

**Report on the Quality  
Assurance of the  
November 2024  
Technical and Vocational  
Education and Training  
Examinations and  
Assessments**

**UMALUSI**



Council for Quality Assurance in  
General and Further Education and Training

# **REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2024 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENTS**

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# FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI

---

Over the past years, Umalusi has made great strides in setting, maintaining, and improving standards in the quality assurance of the Technical and Vocational Education and Training (TVET) qualifications and programmes.

Umalusi achieved its success by establishing and implementing an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessment and examinations. The system and processes are continuously revised and refined.

Umalusi evaluates the quality and standard of assessment and examinations by determining the:

- a. Level of adherence to policy in the implementation of examination and assessment processes;
- b. Quality and standard of examination question papers, their corresponding marking guidelines, internal continuous assessment (ICASS) tasks, integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT);
- c. Efficiency and effectiveness of systems, processes, and procedures for the monitoring of the conduct, administration and management of examinations and assessment; and
- d. Quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Despite numerous improvements there remain critical aspects, such as non-compliance with ICASS and ISAT/PAT instructions; incorrect administration of question papers by the DHET, this is the third year in succession that an incorrect question paper was administered to candidates (2022 Electrical Trade Theory N3, 2023 Motor Trade Theory N2 and 2024 Materials Level 2); e-mailing of question papers to colleges; no management plan in place to review the ISAT/PAT for L2 and L3; the increasing number of marking concessions; lack of thorough internal moderation of question papers; and repeated occurrence of irregularities (especially in private colleges), that require attention in the forthcoming examination cycle.

The Assessment Standards Committee (ASC), which is a committee of the Umalusi Council, and the Executive Committee (EXCO) of the Umalusi Council met in January 2025 to scrutinise the evidence presented on the conduct of the November 2024 National Certificate (Vocational) [NC(V)] Level 2 - 4 and the NATED Report 190/191 Engineering Studies N2 - N3 examinations administered by the DHET.

Having studied all the evidence presented, the EXCO of Umalusi Council concluded that the examinations were mainly administered in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges, Established, Declared or Registered in Terms of the Continuing Education and Training Act, 2006.



There were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2024 NC(V) L2 - L4 examinations administered by the DHET.

EXCO of Council approved the release of the DHET November 2024 NC(V) L2 - L4 examination results.

The DHET was required to:

- a. In respect of identified irregularities, block the results of all candidates implicated in irregularities, including the candidates who are implicated in the alleged acts of dishonesty (as per the DHET Report on the November 2024 NC(V) L2 - L4 examinations) pending the outcome of further DHET investigations and verification by Umalusi;
- b. Nullify the November 2024 Materials NC(V) L2 examination results;
- c. Block the results of candidates and centres that failed to comply with ICASS and ISAT/PAT requirements pending the outcomes of further investigations by the DHET and verification by Umalusi; and
- d. Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit the improvement plan by 14 March 2025.

EXCO of Council expressed its concern at the persistent lapses in the management of these examinations and required the DHET to actively engage with Umalusi on the implementation of an agreed improvement plan.

Umalusi will continue to ensure the quality, integrity, and credibility of the TVET examinations and assessments. It will also continue to create an internationally comparable assessment system through research, benchmarking, continuous review, and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2024 TVET examinations.



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Dr Mafu S Rakometsi  
**Chief Executive Officer**

## EXECUTIVE SUMMARY

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The National Qualifications Framework (NQF) Act no. 67 of 2008, as amended, 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, 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 GENFETQA 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 to obtain a certificate; and
  - (iv) complied with every other condition determined by the Council.

The purpose of this report is to provide comprehensive feedback on the processes implemented by Umalusi in quality assuring the November 2024 Technical and Vocational Education and Training (TVET) examinations. The report also outlines the findings, areas of improvement, and areas of non-compliance and provides directives for compliance and improvement in the conduct, management, and administration of the examinations and assessments. The findings are based on information gathered from Umalusi's moderation, monitoring, verification, and standardisation processes, along with reports from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made to the November 2023 examinations.

Umalusi conducts the quality assurance for national qualifications through a rigorous reporting process for each assessment process and procedure. The quality assurance of the assessment standards depends on the assessment body's capability to adhere to policies and regulations designed to address key aspects of conducting credible national assessments and examinations.



In the TVET sector Umalusi quality assures the assessment and examinations for the National Certificate (Vocational) [NC(V)] L2-L4 qualifications and the 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. Umalusi's quality assurance processes provide a sample from each type of centre/site.

The DHET conducted the November 2024 NC(V) examinations in 269 subjects and in 55 instructional offerings for the November 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations.

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 (ICASS) (Chapter 2);
- c. Moderation of the conduct of integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) (Chapter 3);
- d. Standardisation of NC(V) marking guidelines (Chapter 4);
- e. Verification of NC(V) marking (Chapter 5);
- f. Standardisation and resulting of NC(V) (Chapter 6);
- g. Moderation of NATED Report 190/191 question papers (Chapter 7);
- h. Moderation of the conduct of NATED Report 190/191 internal continuous assessment (Chapter 8);
- i. Standardisation of NATED Report 190/191 marking guidelines (Chapter 9);
- j. Verification of NATED Report 190/191 marking (Chapter 10);
- k. Standardisation and resulting of NATED Report 190/191 (Chapter 11);
- l. Monitoring the state of readiness to conduct examinations (Chapter 12);
- m. Monitoring of the writing of examinations (Chapter 13); and
- n. Monitoring of marking centres (Chapter 14).

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Council to decide whether to approve the release of the November 2024 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 information technology system that complies with the policies and regulations, to be able to submit all candidate records according to the certification directives; and
- i. Process and submit records of candidate 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) Level 2 - 4 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. This moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

The external moderation of NC(V) question papers for the November 2024 examinations highlighted improvements and challenges in maintaining the quality and standard during question paper moderation. While 77% of the moderated question papers met acceptable standards, this represents a 10% decline from the 87% recorded in the November 2023 examinations. Key areas of non-compliance included technical errors, inconsistencies in internal moderation reports, gaps in content coverage, and issues with cognitive alignment and question quality.

The moderation of the November 2024 NATED Report 190/191 Engineering Studies N2-N3 question papers underscores a commitment to ensuring the integrity and quality of the assessment process. Umalusi confirmed substantial improvements in several key areas, including technical aspects, syllabus coverage and the variety of question types, compared to previous examination cycles through external moderation. These advancements highlight the concerted efforts made by the DHET to align question papers with rigorous standards, ensuring fair assessment practices.

The NC(V) qualifications and NATED Report 190/191 programmes require teaching and learning sites to conduct ICASS. Umalusi is responsible for determining the standard, quality and appropriateness when implementing the ICASS tasks.

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

- a. Monitoring of ICASS implementation at the site level, focusing on the quality of tasks and ensuring their compliance with the ICASS guidelines at the learning sites;
- b. The moderation of the lecturer's portfolio of assessment (PoA) and the students' PoE from sampled sites; and
- c. The moderation of the PoA and PoE that were internally moderated by the DHET-appointed internal moderators.

While several colleges and campuses excelled in many areas, a significant number still fail to meet the essential requirements for teaching and assessing. The primary causes of this poor performance include the inability to fulfil the requirements outlined in the ICASS and subject guidelines, as well as a failure to effectively integrate theoretical

learning with practical application. Contributing factors, such as poor planning, delays in resource procurement, inexperienced or incompetent teaching staff, low student attendance, and protest actions, have further hindered the teaching and learning process, thereby negatively affecting assessments.

Umalusi moderated the ISAT and PAT at the sites offering the NC(V) programmes. The ISAT and PAT assess students' practical skills through tasks that replicate or simulate real-life processes and/or products in a workplace setting.

The purpose of moderating the conduct of the ISAT/PAT is 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 as well as the knowledge underpinning the tasks;
- e. Verify the quality and standard of the assessments;
- f. Report on the consistency and quality of the assessment across different sites of delivery; and
- g. Make general observations on the conduct of the ISAT/PAT.

The external moderation of the ISAT/PAT for the November 2024 examination highlighted an increased sample size for the ISAT/PAT conduct moderation, the compliance rate increased by 8%, compared to the 50% achieved in 2023. However, this remains a significant concern for Umalusi, given the crucial role practical training and assessment play in vocational education. Colleges continue to face persistent challenges in procuring necessary training resources, which compromises the effective implementation of the ISAT/PAT and impacts the quality of the results.

Umalusi has to report on the DHET's readiness to conduct, administer, and manage the November 2024 National Certificate (Vocational) [NC(V)] L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations as part of its quality assurance function. The purpose of verifying the state of readiness of the DHET to conduct the November 2024 NC(V) and NATED Report 190/191 Engineering Studies N2 - N3 examinations was, largely, to:

- a. Gauge the level of preparedness of the DHET to conduct the November 2024 NC(V) Levels 2 - 4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations;
- b. Track the overall progress made by the DHET to action the directives for compliance and improvement issued post the administration of the November 2023 examinations;
- c. Verify whether the DHET had systems in place to conduct credible examinations;
- d. Pronounce on the overall findings gathered from the verification conducted prior to commencement of the examinations; and
- e. Report on areas that might compromise the conduct, administration and management of the examinations prior to the start of the examinations.

Overall, the evidence presented during the SoR assessment was sufficient, confirming that the DHET is prepared to conduct, administer, and manage the November 2024 NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations.

Umalusi staff, executives and monitors were deployed to monitor the writing of the examinations to verify if the examination centres complied with the policy applicable to the conduct, administration and management of examinations. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. It was evident that the DHET has plans in place for the monitoring of the writing and marking of the examination and management irregularities for the November 2024 examinations.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done 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.

Umalusi monitored the level of preparedness of marking centres to mark examination scripts. The DHET managed the marking of examination scripts for the November 2024 NC(V) qualifications and NATED Report 190/191 programmes. Umalusi monitored the marking centres to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes.

The purpose of monitoring was to verify if there were proper management in the critical areas at all the centres monitored:

- a. Planning prior to the conducting 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 externally verified marking to ensure that marking was conducted according to agreed upon and established practices and standards. The verification 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 informed by the 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.

The purpose of standardisation and statistical moderation of results is to mitigate the effects of factors other than candidates' ability and knowledge on performance; and to reduce the variability of marks from examination to examination. 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 upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2024 examinations, the EXCO concluded that the November 2024 NC(V) and NATED Report 190/191 Engineering Studies N2 - N3 examinations were conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. Although the EXCO of Council found that there were no systemic irregularities that might have compromised the credibility of the November 2024 examinations, there were some concerns highlighted that needs the urgent attention of the DHET. Therefore, Umalusi placed the assessment body under close monitoring. Umalusi will deploy a team of experts in examinations and assessments to look at different systems and processes at different intervals.

Umalusi trusts that the report will give the assessment body and other stakeholders a clear understanding of the strengths and weaknesses of various assessment systems and processes, and address directives where improvements are needed.

