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Council for Quality Assurance in
General and Further Education and Training

# QUALITY ASSURING THE ASSESSMENT OF A NATIONAL QUALIFICATION

## ACCREDITATION FORUM
## 8 March 2023
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# Presentation Outline

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# Regulatory Framework

**National Qualifications Framework (NQF) Act (Act no. 67 of 2008)**
Section 27 (h) functions of QCs
(h) (ii) The Quality Council (Umalusi) must, with regard to quality
assurance for its sub-framework
**(i) develop and implement policy and criteria for assessment**
for the qualifications on its sub-framework (GFETQSF)
(ii) **ensure integrity and credibility of quality  assurance**
(iii) **ensure that quality  assurance as is necessary for the sub-framework is undertaken**

**General and Further Education and Training Quality Assurance Act (GENFETQA)** (Act no. 58 of 2001 as amended in 2008)
Section 17 A
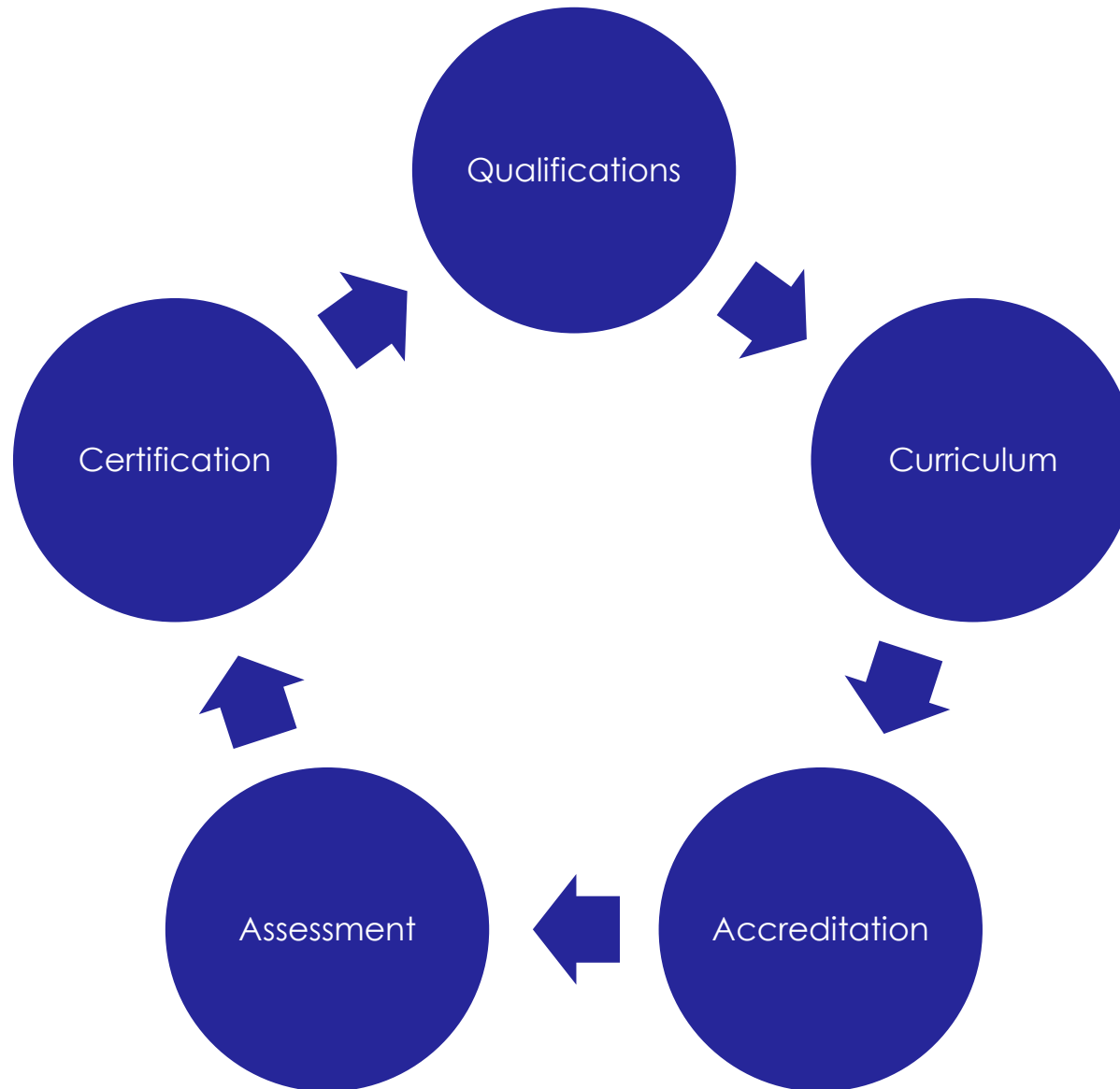(1)  The Council must assure the quality of assessment at **exit points.**

