensured that the entire script was marked, the totals were correct and marks were correctly transferred to the mark sheets.</p> <p>All marking centres made use of a double capturing system to ensure the accuracy of marks captured.</p>
Reports	<p>At all the marking centres monitored, qualitative reports of the marking process were evident.</p> <p>The Deputy Marking Centre Manager: Academic of Springs Campus recommended that a revised template of the reports should be developed by the DHET to improve the findings. Instead of using a checklist, more space should be provided for comments and recommendations.</p>
COVID-19 Compliance	<p>All marking centres monitored had adequate COVID-19 measures in place.</p>

18.4 Areas of Improvement

The following areas of improvement were observed by Umalusi staff and monitors:

- a. Appointment letters and identity documents were checked at the gate;
- b. All the marking centres had firm structures and procedures in place to identify and deal with irregularities;
- c. At all the marking centres monitored, qualitative reports of the marking process were evident; and
- d. Clean restrooms and running water were available.

18.5 Areas of Non-compliance

The following areas of non-compliance were observed:

- a. Marking guidelines for Platers` Theory N2 at Hillside View Campus arrived a day late;
- b. At Seshego Campus the space in the hall was not adequately utilised to ensure compliance to COVID-19 regulations;
- c. Not all markers at Springs Campus could log in to the online training platform;
- d. The vehicle driven by the Umalusi monitor was not checked at the Pretoria West Campus gate; and
- e. At Asherville Campus the marking centre management team used personnel communication equipment like cellphones and laptops.

18.6 Directives for Compliance

The following directives were issued:

- a. The social distance of more than 1.5 metres apart should be observed in all marking centres to comply with Covid-19 regulations;
- b. All vehicles entering a marking centre must be searched by security staff; and
- c. The marking centre must invest in communication equipment like cell phones, laptops, digital projectors and screens.

18.7 Conclusion

The Umalusi staff and monitors were diligent and thorough in their observations and report writing. Except for a few minor problems/challenges, the marking processes went well and the staff at the different marking centres did an excellent job in managing the processes. The conclusion reached from the monitoring visits is that the credibility and integrity of the November 2020 marking of examinations for NATED Report 190/191: Engineering Studies N2-N3 and NC(V) Level 4 were not compromised.

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