# ACRONYMS AND ABBREVIATIONS

<b>ASC</b>	Assessment Standards Committee
<b>CA</b>	Consistent Accuracy
<b>CBD</b>	Central Business District
<b>CM</b>	Chief Marker
<b>CNC</b>	Computer Numerical Control
<b>DHET</b>	Department of Higher Education and Training
<b>EA</b>	Examination Assistant
<b>EBR</b>	Evidence Based Reporting
<b>EC</b>	Eastern Cape Province
<b>FAL</b>	First Additional Language
<b>FET</b>	Further Education and Training
<b>FS</b>	Free State
<b>GP</b>	Gauteng Province
<b>GPW</b>	Government Printing Works
<b>GFETQSF</b>	General and Further Education and Training Qualifications Sub-framework
<b>HEI</b>	Higher Education Institutions
<b>ICASS</b>	Internal Continuous Assessment
<b>ICT</b>	Information and Communication Technology
<b>ID</b>	Identity Document
<b>IM</b>	Internal Moderator
<b>ISAT</b>	Integrated Summative Assessment
<b>IRR</b>	Irregularity
<b>IT</b>	Information Technology
<b>IQMS</b>	Integrated Quality Management System
<b>KZN</b>	KwaZulu-Natal
<b>LO</b>	Learning Outcome
<b>LP</b>	Limpopo Province
<b>L2</b>	Level 2



<b>L3</b>	Level 3
<b>L4</b>	Level 4
<b>MP</b>	Mpumalanga
<b>NCV</b>	National Certificate (Vocational)
<b>NQF</b>	National Qualifications Framework
<b>NW</b>	North-West
<b>OHS</b>	Occupational Health and Safety
<b>PAM</b>	Personnel Administrative Measures
<b>PAT</b>	Practical Assessment Task
<b>PoA</b>	Portfolio of Assessment
<b>PoE</b>	Portfolio of Evidence
<b>PPE</b>	Personal Protective Equipment
<b>SA</b>	South Africa
<b>SACE</b>	South African Council for Educators
<b>SAG</b>	Subject Assessment Guideline
<b>SLA</b>	Service Level Agreement
<b>SOP</b>	Standard Operation Procedure
<b>SoR</b>	State of Readiness
<b>TVET</b>	Technical and Vocational Education and Training
<b>WC</b>	Western Cape

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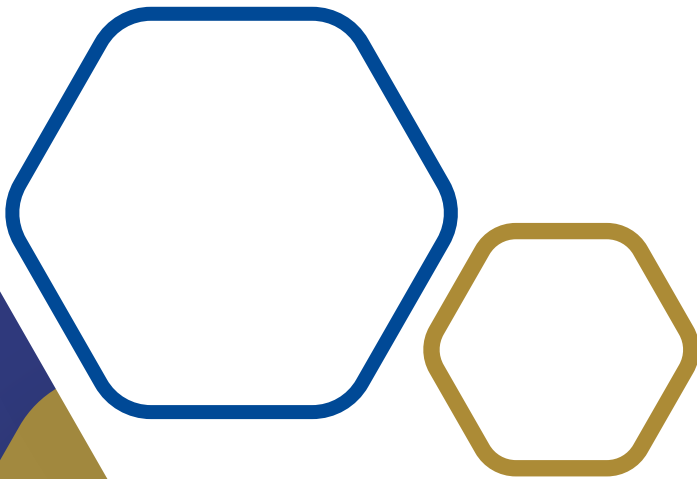
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# **PART A:**

## **QUALITY ASSURANCE OF NATIONAL CERTIFICATE (VOCATIONAL)**



# CHAPTER 1: MODERATION OF NC(V) QUESTION PAPERS

## 1.1 INTRODUCTION

Umalusi conducts external moderation of the (NC(V) examination question papers and marking guidelines to ensure that the required quality and standard are maintained across examination cycles.

The DHET is responsible for the conduct, administration, and management of the NC(V) Level 2 - 4 examinations. While the DHET sets and internally moderates the question papers for the NC(V) examinations, Umalusi externally moderates a sample of these question papers.

The purpose of the external moderation is to:

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

## 1.2 SCOPE AND APPROACH

Umalusi moderated a total of 160 question papers across NC(V) Levels 2, 3, and 4 for the November 2024 examinations. Most of these question papers were from Level 4 (62%), with 19% at Level 2 and 19% at Level 3 of the sample. Table 1A lists the subjects moderated by Umalusi, indicating where a subject had two question papers, and their levels.

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

No.	NC(V) Subjects moderated	November 2024		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions			✓
3.	Afrikaans First Additional Language (FAL) Paper 1			✓
4.	Afrikaans FAL Paper 2			✓
5.	Agribusiness	✓		✓
6.	Animal Production		✓	✓
7.	Applied Accounting	✓		

No.	NC(V) Subjects moderated	November 2024		
		Level 2	Level 3	Level 4
8.	Applied Accounting Paper 1			✓
9.	Applied Accounting Paper 2			✓
10.	Applied Engineering Technology			✓
11.	Applied Policing			✓
12.	Architectural Graphics and Technology Paper 1			✓
13.	Architectural Graphics and Technology Paper 2			✓
14.	Art and Science of Teaching		✓	✓
15.	Automotive Repair and Maintenance		✓	✓
16.	Business Practice	✓		✓
17.	Carpentry and Roof Work	✓		✓
18.	Civil and Structural Steel Work Detailing Paper 1			✓
19.	Civil and Structural Steel Work Detailing Paper 2			✓
20.	Client Services and Human Relations			✓
21.	Community Oriented Primary Care			✓
22.	Computer Integrated Manufacturing			✓
23.	Computer Programming Paper 1			✓
24.	Computer Programming Paper 2			✓
25.	Concrete Structures			✓
26.	Construction Planning		✓	✓
27.	Construction Supervision			✓
28.	Consumer Behaviour		✓	✓
29.	Contact Centre Operations			✓
30.	Criminal Justice Process			✓
31.	Criminology		✓	✓
32.	Data Communication and Networking			✓
33.	Drawing Office Procedures and Techniques Paper 1			✓
34.	Drawing Office Procedures and Techniques Paper 2			✓
35.	Early Childhood Development	✓		✓
36.	Economic Environment		✓	✓
37.	Electrical Principles and Practice	✓		✓
38.	Electrical Systems and Construction	✓		✓
39.	Electrical Workmanship		✓	✓
40.	Electronic Control and Digital Electronics			✓
41.	Electronics and Digital Concepts for Robotics Paper 1		✓	
42.	Electronics and Digital Concepts for Robotics Paper 2		✓	
43.	Electrotechnology	✓		✓



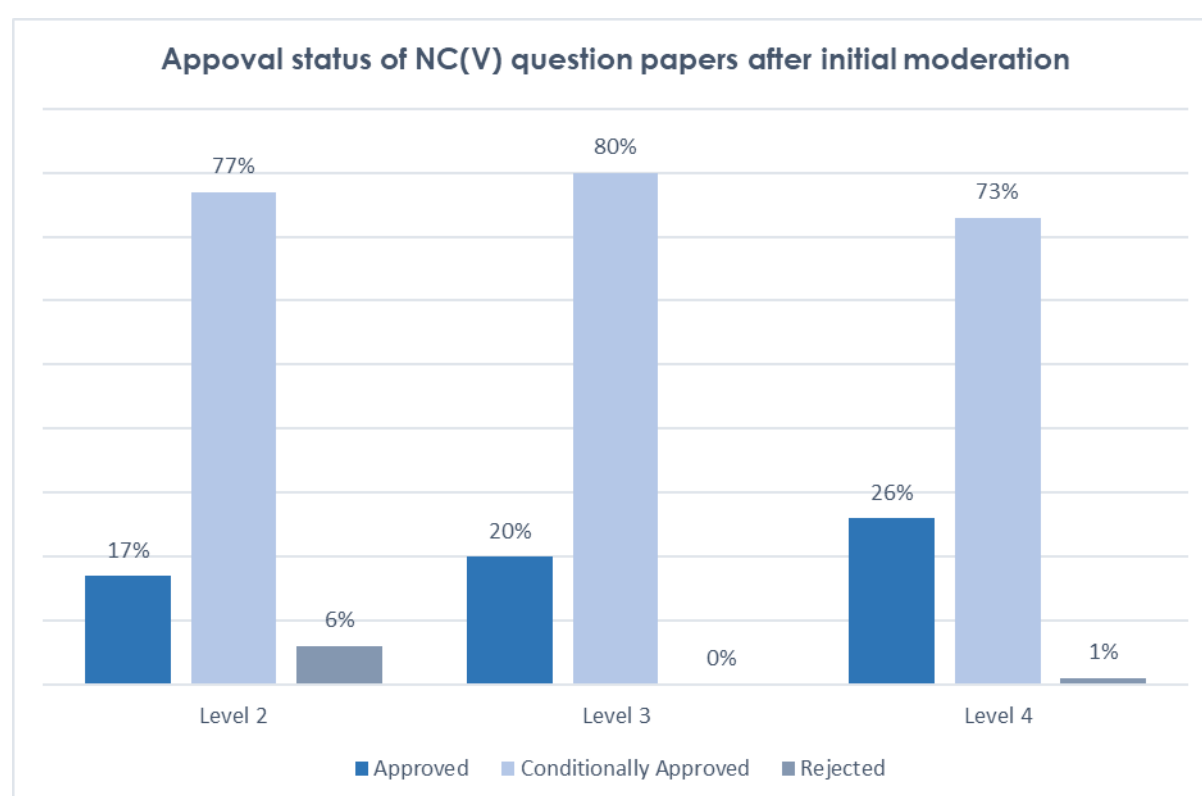
No.	NC(V) Subjects moderated	November 2024		
		Level 2	Level 3	Level 4
44.	Engineering Fabrication Boiler Making			✓
45.	Engineering Fabrication Sheet Metal Work			✓
46.	Engineering Processes			✓
47.	Engineering Systems	✓		
48.	English FAL Paper 1	✓	✓	✓
49.	English FAL Paper 2	✓	✓	✓
50.	Entrepreneurship	✓		
51.	Farm Planning and Mechanisation			✓
52.	Financial Management	✓		✓
53.	Fitting and Turning			✓
54.	Food Preparation	✓		✓
55.	Freight Logistics			✓
56.	Governance			✓
57.	Graphic Design			✓
58.	Hospitality Generics		✓	✓
59.	Hospitality Services			✓
60.	Human and Social Development			✓
61.	Introduction to Law	✓		
62.	Introduction to Robotics Paper 1		✓	
63.	Introduction to Robotics Paper 2		✓	
64.	Introduction to Systems Development Paper 1	✓		
65.	Introduction to Systems Development Paper 2	✓		
66.	Introduction to Technical Programming Paper 1		✓	
67.	Introduction to Technical Programming Paper 2		✓	
68.	Law Procedures and Evidence			✓
69.	Learning Psychology			✓
70.	Life Skills and Computer Literacy Paper 1	✓	✓	✓
71.	Life Skills and Computer Literacy Paper 2	✓	✓	✓
72.	Management Practice		✓	✓
73.	Marketing			✓
74.	Marketing Communication	✓		✓
75.	Masonry		✓	✓
76.	Materials			✓
77.	Materials Technology		✓	
78.	Mathematical Literacy Paper 1	✓	✓	✓
79.	Mathematical Literacy Paper 2	✓	✓	✓