# Regulatory Framework

**17A(3)** The Council must perform the **external moderation** (done by Umalusi contract workers) of assessment bodies **[DBE, DHET, IEB and SACAI**) and education institutions **[schools, correctional service centres, private, Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges]**

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# Qualifications and Assessment Bodies



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**basic education** — Department: Basic Education, REPUBLIC OF SOUTH AFRICA

- National Senior Certificate (NSC)
- Amended Senior Certificate (SC(a))

**higher education & training** — Department: Higher Education and Training, REPUBLIC OF SOUTH AFRICA

- National Certificate Vocational (NC(V))
- General Education and Training Certificate (GETC)
- National Certificate 2-3 (N2-N3)

**SACAI** — SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE / SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

- National Senior Certificate (NSC)
- General Education and Training Certificate (GETC)

**ieb** — assessment matters

- National Senior Certificate (NSC)
- General Education and Training Certificate (GETC)

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# Umalusi Quality Assurance Cycle

# Umalusi's Role vs Assessment Body Role

| Umalusi | Assessment bodies |
|---|---|
| • Umalusi is responsible for the development and management of its sub-framework – Levels 1-4 on the NQF. <br><br> • Ensure that the necessary qualifications are developed for the NQF 1-4 Sectors. <br><br> • Accredit assessment bodies other than departments of education. <br><br> • Conduct or commission research on and disseminate necessary information about the General and Further Education and Training sub-framework. <br><br> • Quality assure assessments at exit-points. <br><br> • Quality assure private education institutions (Umalusi undertakes this task through accreditation of private providers). | • Determine the National Curriculum Statements and/Subject assessment guidelines. <br><br> • Public assessment bodies: Provision of public education and education infrastructure for schooling. <br><br> • Assessment of learners. <br><br> • Private Assessment Bodies: Put measures in place to ensure the production of valid and reliable assessments and the conduct of examination processes that maintain the credibility and reputation of the National Senior Certificate |

# Framework for Quality Assurance of Assessment

How Umalusi's processes can assist institutions to set good standards.

- Quality assurance of assessment at exit points through:
  - o Moderation of question papers, Integrated Summative Assessment Task (ISAT)/Practical Assessment Task (PAT) and Common Assessment Tasks (CAT);
  - o Moderation of Internal Continuous Assessment (ICASS) and Site-based Assessment (SBA);
  - o Moderation of the conduct of ISAT/PAT;
  - o Audit of the State of Readiness:
  - o Monitoring the conduct of examinations;
  - o Standardisation of marking guidelines;
  - o Monitoring the marking of examinations;
  - o Verification of marking;
  - o Management of assessment irregularities and concessions;
  - o Standardisation of assessment results
  - o Approval of examination results; and
  - o Certification of learners

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# Moderation of Question Papers

The importance of moderating question papers and the criteria used for moderating question papers

**Purpose of moderation**:

To ensure that the question papers are:-

* of the required standard; and
* are relatively:
    - Fair;
    - Reliable;
    - representative of an adequate sample of the  curriculum;
    - representative of relevant conceptual domains;
    - representative of relevant levels of cognitive challenge; and
    - Question papers of one year compare favourably with those of the previous and the next year
* To ensure this,  moderators use **Umalusi developed criteria**.

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# Moderation of Question Papers

Criteria used for moderation of question papers and marking guidelines

| Part A<br>Moderation of question paper | Part B<br>Moderation of marking guideline | Part C<br>Overall impression and general remarks |
|---|---|---|
| Technical details | Conformity with question paper | General impression and General remarks |
| Internal moderation | Accuracy and reliability of marking guideline | |
| Content coverage | | |
| Cognitive skills | | |
| Text selection, types and quality of questions | | |
| Language and bias | | |
| Predictability | | |

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# Moderation of Question Papers

## Moderation process

- Moderation takes place at two levels:

    - Internal Moderation (Assessment Body)

    - External Moderation (Umalusi)

- Moderation approaches:

    - On site (centralised) moderation - tight security;

    - Off site moderation/Online moderation

- Approval/Rejection of question papers

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# Moderation of question papers

## Moderation outcomes

The question paper and marking guidelines can be:

- **Approved** if they satisfy all the criteria for question paper;

- **Conditionally approved**, <u>**not**</u> **to be resubmitted** for second / subsequent moderation – minor corrections required (mostly technical);

- **Conditionally approved**, **to be submitted** for second/subsequent moderation – require rephrasing and or replacing of questions; and

- **Not approved /rejected** - the standard and quality of the question paper is entirely unacceptable. Questions need redrafting and re-submission.