No.	NC(V) Subjects moderated	November 2024		
		Level 2	Level 3	Level 4
80.	Mathematics Paper 1	✓	✓	✓
81.	Mathematics Paper 2	✓	✓	✓
82.	Mechanical Draughting and Technology Paper 1			✓
83.	Mechanical Draughting and Technology Paper 2			✓
84.	Mechatronic Systems		✓	✓
85.	Multimedia Services			✓
86.	New Venture Creation		✓	✓
87.	Office Data Processing			✓
88.	Office Practice			✓
89.	Operations Management	✓		✓
90.	Personal Assistance			✓
91.	Physical Science Paper 1			✓
92.	Physical Science Paper 2			✓
93.	Plant and Equipment	✓		
94.	Plumbing			✓
95.	Process Chemistry			✓
96.	Process Control		✓	✓
97.	Process Technology			✓
98.	Professional Engineering Practice			✓
99.	Project Management			✓
100.	Public Health	✓		✓
101.	Pulp and Papermaking Technology			✓
102.	Refrigeration and Air Conditioning Processes			✓
103.	Renewable Energy Technologies		✓	✓
104.	Roads			✓
105.	Science of Tourism			✓
106.	Stored Programme Systems			✓
107.	Sustainable Tourism in South Africa (SA) and International Travel			✓
108.	Systems Analysis and Design			✓
109.	The Human Body and Mind			✓
110.	The South African Health Care System			✓
111.	Tourism Operations	✓		✓
112.	Transport Economics			✓
113.	Transport Operations	✓		✓
114.	Welding	✓		✓
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>100</b>

Table 1B and Figure 1A 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 2024 examinations								
NC(V) Level	Question papers moderated by Umalusi		Question papers approved		Question papers conditionally approved		Question papers rejected	
	No.	%	No.	%	No.	%	No.	%
Level 2	30	100%	5	17%	23	77%	2	6%
Level 3	30	100%	6	20%	24	80%	0	0%
Level 4	100	100%	26	26%	73	73%	1	1%
Total	160		37		120		3	



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

### 1.3 Summary of Findings

Table 1C summarises the findings of the initial moderation of the NC(V) question papers per criterion. It highlights specific challenges, identifies the subjects implicated, and includes comparisons with the November 2023 NC(V) examinations.

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

Criteria	Findings	Subjects implicated
Technical quality		
<b>General compliance</b>	<p>a. Fifty-four percent of the question papers and marking guidelines met all technical requirements, a decrease of 9% compared to 63% in the November 2023 examinations.</p> <p>b. The following technical aspects were considered:</p> <ol style="list-style-type: none"> <li>Submission of relevant supporting documents;</li> <li>Completeness and accuracy of information on the cover page;</li> <li>Clarity of instructions to candidates;</li> <li>Appropriate layout of paper;</li> <li>Clear mark allocation and correspondence of mark allocation between question paper and marking guidelines;</li> <li>Appropriate visuals of print-ready quality; and</li> <li>Adherence to format requirements of the SAG.</li> </ol> <p>c. The remaining question papers (46%) and accompanying marking guidelines did not meet one or more of the technical requirements.</p>	<p>Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 and 2 Agribusiness L2 and L4 Animal Production L3 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Client Services and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L3 and L4 Criminal Justice Process L4 Criminology L3 and L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L3 and L4 Electrical Principles and Practice L2 Electrical Systems and Construction L4 Engineering Fabrication Boiler Making L4 Engineering Fabrication Sheet Metal Work L4 Engineering Systems L2 English FAL L2 Paper 1 and 2 English FAL L4 Paper 2 Entrepreneurship L2 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Generics L3 and L4 Human and Social Development L4 Introduction to Law L2 Introduction to Systems Development L2 Paper 1 and 2</p>

Criteria	Findings	Subjects implicated
		Law Procedures and Evidence L4 Learning Psychology L4 Life Skills and Computer Literacy L3 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Marketing Communication L2 and L4 Marketing L4 Masonry L3 and L4 Materials L4 Mathematical Literacy L2 and L3 Paper 1 and 2 Mathematics L4 Paper 1 Mechanical Draughting and Technology L4 Paper 1 Mechatronic Systems L3 and L4 Multimedia Services L4 New Venture Creation L3 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 and 2 Plant and Equipment L2 Plumbing L4 Process Chemistry L4 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Public Health L2 and L4 Renewable Energy Technologies L3 Roads L4 Stored Programme Systems L4 Systems Analysis and Design L4 The Human Body and Mind L4 The South African Health Care System L4 Welding L2 and L4
<b>Information on the cover page</b>	Thirteen (8%) of the question paper cover pages contained incorrect details, representing a 7% increase compared to the 1% observed in the November 2023 examinations:	
	a. The incorrect examination duration displayed on the cover page of the question paper was corrected in three question papers.	Introduction to Technical Programming L3 Paper 2 Electronics and Digital Concepts for Robotics L3 Paper 1 and 2

Criteria	Findings	Subjects implicated
	b. The subject name on the cover page of the question paper/marking guideline needed correction in two question papers.	Electronic Control and Digital Electronics L4 Introduction to Robotics L3 Paper 1
	c. Irrelevant information/codes on the cover page of the question paper were removed in five question papers.	Automotive Repair and Maintenance L3 Electrical Workmanship L3 Electrotechnology L2 and L4 Life Skills and Computer Literacy L2 Paper 2
	d. The cover page was revised to conform to the standard NC(V) format. A text box containing essential information, such as the timeframe, mark scheme, and qualification, was added to the cover page of two question papers.	Community Oriented Primary Care L4 Life Skills and Computer Literacy L2 Paper 2
	e. The total marks displayed on the cover page of the question paper were incorrect and thus rectified in one question paper.	Early Childhood Development L2
<b>Instructions to candidates</b>	In 13 (8%) of the question papers, the instructions to the candidates were not in accordance with DHET specifications or were incomplete, unclear, or incorrect. This is consistent with the 8% observed in the November 2023 examinations:	
	a. The incorrect symbol for degrees in the instructions was corrected in one question paper.	Mathematics L3 Paper 2

Criteria	Findings	Subjects implicated
	<p>b. The following additional instructions were included on the cover page of the one question paper:</p> <ul style="list-style-type: none"> <li>i. 'Cross out any work you do not want to be marked'; and</li> <li>ii. 'Note that one-word answers to certain questions will not be sufficient'.</li> </ul>	Life Skills and Computer Literacy L2 Paper 1
	<p>c. The instruction on the cover page of the one question paper was amended to include:</p> <ul style="list-style-type: none"> <li>i. Scripts should be saved to the server as directed by your lecturer; and</li> <li>ii. Write your name and student number on the first line of any script used.</li> </ul>	Introduction to Robotics L3 Paper 2
	<p>d. The following additional instruction was included on the cover page of the one question paper:</p> <ul style="list-style-type: none"> <li>i. Approximate all final answers to TWO decimal places.</li> </ul>	Refrigeration and Air Conditioning Processes L4
	<p>e. The instructions in the one question paper were amended to include the following:</p> <ul style="list-style-type: none"> <li>i. Note that one-word answers to certain questions will not be sufficient.</li> </ul>	Introduction to Robotics L3 Paper 1
	<p>f. The duration listed on the front and subsequent pages of the one question paper was inconsistent, which was rectified.</p>	Business Practice L2
	<p>g. The instructions to the candidates were not in accordance with DHET specifications in one question paper.</p>	Carpentry and Roof Work L2





Criteria	Findings	Subjects implicated
<b>Layout of question paper</b>	The layout of 14 (9%) of the question papers did not adhere to prescribed standards, marking a 1% increase from the 8% recorded in the November 2023 examinations.	
	a. Some pages in four (3%) of the question papers/marketing guidelines were incorrectly numbered.	Business Practice L4 Carpentry and Roof Work L2 English FAL L3 Paper 2 Tourism Operations L4
	b. The alphabetical letters in column B for the matching question were not sequential.	Life Skills and Computer Literacy L2 Paper 1
	c. In nine (6%) question papers, marking guidelines, or answer sheets, not all questions were correctly numbered.	Applied Accounting L2 Applied Accounting L4 Paper 2 Carpentry and Roof Work L4 Construction Planning L3 Drawing Office Procedures and Techniques L4 Paper 1 Food Preparation L4 Graphic Design L4 Management Practice L4 Tourism Operations L2
<b>Headers and footers</b>	<p>a. The headers and footers in eight (5%) of the question papers, including the answer sheets and marking guidelines, contained one or more of the following lapses:</p> <ul style="list-style-type: none"> <li>i. Did not adhere to the required format;</li> <li>ii. Were inconsistent;</li> <li>iii. Contained incorrect information; and/or</li> <li>iv. Omitted the footer "please turn over" where required.</li> </ul> <p>This was 1% higher than observed in the November 2023 examinations.</p>	Business Practice L4 Carpentry and Roof Work L2 Electrical Workmanship L3 and L4 English FAL L3 Paper 2 Introduction to Technical Programming L3 Paper 2 Mathematical Literacy L4 Paper 2 New Venture Creation L4

Criteria	Findings	Subjects implicated
<b>Font type and size</b>	a. The standard font was not consistently used throughout the question paper/marking guideline in two (1%) of the papers. This represented a 2% decrease from the 3% recorded in the November 2023 examinations.	Applied Accounting L4 Paper 1 Electrical Workmanship L4
	b. The font used for representing code was inappropriate in two question papers (1%), offered for the first time in 2024. A monospaced font, such as Consolas, would be more suitable for coding segments.	Introduction to Technical Programming L3 Paper 1 and 2
<b>Mark and time allocation</b>	a. The mark allocation was not clearly indicated in 18 (11%) of the question papers/marking guidelines, representing a 5% increase from the 6% observed in the previous examination period.	Applied Accounting L2 Applied Accounting L4 Paper 2 Art and Science of Teaching L3 Carpentry and Roof Work L2 and L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Electrotechnology L4 English FAL L3 Paper 2 Introduction to Robotics L3 Paper 1 and 2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Mechanical Draughting and Technology L4 Paper 2 Science of Tourism L4 Transport Operations L2 and L4

Criteria	Findings	Subjects implicated
	<p>b. The mark allocation on the question paper did not correspond with the marking guidelines in 18 (11%) of the question papers, representing a 6% increase from the 5% observed in the November 2023 examinations.</p>	<p>Art and Science of Teaching L3 Carpentry and Roof Work L4 Computer Programming L4 Paper 2 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Electrotechnology L4 English FAL L3 Paper 2 English FAL L4 Paper 1 Financial Management L2 and L4 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Management Practice L3 Mathematics L2 Paper 1 Office Data Processing L4 Tourism Operations L2 Transport Economics L4</p>
	<p>c. Candidates could complete the question paper in less than the allocated time in two (1%) of the question papers. This was 1% lower than the 2% observed in the November 2023 examinations.</p> <p>The duration of the question paper was disproportionate to the volume of subject content covered in the SAG. As a result, questions had to be added or amended.</p>	<p>Contact Centre Operations L4 Science of Tourism L4</p>
	<p>d. Candidates would not be able to complete the question paper within the allocated time in two (1%) of the question papers, as some of the questions were too lengthy or complex and lacked a proper correlation between the level of difficulty and the time allocation. This was similar to the 1% observed in the November 2023 examinations. As a result, some questions had to be removed or amended.</p>	<p>Life Skills and Computer Literacy L4 Paper 2 Renewable Energy Technologies L4</p>

Criteria	Findings	Subjects implicated
<b>Quality of graphics and illustrations</b>	<p>In 24 (15%) of the question papers/marking guidelines, the quality of visuals was poor and/or not print-ready, marking a 3% increase from the 12% observed in the November 2023 examinations.</p> <p>Aspects of visuals that were not print-ready included:</p> <ol style="list-style-type: none"> <li>Images of poor pixel quality;</li> <li>Untidy or poorly drawn charts, geometric shapes, diagrams, graphs, or grids;</li> <li>Unclear or inaccurate labels, dimensions, and supporting information;</li> <li>Illegible charts and disproportionate diagrams relative to the page size;</li> <li>Missing information or lines from diagrams, charts, or graphs;</li> <li>Poorly defined pointer arrows or signalling lines;</li> <li>Mathematically incorrect graphs;</li> <li>Extracts with grammatical errors;</li> <li>Untidy cartoons with disjointed frame numbers;</li> <li>Disorganised layout of visuals and extracts; and</li> <li>Irrelevant wording in the background of visuals.</li> </ol> <p>A printed diagram version appears with irrelevant icons next to the wording and values.</p>	<p>Architectural Graphics and Technology L4 Paper 1 and 2</p> <p>Community Oriented Primary Care L4</p> <p>Electrical Principles and Practice L4</p> <p>Electrical Systems and Construction L2</p> <p>English FAL L3 and L4 Paper 1</p> <p>Farm Planning and Mechanisation L4</p> <p>Life Skills and Computer Literacy L4 Paper 2</p> <p>Materials Technology L3</p> <p>Mathematical Literacy L4 Paper 1 and 2</p> <p>Mathematics L2 and L3 Paper 1 and 2</p> <p>Mathematics L4 Paper 2</p> <p>Process Control L3 and L4</p> <p>Pulp and Papermaking Technology L4</p> <p>Refrigeration and Air Conditioning Processes L4</p> <p>Science of Tourism L4</p> <p>Sustainable Tourism in SA and International Travel L4</p> <p>Tourism Operations L4</p>

Criteria	Findings	Subjects implicated
<b>Format requirements of the subject assessment guidelines</b>	Thirteen (8%) of the question papers did not adhere to the format requirements of the SAG, which was consistent with the 8% observed in the November 2023 examinations.	Animal Production L4 Art and Science of Teaching L3 Automotive Repair and Maintenance L3 Carpentry and Roof Work L2 Food Preparation L2 and L4 Hospitality Services L4 Management Practice L4 Mathematical Literacy L4 Paper 1 New Venture Creation L4 Operations Management L2 Renewable Energy Technologies L4 Tourism Operations L4
<b>Internal moderation</b>		
<b>Quality and standard of internal moderator reports</b>	In 23 (14%) of the question papers, the information in the internal moderator's report did not correspond with the question paper, representing a 10% increase from the 4% observed in the November 2023 examinations.	Agribusiness L4 Animal Production L4 Architectural Graphics and Technology L4 Paper 2 Art and Science of Teaching L3 Computer Programming L4 Paper 1 and 2 Electrical Workmanship L3 Engineering Fabrication Sheet Metal Work L4 English FAL L4 Paper 2 Food Preparation L2 and L4 Graphic Design L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 New Venture Creation L4 Operations Management L2 Roads L4 Tourism Operations L2 and L4
	a. Umalusi did not receive the internal moderators' reports for two (1%) question papers, which was proportionate to the 1% observed in the November 2023 examinations.	Office Data Processing L4 Renewable Energy Technologies L4

Criteria	Findings	Subjects implicated
	b. The assessment grid for three (2%) question papers was not included in the internal moderator's report, which was proportionate to the 2% observed in the November 2023 examinations.	Computer Programming L4 Paper 1 and 2 Renewable Energy Technologies L4
<b>Incomplete moderator reports</b>	<p>a. In 27 (17%) of the question papers, the internal moderators' reports were not adequately completed, representing a 6% increase from the 11% observed in the November 2023 examinations.</p> <p>b. Incomplete reports included those that did not provide:</p> <ol style="list-style-type: none"> <li>Examiner/internal moderator's name and/or contact details; and</li> <li>An evaluation of the question paper based on specified criteria.</li> </ol>	<p>Agribusiness L2 and L4 Applied Engineering Technology L4 Applied Policing L4 Concrete Structures L4 Consumer Behaviour L3 Criminology L3 and L4 Early Childhood Development L2 and L4 Engineering Fabrication Sheet Metal Work L4 English FAL L3 Paper 2 Fitting and Turning L4 Hospitality Generics L4 Introduction to Robotics L3 Paper 1 and 2 Masonry L3 and L4 New Venture Creation L4 Operations Management L2 Process Control L3 Public Health L4 Pulp and Papermaking Technology L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Tourism Operations L2 and L4</p>
<b>Standard of internal moderator reports</b>	a. Forty-six (29%) of the internal moderators' reports did not meet the appropriate standard, which is a 6% increase compared to the 23% observed in the November 2023 examinations.	<p>Agribusiness L4 Animal Production L4 Architectural Graphics and Technology L4 Paper 1 Art and Science of Teaching L3 Automotive Repair and Maintenance L4 Carpentry and Roof Work L2 and L4 Client Services and Human Relations L4 Computer Programming L4 Paper 1 and 2 Construction Planning L3 and L4 Consumer Behaviour L3</p>

Criteria	Findings	Subjects implicated
	<ul style="list-style-type: none"> <li>b. Internal moderators' reports of inappropriate standards included those that:               <ul style="list-style-type: none"> <li>i. Did not describe inadequacies in the question paper;</li> <li>ii. Did not provide recommendations for improvement; and</li> <li>iii. Contained vague, insignificant, and unjustified comments.</li> </ul> </li> <li>c. Reports of this nature contributed little to the improvement of the quality and standard of the question paper, aside from fulfilling a procedural requirement.</li> </ul>	Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L2 Electronics and Digital Concepts for Robotics L3 Paper 1 and 2 Electrotechnology L2 and L4 Engineering Fabrication Sheet Metal Work L4 English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Financial Management L2 and L4 Food Preparation L2 and L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Introduction to Technical Programming L3 Paper 2 Life Skills and Computer Literacy L4 Paper 2 Management Practice L3 and L4 Marketing Communication L4 Masonry L3 New Venture Creation L4 Office Practice L4 Operations Management L2 Renewable Energy Technologies L3 Roads L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L2 and L4 Transport Economics L4 Transport Operations L4
<b>Relevance of internal moderator reports</b>	<ul style="list-style-type: none"> <li>a. The assessment grid was not of acceptable quality or standard in 42 (26%) of the internal moderators' reports, representing a 6% increase compared to the 20% in the November 2023 examinations.</li> <li>b. The assessment grids of inferior quality exhibited one or more of the following flaws:               <ul style="list-style-type: none"> <li>i. Lack of alignment with subject/learning outcomes and cognitive levels;</li> <li>ii. Time and mark allocations were not clearly indicated on the analysis grid;</li> </ul> </li> </ul>	Agribusiness L4 Animal Production L3 and L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L3 Automotive Repair and Maintenance L3 Business Practice L2 Carpentry and Roof Work L2 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Electrical Workmanship L3 Engineering Fabrication Sheet Metal Work L4 English FAL L3 Paper 1 English FAL L4 Paper 2

Criteria	Findings	Subjects implicated
	<ul style="list-style-type: none"> <li>iii. Questions not included on the question paper appeared on the assessment grid;</li> <li>iv. Questions that appeared on the question paper were omitted from the assessment grid; and</li> <li>v. Incomplete totals of time and mark allocations.</li> </ul> <p>c. In some question papers where the assessment grid did not align with the question paper, the following issues were found:</p> <ul style="list-style-type: none"> <li>i. The assessment grid in its entirety did not correspond with the question paper; and</li> <li>ii. Sections of the assessment grid did not correspond with the question paper.</li> </ul>	Financial Management L2 and L4 Food Preparation L2 and L4 Graphic Design L4 Hospitality Services L4 Introduction to Robotics L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Mathematical Literacy L4 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 Multimedia Services L4 New Venture Creation L3 and L4 Operations Management L2 Process Control L3 and L4 Pulp and Papermaking Technology L4 Roads L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L2 and L4
Content coverage		
<b>Coverage of learning outcomes and assessment standards</b>	<ul style="list-style-type: none"> <li>a. In 34 (21%) of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents, marking an increase of 1% from the 20% observed in the November 2023 examinations.</li> <li>b. The coverage of content includes the following:               <ul style="list-style-type: none"> <li>I. The subject and learning outcomes being adequately covered;</li> <li>II. Adherence to the prescribed weighting of topics;</li> </ul> </li> </ul>	Agribusiness L4 Animal Production L4 Art and Science of Teaching L3 Automotive Repair and Maintenance L3 Carpentry and Roof Work L2 Construction Planning L3 Contact Centre Operations L4 English FAL L3 Paper 1 Entrepreneurship L2 Financial Management L2 and L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Introduction to Robotics L3 Paper 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2



Criteria	Findings	Subjects implicated
	<p>III. Appropriate spread of subject and learning outcomes throughout the question paper; and</p> <p>IV. Questions and answers remain within the broad scope of the SAG.</p>	<p>Management Practice L4 Materials Technology L3 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 2 Operations Management L2 Process Chemistry L4 Process Control L3 and L4 Renewable Energy Technologies L3 Roads L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L2 and L4 Transport Economics L4 Transport Operations L2</p>
Text selection, types, and quality of questions		
<b>Types of questions</b>	Eight (5%) of the question papers did not exhibit a wide variety of question types, marking a 2% decrease compared to the 7% observed in the November 2023 examinations.	<p>Carpentry and Roof Work L2 and L4 Drawing Office Procedures and Techniques L4 Paper 2 Introduction to Robotics L3 Paper 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Roads L4 Tourism Operations L4</p>
<b>Correlation between difficulty level and mark allocation</b>	There was no correlation between mark allocation, level of difficulty, and time allocation for some of the questions in 22 (14%) of the question papers, representing a 1% increase compared to the November 2023 examinations.	<p>Advanced Plant Production L4 Advertising and Promotions L4 Animal Production L4 Business Practice L4 Construction Planning L3 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 2 English FAL L4 Paper 1 Hospitality Generics L3 and L4 Introduction to Technical Programming L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Management Practice L3 Marketing L4 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 2 New Venture Creation L3 Office Practice L4 Physical Science L4 Paper 1 Science of Tourism L4 Transport Operations L2 and L4</p>