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# Moderation of internal assessment

- **Internal assessment (SBA, Oral and PAT)** means any assessment <u>conducted by an education institution</u> contemplated in section 2, the outcomes of which count towards the achievement of a qualification; (GENFETQA Act 58 of 2001, as amended in 2008);

- Internal assessment is executed at the sites of learning and contributes to the final mark;

- Umalusi external moderators moderate a sample of internal **assessment tasks** using prescribed criteria:

  - Adherence to policy/guidelines;

  - Quality, suitability and cognitive demand of tasks; and

  - Correctness/ consistency in allocation of scores.

# Moderation of Internal Assessment

- Umalusi monitors systems in place for internal assessment (e.g., site visits) and progress with SBA/Oral/PAT; and

- Quality assurance of internal assessment is also conducted through the moderation of **sampled portfolios/files** – all prescribed tasks done, appropriate standard etc.

# Monitoring the Conduct, Administration and Management of Examinations

**Purpose:**

- Ensure that the examinations are administered in line with policy, and that credibility is not compromised.

- Monitors are located in all the 9 provinces;

- Umalusi monitors the following processes:
  - State of readiness to administer examinations;
  - Audit of marker selection and appointments;
  - Conduct of examinations: writing and marking;
  - Implementation of improvement plans (Developed by Assessment Bodies) from the directives issued by Umalusi; and
  - Capturing of marks  (SBA and Examination).

# Quality Assurance of Marking

**a. Standardisation of Marking Guidelines:**

**Purpose:**

Marking Guidelines are standardised and approved to ensure that:

- appropriate common understanding of the marking guidelines is achieved;
- effective and efficient marking and moderation processes are implemented; and
- appropriate standards are maintained (consistent across marking centres).

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# Quality Assurance of Marking

**b. Verification of Marking is conducted to ensure that:**

- The reliability and consistency of marking across subjects and marking centres is maintained;

- Marking and moderation processes are effective and efficient; and

- The marking personnel are provided with support.

- Verification approach:
    - **Centralised /on-site** verification of marking, or
    - **Decentralised** verification of marking.

# Standardisation of Examination Results

- Section17A(5) of the GENFETQA Act assigns the function of standardisation of results to Umalusi:

  - (4) **"The Council may adjust raw marks during the standardisation process."**

- Umalusi standardises the final exam results of all the assessment bodies (DBE, DHET, IEB & SACAI) that examine subjects linked to qualifications on the GFETQSF (NQF Levels 1-4).

# Assessment Irregularities

**<u>Definition</u>**

- An assessment irregularity refers to any confirmed or alleged event, act or omission, which may undermine or threaten the integrity, credibility, security, or the fairness of the examination and assessment process.

- An Assessment Irregularity may occur during the following processes:

    - Design phase (setting, moderation, registration of candidates etc.);

    - Conduct of the examinations (writing and marking);

    - Resulting; and

    - Certification.

- Responsibility of assessment bodies is to establish systems and committees for the management of irregularities at different levels and to report to Umalusi.

# Approval of Assessment Results

- According to Section17A(5)(b) of the *GENFETQA Act, 2001 (as amended in 2008)* the Council 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.

- The approval of examination results is the responsibility of Umalusi Executive Committee of Council (EXCO);

**Purpose:** To ensure that the credibility of the examination has not been compromised;

**Process**:

- QAA and Assessment Bodies - Present Quality Assurance Reports;
- Assessment Bodies - Present irregularities reports;
- Council (EXCO) approval of the release of the results;
- Release of results (Assessment Bodies); and
- Certification (Umalusi).

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# Certification

As articulated in the GENFETQA Act, Umalusi is mandated to:

- **provide for the issue of certificates at exit points**; …….

- ….. . .., **after students and learners have reached the required standards, to certify such achievements.**

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# Certification

The mandate is carried out by *conducting various actions* in areas that relate to the key certification functions of Umalusi.