Criteria	Findings	Subjects implicated
<b>Source material</b>	<p>a. The source materials used in 36 (23%) of the question papers were inappropriate, representing a 6% increase from the 17% observed in the November 2023 examinations.</p> <p>b. Source materials (text and visuals) deemed unsuitable included those that were:</p> <ol style="list-style-type: none"> <li>Not of the required length;</li> <li>Not functional or relevant to the question/s;</li> <li>Inappropriate in terms of language or too complex for the level of the candidates;</li> <li>Lacking in allowing for the testing of skills; and</li> <li>Lacking in generating questions across the cognitive levels.</li> </ol>	<p>Afrikaans FAL L4 Paper 2  Agribusiness L2  Animal Production L4  Art and Science of Teaching L4  Automotive Repair and Maintenance L3 and L4  Business Practice L2 and L4  Carpentry and Roof Work L2 and L4  Contact Centre Operations L4  Data Communication and Networking L4  Early Childhood Development L2 and L4  English FAL L3 Paper 2  English FAL L4 Paper 1  Financial Management L2  Food Preparation L4  Hospitality Generics L4  Introduction to Technical Programming L3 Paper 1 and 2  Life Skills and Computer Literacy L2 and L3 Paper 1  Life Skills and Computer Literacy L4 Paper 2  Masonry L3  Mathematical Literacy L4 Paper 1  Mathematics L2 Paper 2  New Venture Creation L4  Office Practice L4  Plumbing L4  Process Chemistry L4  Renewable Energy Technologies L4  Roads L4  Sustainable Tourism in SA and International Travel L4  Tourism Operations L4  Transport Operations L4</p>
<b>Relevance and clarity of questions</b>	<p>Eight (5%) of the question papers contained questions that were not relevant to the subject content, representing a 2% increase from the previous year.</p>	<p>Agribusiness L4  Carpentry and Roof Work L2 and L4  English FAL L4 Paper 1  Financial Management L2  Life Skills and Computer Literacy L2 and L3 Paper 1  Renewable Energy Technologies L4</p>

Criteria	Findings	Subjects implicated
	Some questions in 44 (28%) of the question papers lacked clear instructional keywords/ verbs, representing a 7% increase compared to the 21% observed in the November 2023 examinations.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 and 2 Automotive Repair and Maintenance L3 and L4 Carpentry and Roof Work L2 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Early Childhood Development L4 Electrotechnology L2 and L4 English FAL L4 Paper 1 Financial Management L2 Food Preparation L2 and L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Introduction to Robotics L3 Paper 1 and 2 Introduction to Systems Development L2 Paper 2 Introduction to Technical Programming L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 1 and 2 Masonry L3 and L4 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 1 and 2 New Venture Creation L4 Plumbing L4 Roads L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4

Criteria	Findings	Subjects implicated
	In 37 (23%) of the question papers, some questions lacked sufficient information to elicit an appropriate response, marking a 3% increase compared to the November 2023 examinations.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 Architectural Graphics and Technology L4 Paper 1 Art and Science of Teaching L4 Carpentry and Roof Work L2 Computer Programming L4 Paper 1 and 2 Construction Planning L3 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Workmanship L4 Electronics and Digital Concepts for Robotics L3 Paper 1 and 2 English FAL L4 Paper 1 and 2 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing L4 Mathematics L2 Paper 1 and 2 New Venture Creation L4 Roads L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Operations L4
	In 27 (17%) of the question papers, factual errors or misleading information were present, indicating a 3% increase from the 14% recorded in the November 2023 examinations.	Agribusiness L2 Applied Accounting L2 Carpentry and Roof Work L2 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Electrical Principles and Practice L2 Electrotechnology L2

Criteria	Findings	Subjects implicated
		English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Financial Management L2 Food Preparation L2 and L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 1 and 2 New Venture Creation L4 Office Practice L4 Tourism Operations L2 Transport Operations L2
	<p>a. The multiple-choice questions in 27 (17%) of the question papers were poorly formulated, representing a 4% increase compared to the 13% observed in the November 2023 examinations.</p> <p>b. The options had one or more of the following flaws:</p> <p>i. Did not follow grammatically from the stem;</p> <p>ii. Were not free from any clues that made one of the options an obvious choice;</p> <p>iii. Were not approximately the same length. The answers, in some instances, were longer, more specific, or more complete than other options;</p> <p>iv. Used absolute terms such as “always” or “never”;</p> <p>v. Had more than one option as the correct answer.</p>	Advanced Plant Production L4 Advertising and Promotions L4 Automotive Repair and Maintenance L4 Business Practice L2 and L4 Computer Programming L4 Paper 1 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L2 and L4 Economic Environment L4 Electrical Principles and Practice L2 English FAL L3 Paper 1 Financial Management L2 Food Preparation L2 Hospitality Generics L3 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 Life Skills and Computer Literacy L2 and L3 Paper 1 Management Practice L3 Marketing L4 New Venture Creation L3 Operations Management L4 Process Control L4 Renewable Energy Technologies L4 Systems Analysis and Design L4 Transport Operations L4

Criteria	Findings	Subjects implicated
<b>Cognitive skills</b>		
<b>Distribution of cognitive levels</b>	Thirty-nine (24%) of the question papers showed an inappropriate distribution of marks across cognitive levels, reflecting a 2% increase compared to the 22% observed in the November 2023 examinations.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 Animal Production L4 Art and Science of Teaching L3 Business Practice L2 and L4 Carpentry and Roof Work L2 and L4 Construction Planning L3 and L4 English FAL L3 and L4 Paper 1 Financial Management L2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Human and Social Development L4 Introduction to Robotics L3 Paper 1 and 2 Introduction to Technical Programming L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Mathematical Literacy L4 Paper 1 Multimedia Services L4 New Venture Creation L3 and L4 Office Practice L4 Operations Management L2 Roads L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4
	In 28 (18%) of the question papers, some questions did not align with the cognitive level instruction. For instance, if the instruction was to "analyse," the answer demonstrated analysis. This was a 6% increase compared to the 12% observed in the November 2023 examinations.	Advertising and Promotions L4 Art and Science of Teaching L3 Business Practice L2 and L4 Carpentry and Roof Work L2 and L4 Computer Programming L4 Paper 1 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 English FAL L3 and L4 Paper 1 Financial Management L2 Food Preparation L4

Criteria	Findings	Subjects implicated
		Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Introduction to Technical Programming L3 Paper 1 and 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 1 and 2 Mathematical Literacy L4 Paper 1 New Venture Creation L4 Roads L4 Transport Operations L4
<b>Assessment of the latest developments in the field</b>	In 15 (9%) of the question papers, some questions were not representative of the latest developments in the subject and/or teaching methods of the knowledge field. This marked a 1% decrease compared to the 10% observed in the November 2023 examinations.	Advanced Plant Production L4 Applied Accounting L2 Applied Accounting L4 Paper 1 Carpentry and Roof Work L2 and L4 Computer Programming L4 Paper 1 and 2 Concrete Structures L4 English FAL L4 Paper 2 Financial Management L2 Introduction to Systems Development L2 Paper 1 and 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Mathematical Literacy L4 Paper 1
Marking guidelines		
<b>Accuracy of marking guidelines</b>	<p>a. In 66 (41%) of the marking guidelines, some of the answers were:</p> <ul style="list-style-type: none"> <li>i. Inaccurate;</li> <li>ii. Incomplete;</li> <li>iii. Did not provide alternative responses (where applicable); and</li> <li>iv. Contained grammatical errors.</li> </ul> <p>This aligns with the 41% observed in the November 2023 examinations.</p>	Afrikaans FAL L4 Paper 1 and 2 Agribusiness L2 and L4 Animal Production L3 Applied Accounting L2 Art and Science of Teaching L4 Business Practice L2 Carpentry and Roof Work L2 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Computer Programming L4 Paper 1 and 2 Construction Planning L3 Consumer Behaviour L3 and L4 Data Communication and Networking L4 Economic Environment L3 and L4 Electrical Workmanship L3 and L4 Electronic Control and Digital Electronics L4

Criteria	Findings	Subjects implicated
		Electronics and Digital Concepts for Robotics L3 Paper 1 and 2 Electrotechnology L2 and L4 English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Financial Management L2 and L4 Fitting and Turning L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Human and Social Development L4 Introduction to Robotics L3 Paper 1 and 2 Introduction to Systems Development L2 Paper 1 and 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L3 and L4 Marketing L4 Masonry L3 and L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L2 and L3 Paper 1 and 2 New Venture Creation L3 and L4 Office Practice L4 Renewable Energy Technologies L4 Roads L4 Science of Tourism L4 Tourism Operations L2 and L4 Transport Operations L2 and L4
<b>Mark allocations on marking guidelines</b>	In 19 (12%) marking guidelines, there were errors in marks, incomplete mark allocations, and/or a lack of indication on how method marks were to be allocated (where applicable). This was 1% lower than the 13% observed in the November 2023 examinations.	Applied Accounting L2 Carpentry and Roof Work L4 Community Oriented Primary Care L4 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 Electronics and Digital Concepts for Robotics L3 Paper 2 Electrotechnology L4 English FAL L3 Paper 2 Hospitality Services L4 Introduction to Robotics L3 Paper 1 and 2 Life Skills and Computer Literacy L2 Paper 1



Criteria	Findings	Subjects implicated
		Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Mathematics L2 Paper 1 Mechanical Draughting and Technology L4 Paper 2 Science of Tourism L4 Transport Economics L4 Transport Operations L4
<b>Language and bias</b>		
<b>Language register</b>	In 150 question papers (94%), the language was pitched at the appropriate level, except for the ten listed subjects, which accounted for 6%. This reflects a 2% decline from the 96% recorded in the November 2023 examinations.	Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Early Childhood Development L2 Introduction to Technical Programming L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Transport Operations L4
<b>Subject terminology</b>	In 17 (11%) of the question papers, subject terminology or data were not always used correctly, representing a 3% increase compared to the 8% observed in the November 2023 examinations.	Architectural Graphics and Technology L4 Paper 1 and 2 Automotive Repair and Maintenance L3 and L4 Carpentry and Roof Work L2 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Food Preparation L2 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 Mathematics L2 Paper 2 New Venture Creation L3 Roads L4
<b>Sentence structure</b>	In 44 (28%) of the question papers, some questions contained complex sentence structures and/or terms that could confuse candidates and make it difficult to elicit the desired response.	Art and Science of Teaching L3 and L4 Automotive Repair and Maintenance L3 and L4 Carpentry and Roof Work L2 Computer Programming L4 Paper 1 and 2 Construction Planning L3

Criteria	Findings	Subjects implicated
	This represents a 1% decrease from the 29% recorded in the November 2023 examinations.	Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Early Childhood Development L2 and L4 Electronics and Digital Concepts for Robotics L3 Paper 1 and 2 Electrotechnology L4 Engineering Processes L4 English FAL L3 and L4 Paper 1 and 2 Financial Management L4 Food Preparation L2 and L4 Hospitality Services L4 Human and Social Development L4 Introduction to Robotics L3 Paper 1 and 2 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Marketing Communication L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L2 Paper 2 New Venture Creation L3 and L4 Office Data Processing L4 Plumbing L4 Roads L4 Systems Analysis and Design L4 Transport Operations L4
<b>Grammar</b>	Grammatical errors were found in 46 (29%) question papers, representing a 5% increase from the 24% observed in the November 2023 examinations.	Advanced Plant Production L4 Art and Science of Teaching L3 and L4 Automotive Repair and Maintenance L4 Business Practice L2 Carpentry and Roof Work L2 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Construction Planning L3 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Economic Environment L3

Criteria	Findings	Subjects implicated
		Electronics and Digital Concepts for Robotics L3 Paper 1 and 2 Electrotechnology L4 Engineering Processes L4 English FAL L4 Paper 1 and 2 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Introduction to Technical Programming L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 1 and 2 Marketing Communication L2 and L4 Mathematical Literacy L4 Paper 1 New Venture Creation L4 Office Data Processing L4 Plumbing L4 Process Control L4 Roads L4 Science of Tourism L4 Transport Operations L2 and L4
	The language in the marking guidelines contained grammatical errors in 13 (8%) of the question papers, marking a 6% decrease from the 14% observed in the previous year.	Art and Science of Teaching L3 and L4 Carpentry and Roof Work L2 Construction Planning L3 Construction Supervision L4 Drawing Office Procedures and Techniques L4 Paper 2 English FAL L4 Paper 1 and 2 Food Preparation L2 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 2 Marketing Communication L4 Transport Operations L4
<b>Bias</b>	Bias was evident in four (3%) question papers, reflecting a 1% decrease compared to the November 2023 examinations.	

Criteria	Findings	Subjects implicated
	The bias was observed in the following areas:	
	a. Gender and stereotyping	Early Childhood Development L4 Life Skills and Computer Literacy L2 Paper 1
	b. Gender	Construction Planning L3 Life Skills and Computer Literacy L4 Paper 2
Predictability		
<b>Repetition of questions from previous question papers</b>	Fifteen (9%) question papers included questions that could have been easily anticipated or predicted, reflecting a similar pattern observed in the November 2023 examinations.	Afrikaans FAL L4 Paper 2 Animal Production L4 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 English FAL L3 Paper 1 English FAL L4 Paper 2 Introduction to Robotics L3 Paper 2 Introduction to Technical Programming L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Masonry L3 and L4 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L4 Process Control L3 Roads L4
	Fourteen (9%) of the question papers included a question(s) taken verbatim from a past NC(V) question paper, consistent with the 9% observed in the November 2023 examinations.	Construction Planning L4 Electrical Principles and Practice L2 Electrical Systems and Construction L2 and L4 English FAL L3 Paper 1 and 2 English FAL L4 Paper 2 Hospitality Services L4 Introduction to Technical Programming L3 Paper 2 Marketing L4 Masonry L3 and L4 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L4
<b>Degree of originality</b>	a. Fifteen (9%) question papers lacked an appropriate degree of originality, marking a 1% increase compared to the 8% in the November 2023 examinations.	Agribusiness L4 Business Practice L2 Carpentry and Roof Work L2 Computer Programming L4 Paper 1 and 2 Construction Planning L4 English FAL L4 Paper 2

Criteria	Findings	Subjects implicated
	<ul style="list-style-type: none"> <li>b. Question papers that demonstrate a degree of originality;</li> <li>i. Had new questions/scenarios;</li> <li>ii. Included a variety of question types;</li> <li>iii. Changed the style/pattern from that of previous years' question papers;</li> <li>iv. Made use of different resources other than the prescribed textbook/s; and</li> <li>v. Were up to date with new teaching methods and developments in the subject.</li> </ul>	<p>Introduction to Systems Development L2 Paper 1 and 2</p> <p>Life Skills and Computer Literacy L2 and L3 Paper 1</p> <p>Marketing L4</p> <p>New Venture Creation L4</p> <p>Office Practice L4</p> <p>Roads L4</p>
Overall impression		
<b>Standard of question papers</b>	<p>Overall, 77% of the question papers moderated by Umalusi were deemed to meet an acceptable standard, marking a 10% decline from the 87% observed in the previous examination period.</p> <p>The 37 listed question papers that did not meet the required standard accounted for 23%.</p>	<p>Advanced Plant Production L4</p> <p>Agribusiness L4</p> <p>Animal Production L4</p> <p>Art and Science of Teaching L3</p> <p>Automotive Repair and Maintenance L4</p> <p>Business Practice L2</p> <p>Carpentry and Roof Work L2 and L4</p> <p>Computer Programming L4 Paper 1 and 2</p> <p>Construction Planning L4</p> <p>English FAL L4 Paper 1 and 2</p> <p>Financial Management L2 and L4</p> <p>Food Preparation L2 and L4</p> <p>Hospitality Generics L3 and L4</p> <p>Introduction to Systems Development L2 Paper 1 and 2</p> <p>Introduction to Technical Programming L3 Paper 1 and 2</p> <p>Life Skills and Computer Literacy L2 and L3 Paper 1</p> <p>Life Skills and Computer Literacy L4 Paper 2</p> <p>Marketing L4</p> <p>Masonry L3</p> <p>Mathematical Literacy L4 Paper 1</p> <p>New Venture Creation L4</p> <p>Operations Management L2</p>

Criteria	Findings	Subjects implicated
		Renewable Energy Technologies L3 and L4 Roads L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Twenty-five (16%) question papers did not satisfy the requirements of the current policy/guideline documents. This represents a 3% increase from the 13% recorded in the November 2023 examinations.	Agribusiness L4 Animal Production L4 Art and Science of Teaching L3 and L4 Carpentry and Roof Work L2 and L4 Construction Planning L3 English FAL L3 Paper 1 Financial Management L2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Human and Social Development L4 Introduction to Technical Programming L3 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Operations Management L2 Renewable Energy Technologies L3 and L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4
	The question papers did not adequately assess the outcomes of the curriculum/syllabus in 8% of cases, which is double the percentage observed in the November 2023 examinations.	Agribusiness L4 Art and Science of Teaching L3 Carpentry and Roof Work L2 and L4 Food Preparation L2 Life Skills and Computer Literacy L2 and L3 Paper 1 Management Practice L4 Operations Management L2 Renewable Energy Technologies L3 and L4 Roads L4 Transport Economics L4
	The assessment of skills, knowledge, attitudes, values, and reasoning was not balanced in 25 (16%) question papers, reflecting a 3% increase from the 13% observed in the November 2023 examinations.	English FAL L4 Paper 1 Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Systems Development L2 Paper 1 and 2 Life Skills and Computer Literacy L2 and L3 Paper 1

Criteria	Findings	Subjects implicated
		Mathematical Literacy L4 Paper 1 New Venture Creation L3 and L4 Process Chemistry L4 Renewable Energy Technologies L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4

## 1.4 Areas of Improvement

The external moderators' reports from the first moderation of question papers identified the following areas for improvement:

### a. Technical quality

- i. The standard font was used consistently throughout 99% of the question papers and marking guidelines, showing a 2% improvement compared to the 97% recorded in the November 2023 examinations.

### b. Cognitive skills

- i. Ninety-one percent of the question papers included questions that reflected the latest developments in the subject and teaching methods within the field of knowledge. This represents a 1% improvement over the 90% observed in the November 2023 examinations.

### c. Text selection, types and quality of questions

- i. Ninety-five percent of the question papers featured diverse question types, marking a 2% increase from the 93% observed in the November 2023 examinations.

### d. Marking guidelines

- i. In 88% of the marking guidelines, the mark allocations were accurate, complete, and indicated how method marks would be awarded (where applicable). This represented a 1% increase from the 87% observed in the November 2023 examinations.

### e. Language and bias

- i. Ninety-seven percent of the question papers showed no evidence of bias, reflecting a 1% increase compared to the November 2023 examinations.

## 1.5 Areas of Non-Compliance

While certain aspects of moderation of question papers improved slightly, others remained unchanged or declined. These non-compliance instances negatively affected the quality and standard of the question papers.

### **1.5.1 Question Papers with Gross Non-Compliance**

These included:

- a. Question papers that did not comply with the requirements of the SAG and/or contained substantial conceptual flaws. Question papers, which required resetting, accounted for 2% of the question papers moderated by Umalusi; and
- b. Question papers that were conditionally approved but needed significant revisions to meet an acceptable standard.

### **1.5.2 Additional Areas of Non-Compliance Identified**

#### **a. Technical aspects**

- i. Forty-six percent of question papers and marking guidelines did not comply with one or more of the technical requirements, compared to 37% in the November 2023 examinations;
- ii. The cover pages of 8% of question papers contained incorrect details, compared to 7% in the November 2023 examinations;
- iii. In 9% of question papers/marketing guidelines, up from 8% in the November 2023 examinations, issues were noted with incorrect page numbering, non-sequential alphabetical letters in column B of the matching questions, and improper question numbering;
- iv. In 5% of the question papers, including the answer sheets and marking guidelines, the headers and footers contained one or more errors. This was 1% more than the November 2023 examinations;
- v. In 11% of the question papers/marketing guidelines, the mark allocation was either not clearly indicated or did not correspond between the question paper and the marking guideline, an increase of 5% from the 6% in the November 2023 examinations; and
- vi. In 15% of question papers/marketing guidelines, the quality of visuals was poor and/or not print-ready. This was 3% more than the 12% in the November 2023 examinations.

#### **b. Internal moderation**

- i. In 14% of the question papers, the information in the internal moderator's report did not correspond with the question paper, representing a 10% increase from the 4% observed in the November 2023 examinations;
- ii. In 17% of question papers, the internal moderators' reports were not adequately completed, a 6% increase from the November 2023 examinations;
- iii. Twenty-nine percent of the reports did not meet the required standard, which is 6% higher than the 23% observed in the November 2023 examinations; and
- iv. Twenty-six percent of the assessment grids were of unacceptable quality or standard, representing a 6% increase from the November 2023 examinations.

#### **c. Content coverage and cognitive skills**

- i. In 21% of question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents, a 1% increase from the November 2023 examinations;



- ii. Twenty-four percent of the question papers displayed an inappropriate distribution of marks across cognitive levels, 2% more than in the November 2023 examinations; and
- iii. In 18% of question papers, some questions did not align with the cognitive level instruction, a 6% increase from the 12% in the November 2023 examinations. For instance, if the instruction was to “analyse,” the answer demonstrated analysis.