**Umalusi Directives for certification**: provide information to assessment bodies which submit candidates' achievement records to Umalusi for certification.

- Provides guidelines that clarify the way in which candidates results are determined after an examination (explain policy and regulations)
- Outlines the specific directives regarding the submission of candidate information for certification (data format);
- provides the format in which information is to be submitted for certification and explains the way in which Umalusi certifies (explain indicators);
- Gives general information on the verification service that Umalusi offers.
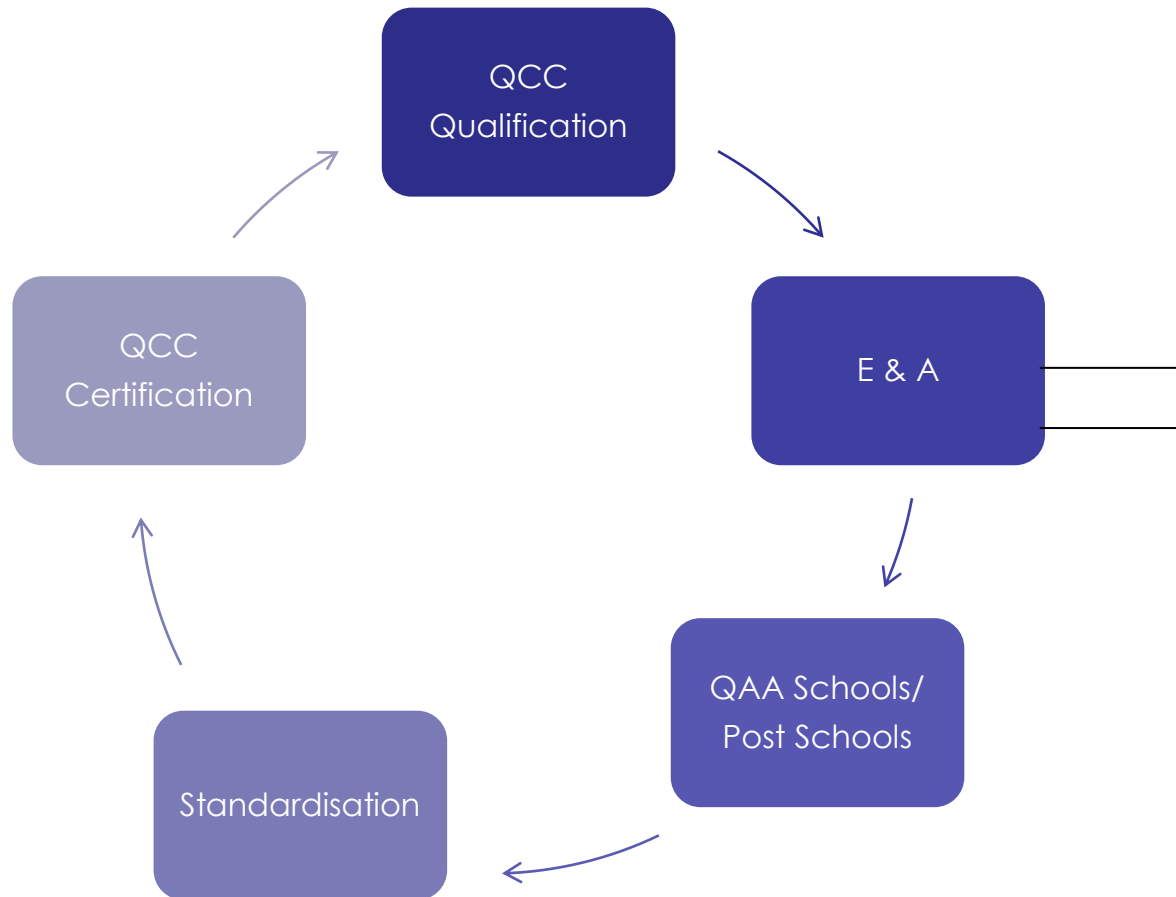
**Certification policy:**
- Provides the policy/procedures which governs certification;

**Policy for the re-issue of certificates:**
- Guide the re-issue procedures for the re-issuing of certificates

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# Certification

## Start and end of the quality assurance processes

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# Conclusion

- Umalusi as the custodian of qualifications and standards has a mandate to carry out various quality assurance functions; one of these is quality assurance of assessment.

- A variety of well-established quality assurance processes are in place to ensure that assessments are fair, reliable, valid and credible.

- Quality Assurance drives the quality of educational objectives and attainment.

# THANK YOU

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