**d. Quality of questions**

- i. In 14% of question papers, there was no correlation between mark allocation, level of difficulty, and time allocation for some of the questions, a 1% increase from the November 2023 examinations;
- ii. The source materials used in 23% of question papers were inappropriate, representing a 6% increase from the November 2023 examinations;
- iii. In 5% of the question papers, the questions were not relevant to the subject content, a 2% increase from the November 2023 examinations;
- iv. In 28% of question papers, some questions lacked clear instructional keywords/ verbs, which is a 7% increase from the November 2023 examinations;
- v. In 23% of the papers, some questions did not provide sufficient information to elicit an appropriate response, which is an increase of 3% compared to the November 2023 examinations;
- vi. In 17% of question papers, factual errors or misleading information was present, an increase of 3% from the previous examinations; and
- vii. The multiple-choice questions of papers were poorly formulated in 17% of the question papers, compared to 13% in the November 2023 examinations.

**e. Language and bias**

- i. In 11% of question papers, subject terminology or data were not used correctly, representing a 3% increase from the 8% observed in the November 2023 examinations; and
- ii. Grammatical errors were present in 29% of question papers, marking a 5% increase from the 24% observed in the November 2023 examinations.

**f. Predictability**

- i. Nine percent of question papers did not contain an appropriate degree of originality, an increase of 1% compared to the 8% in the November 2023 examinations.

**g. Overall impression**

- i. Overall, 77% of the question papers moderated by Umalusi were deemed to meet an acceptable standard, reflecting a 10% decline from the 87% observed in the previous examination period;
- ii. Additionally, in 8% of cases, the question papers did not adequately assess the outcomes of the curriculum/syllabus, compared to the 4% in the November 2023 examinations; and
- iii. In 16% of question papers, the assessment of skills, knowledge, attitudes, values, and reasoning was not balanced, representing a 3% increase from the 13% observed in the November 2023 examinations.

## 1.6 Directives for Compliance and Improvement

To improve the quality and standard of question papers, the DHET must ensure that:

- a. Examiners and internal moderators are trained to develop question papers and marking guidelines that comply with the SAG requirements and relevant guidelines;
- b. Tighter quality assurance systems are implemented to ensure that question papers and marking guidelines are of high technical quality and meet the appropriate standard;
- c. Internal moderation is conducted thoroughly to enhance the quality and standard of question papers;
- d. The curriculum be reviewed so that the latest developments in the subject can be incorporated into the question paper; and
- e. The reports accompanying the question papers and marking guidelines submitted to Umalusi are comprehensive and correct.

## 1.7 Conclusion

The external moderation of NC(V) question papers for the November 2024 examinations highlighted improvements and challenges in maintaining the quality and standard during question paper moderation. While 77% of the moderated question papers met acceptable standards, this represents a 10% decline from the 87% recorded in the November 2023 examinations. Key areas of non-compliance included technical errors, inconsistencies in internal moderation reports, gaps in content coverage, and issues with cognitive alignment and question quality.

To address these challenges, a focus on comprehensive training for examiners and moderators is essential. Strengthening the alignment between internal and external moderation processes and ensuring adherence to SAG will minimise resubmissions for resetting and enhance the overall standard of question papers. Timely submission of question papers to Umalusi and the availability of backup question papers will positively impact the standard and availability of question papers for emergencies. Additionally, incorporating the latest subject developments and improving technical quality can ensure fairness, reliability, and relevance in assessments.

## CHAPTER 2: MODERATION OF NC(V) INTERNAL CONTINUOUS ASSESSMENTS

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### 2.1 Introduction

Internal continuous assessment (ICASS) is conducted at the teaching and learning site, with the goal of integrating assessment with teaching in real-time. The candidate's ICASS is documented in a Portfolio of Evidence (PoE), which aligns with the requirements set out in the Subject Assessment Guidelines (SAG) for each subject, as well as the ICASS guidelines for the NC(V) qualification.

ICASS is a mandatory component of the final subject promotion mark for all NC(V) students, contributing 25% to the mark for fundamental subjects and 50% for vocational subjects. The ICASS score, therefore, plays a significant role, carrying as much weight as the external assessment component in determining the final grade. Umalusi ensures the quality of these internal assessments through a rigorous moderation process.

Umalusi's quality assurance of internal assessment in 2024 involved three key phases:

- a. Monitoring of ICASS implementation at the site level, focusing on the quality of tasks and ensuring their compliance with the ICASS guidelines at the learning sites;
- b. The moderation of the lecturer's portfolio of assessment (PoA) and the students' PoE from sampled sites; and
- c. The moderation of the PoA and PoE that were internally moderated by the DHET-appointed internal moderators.

Standardised Practical Assessment Tasks (PAT) have been developed by the DHET and implemented at the site level for the L3 and L4 vocational subjects. This initiative was introduced to address the previous shortcomings in the quality of practical tasks and the failure of colleges to effectively implement them. However, assessment tasks for L2 vocational subjects, as well as the fundamental subjects (including Languages, Mathematical Literacy, Mathematics, and the two components of Life Skills and Computer Literacy), are still developed at the site level, college level, or provincial level.

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

- a. Verify that the lecturer PoA and the students' PoE comply with the ICASS guidelines, ensuring that sufficient and varied assessment tasks were administered and that the quality assurance of the internal assessment component of the NC(V) has been effectively managed;
- b. Evaluate the appropriateness and standard of the assessment tasks for vocational subjects without standardised tasks, as well as for the fundamental subjects;

- c. Assess whether ICASS enabled assessment to occur during the learning process and, importantly, whether it was integrated with teaching;
- d. Determine the extent to which the standardised PAT for L3 and L4 have been successfully implemented; and
- e. Ensure consistency in assessment across different sites of delivery and verify that standards have been maintained.

## 2.2 Scope and Approach

The moderation and monitoring of NC(V) ICASS were conducted through three different approaches: on-site moderation, centralised moderation, and moderation of the moderator. These approaches are discussed below:

### 2.2.1 Moderation of NC(V) ICASS on-site

Primarily, L4 subjects were moderated. Seven L3 subjects were also moderated, including Animal Production, Electronic Control and Digital Electronics, Fitting and Turning, Governance, Life Skills and Computer Literacy Paper 1, Physical Science, and Soil Science.

A total of 31 vocational subjects were sampled for moderation, an increase from the 25 sampled in June 2023. The moderation process involved 22 colleges and 27 sites, compared to the 25 sites in June 2023. The distribution of colleges and sites across provinces is as follows: five colleges and six sites in KwaZulu-Natal (KZN), one college and one site in the Eastern Cape (EC), two colleges and two sites in Mpumalanga (MP), five colleges and five sites in Gauteng (GP), one college and three sites in North West (NW), five colleges and six sites in the Western Cape (WC), two colleges and three sites in Limpopo (LP), and one college and one site in the Free State (FS).

The sampled subjects and sites for the on-site NC(V) ICASS moderation conducted in October 2024 are outlined in Table 2A. This table provides detailed information on the subjects and sites selected for moderation in October 2024.

**Table 2A: Subjects and sites included in the sample of the on-site NC(V) ICASS moderation**

No.	Subject and Level	Province	TVET College	Campus
1.	Advertising and Promotions L4	GP	Central Johannesburg	Langlaagte
2.	Animal Production L3/L4	LP	Waterberg	IT and Computer Science Centre
3.	Applied Accounting L4	MP	Gert Sibande	Ermelo
4.	Art and Science of Teaching L4	KZN	Coastal KZN	Swinton
5.	Construction Planning L4	EC	Buffalo City	John Knox Bokwe
6.	Construction Supervision L4	NW	Taletso	Mmabatho

No.	Subject and Level	Province	TVET College	Campus
7.	Electrical Principles and Practice L4	NW	Taletso	Mmabatho
8.	Electrical Systems and Construction L4	LP	Sekhukhune	CS Barlow
9.	Electronic Control and Digital Electronics L3	WC	West Coast	Vredenburg
10.	Engineering Processes L4	NW	Taletso	Mmabatho
11.	English FAL L4	FS	Goldfields	Tosa
12.	Farm Planning and Mechanisation L4	NW	Taletso	Lichtenburg
13.	Financial Management L4	KZN	Mnambithi	Ezakheni A
14.	Fitting and Turning L3	KZN	Elangeni	Ntuzuma
15.	Fitting and Turning L4	KZN	Coastal KZN	Swinton
16.	Food Preparation L4	MP	Nkangala	Witbank
17.	Freight Logistics L4	GP	South West Gauteng	George Tabor
18.	Governance L3/L4	LP	Waterberg	Mahwelereng
19.	Hospitality Generics L4	WC	False Bay	Muizenberg
20.	Human and Social Development L4	WC	College of Cape Town	Crawford
21.	Life Skills and Computer Literacy L3 Paper 1	WC	South Cape	George
22.	Management Practice L4	GP	Ekurhuleni West	Alberton
23.	Marketing Communication L4	GP	Tshwane South	Odi
24.	Mathematics L4	MP	Nkangala	Witbank
25.	Physical Science L3	KZN	uMgungundlovu	Richmond
26.	Plumbing L4	KZN	uMgungundlovu	Edendale
27.	Process Technology L4	GP	Ekurhuleni East	KwaThema
28.	Soil Science L3	GP	South West Gauteng	George Tabor
29.	Sustainable Tourism in SA and International Travel L4	WC	Northlink	Protea
30.	The South African Health Care System L4	WC	Northlink	Parow
31.	Transport Economics L4	KZN	Esayidi	Port Shepstone
32.	Welding L4	MP	Nkangala	Witbank

The instrument used to moderate the ICASS vocational subjects comprises seven sections, each aligned with specific criteria. In total, there are 14 criteria, along with a detailed report on the implementation of PAT and ISAT for L3 and L4 vocational subjects only:

- a. Part A: General – administrative information
- b. Part B: Resources and Policies
  - i. Criterion 1: Physical Resources
  - ii. Criterion 2: Human Resources
  - iii. Criterion 3: Other Resources (textbooks, teaching materials, consumables, and financial resources)
  - iv. Criterion 4: Internal Assessment Policies and Systems
- c. Part C1: Portfolio of Assessment
  - i. Criterion 5: Adherence To Assessment Guidelines/Policies
- d. Part C2: Moderation of Tasks – Portfolio of Assessment
  - i. Criterion 6: Content Coverage
  - ii. Criterion 7: Cognitive Demand of the Set Tasks and Difficulty Levels
  - iii. Criterion 8: Internal Moderation
  - iv. Criterion 9: Technical Aspects
  - v. Criterion 10: Marking Tools
- e. Part D1: Portfolio of Evidence
  - i. Criterion 11: Adherence to Assessment Guidelines/Policies
- f. Part D2: Moderation of Learner Evidence
  - i. Criterion 12: Learner Performance
  - ii. Criterion 13: Quality of Marking
  - iii. Criterion 14: Internal Moderation
- g. Part E: Implementation of PAT and ISAT

## 2.2.2 Centralised Moderation of NC(V) ICASS

External moderators from Umalusi were tasked with moderating portfolios at a centralised venue in five of the nine provinces, namely, EC, GP, KZN, LP, and WC, from 25-28 October 2024. Their primary responsibility was to assess the portfolios of L4, L3, and L2 students, as well as lecturers' portfolios from a sample of NC(V) subjects and sites. After the moderation process, the external moderators compiled detailed reports based on their observations and findings.

Primarily, L4 subjects were moderated. Four subjects at L3 were also moderated, including Construction Planning L3, English FAL L3, Mathematical Literacy L3, and Mathematics L3. Furthermore, three subjects were moderated at L2, including Life Skills and Computer Literacy L2, Mathematics L2, and Physical Science L2.

A total of 37 vocational subjects (with Mathematics counted as separate subjects) were sampled for moderation, a decrease compared to the 59 subjects sampled in November 2023. The moderation process involved 100 sites, compared to 164 sites in November 2023, and covered the following distribution: seven colleges and 22 sites in KZN, eight colleges and 20 sites in the EC, 13 colleges and 30 sites in GP, six colleges and 18 sites in the WC, six colleges and nine sites in LP, and one correctional service centre in the EC.

Table 2B outlines the provinces requested to submit their portfolios for moderation in the 37 subjects during the October 2024 NC(V) ICASS moderation. It also includes information on the levels from which the portfolios were included and specifies the colleges, campuses, or sites involved in the process.

Table 2B provides a clear overview of the sampled subjects, sites, and provinces as part of the centralised moderation process for NC(V) ICASS during October 2024.

**Table 2B: Sites and subjects included in the centralised moderation of NC(V) L2 - L4 ICASS**

No.	Subject and Level	Province	College	Campus
1.	Advanced Plant Production L4	EC	King Hintsa	Teko
			King Sabata Dalindyebo	Ngcobo
2.	Afrikaans FAL L3/L4	WC	Boland	Paarl
				Worcester
3.	Applied Engineering Technology L4	EC	Ikhala	Ezibeleni
			King Sabata Dalindyebo	Libode
			Ingwe	Ngqungqushu
			Eastcape Midlands	Charles Goodyear
4.	Business Practice L4	WC	Boland	Strand
			False Bay	Khayelitsha
			West Coast	Malmesbury
				Citrusdal
5.	Client Services and Human Relations L4	KZN	Coastal KZN	Ubuhle Bogu
			Elangeni	KwaMashu
			Thekwini	Centec
			Umfolozu	Eshowe
6.	Concrete Structures L4	GP	Sedibeng	Sebokeng
			Tshwane North	Mamelodi
			Tshwane South	Atteridgeville
7.	Construction Planning L3	EC	Ikhala	Ezibeleni
			Ingwe	Ngqungqushu
			King Sabata Dalindyebo	Mthatha
			Lovedale	Zwelitsha
8.	Consumer Behaviour L4	GP	Ekurhuleni West	Alberton
			South West Gauteng	Technisa
			Tshwane North	Pretoria
9.	Criminology L4	GP	South West Gauteng	George Tabor
			Tshwane North	Temba
10.	Data Communication and Networking L4	WC	Boland	Stellenbosch
			College of Cape Town	Crawford
			False Bay	Khayelitsha
11.	Early Childhood Development L4	GP	Ekurhuleni West	Germiston
			South West Gauteng	Roodepoort
		LP	Waterberg	Thabazimbi

No.	Subject and Level	Province	College	Campus
12.	Electrical Systems and Construction L4	LP	Letaba	Giyani
			Mopani	Sir Val Duncan
			Sekhukhune	CN Phatudi
			Waterberg	Thabazimbi
13.	English FAL L3	KZN	Coastal KZN	As-Salaam
			Elangeni	Pinetown
			Esayidi	Umzimkhulu
			Umfolozi	Sundumbili
14.	Governance L4	WC	Boland	Caledon
			False Bay	Westlake
			Northlink	Parow
		EC	Eastcape Midlands	Graaff-Reinet
15.	Hospitality Services L4	WC	College of Cape Town	City Campus
			False Bay	Muizenberg
			Northlink	Protea
			West Coast	Malmesbury
16.	Learning Psychology L4	KZN	Coastal KZN	Swinton
			Esayidi	Clydesdale
			Mnambithi	Ladysmith
			uMgungundlovu	Plessislaer
17.	Life Skills and Computer Literacy L2	EC	Fort Glamorgan Prison	East London
			Ingwe	Ngqungqushe
			King Sabata Dalindyebo	Ntabozuko
			Port Elizabeth	Russell Road
18.	Marketing L4	GP	Central Johannesburg	Langlaagte
			Ekurhuleni West	Alberton
			Tshwane South	Odi
			Westcol	Randfontein
19.	Materials L4	GP	Central Johannesburg	Ellispark
			Sedibeng	Sebokeng
			Tshwane North	Soshanguve North
			Tshwane South	Atteridgeville
20.	Mathematical Literacy L3	WC	Boland	Caledon
			Northlink	Protea
			South Cape	Mossel Bay
			West Coast	Malmesbury



No.	Subject and Level	Province	College	Campus
21.	Mathematical Literacy L4	GP	Ekurhuleni East	Benoni
			Grantley College	Johannesburg
			South West Gauteng	Dobsonville
			Tshwane North	Temba
22.	Mathematics L2/L3	GP	PROearth (Pty) Ltd	Pretoria
			Sedibeng	Heidelberg
			The Maharishi Invincibility Institute	Johannesburg
			Westcol	Krugersdorp
23.	Mechanical Draughting and Technology L4	GP	Central Johannesburg	Johannesburg
24.	Multimedia Service L4	GP	Ekurhuleni East	Springs
			Curro	Midrand
			Rhodes Technical College	Lenasia
			South West Gauteng	George Tabor
25.	New Venture Creation L4	GP	Ekurhuleni West	Lazarus Nhlapho
			South West Gauteng	Dobsonville
			Tshwane North	Pretoria
			Westcol	Carletonville
26.	Office Data Processing L4	KZN	Coastal KZN	Appelsbosch
			Esayidi	Kokstad
			Mnambithi	Estcourt
			Umfolozi	Mandeni
27.	Office Practice L4	EC	Ikhala	Sterkspruit
			King Hintsa	Willowvale
			King Sabata Dalindyebo	Mngazi
			Port Elizabeth	Dower
28.	Physical Science L2	LP	Capricorn	Seshego
			Vhembe	Makwarela
			Waterberg	IT Centre
29.	Professional Engineering Practice L4	WC	Boland	Worcester
			College of Cape Town	Athlone
			Northlink	Wingfield
			West Coast	Vredendal
30.	Project Management L4	LP	Capricorn	Senwabarwana
			Letaba	Giyani
			Mopani	Phalaborwa
			Sekhukhune	CN Phatudi

No.	Subject and Level	Province	College	Campus
31.	Pulp and Papermaking Technology L4	GP	Ekurhuleni East	KwaThema
		KZN	Umfolozi	Mandeni
			uMgungundlovu	Richmond
32.	Refrigeration and Air Conditioning Processes L4	LP	Capricorn	Seshego
33.	Science of Tourism L4	EC	Buffalo City	East London
			Eastcape Midlands	Uitenhage
			King Hintsa	Centane
			King Sabata Dalindyebo	Mapuzi
34.	Stored Programme Systems L4	EC	Buffalo City	East London
			Port Elizabeth	Iqhayiya
			uMgungundlovu	Msinga
35.	Systems Analysis and Design L4	GP	Central Johannesburg	Troyeville
			Curro	Roodeplaat
			Rhodes Technical College	Lenasia
			Tshwane North	Mamelodi
36.	Transport Operations L4	KZN	Esayidi	Port Shepstone
			Thekwini	Umbilo
			Umfolozi	Esikhawini
			uMgungundlovu	Midlands

The instrument used for moderating the vocational and fundamental subjects during the NC(V) ICASS process consisted of three parts, each corresponding to a set of related criteria. In total, there are seven key criteria, which also include a specific report focused on the implementation of PAT and ISAT for L3 and L4 vocational subjects only:

- a. Part A1: General
  - i. Criterion 1: Monitoring/Audit per Annum
- b. Part A2: Quality of Specified Task
  - i. Criterion 2: Content Coverage
  - ii. Criterion 3: Cognitive Demand of the Set Task and Difficulty Levels
  - iii. Criterion 4: Internal Moderation
  - iv. Criterion 5: Technical Aspects
  - v. Criterion 6: Marking Tools
- c. Part B1: Portfolio of Evidence
  - i. Criterion 7: Adherence To Assessment Guidelines/Policies
- d. Part B2: Portfolio of Evidence
- e. Part C: Implementation of PAT (L3 and L4 only and no fundamentals)

### 2.2.3 Moderation of the NC(V) ICASS Moderator

The DHET conducts internal moderation of ICASS PoA and PoE in October each year. Evidence from sampled subjects and sites is submitted to a central venue in the relevant province, where appointed subject experts (internal moderators) verify compliance with standardised ICASS guidelines. Umalusi deployed 15 external moderators to assess the PoA and PoE of selected subjects for NC(V) L2, L3, and L4. In addition to providing feedback on compliance with ICASS guidelines, the external moderators were also tasked with evaluating the quality of internal moderation conducted by DHET-appointed internal moderators.

Three subjects at L2, seven at L3, and five at L4 were moderated. The moderation took place across various campuses: five subjects were moderated at Motheo TVET College, Hillside View Campus; one subject was moderated at Vuselela TVET College, Potchefstroom Campus; five subjects were moderated at Tshwane South TVET College, Pretoria West Campus; one subject was moderated at Northlink TVET College, Tygerberg Campus; and three subjects were moderated at Northern Cape Rural TVET College, Upington Campus.

The sampled subjects, levels, sites, and provinces for the moderation of the NC(V) ICASS are indicated in Table 2C. This table provides detailed information on the sampled subjects, levels, and sites related to the moderation conducted by the DHET-appointed internal moderator for the NC(V) ICASS.

**Table 2C: Subjects and sites included in the sample of the moderation of the NC(V) ICASS DHET appointed internal moderator**

No.	Subject and Level	Province	TVET College	Campus
1.	Automotive Repair and Maintenance L4	GP	Ekurhuleni West	Lazarus Nhlapho
2.	Business Practice L3	WC	Northlink	Tygerberg
3.	Computer Programming L4	GP	South West Gauteng	George Tabor
4.	Electrical Workmanship L4	GP	South West Gauteng	Roodepoort
5.	Electronics L2	GP	Tshwane South	Pretoria West
6.	Governance L3	NC	Northern Cape Rural	Upington
7.	Material Technology L3	FS	Goldfields	Tosa
8.	New Venture Creation L2	NC	Northern Cape Rural	Namaqualand
9.	Operations Management L4	NW	Vuselela	Potchefstroom
10.	Plant Production L3	FS	Maluti	Sefikeng
11.	Plumbing L3	FS	Goldfields	Tosa
12.	Project Management L3	FS	Flavius Mareka	Kroonstad
13.	Renewable Energy Technologies L2	NC	Northern Cape Rural	Kathu
14.	Tourism Operations L4	GP	South West Gauteng	Technisa
15.	Transport Economics L3	FS	Goldfields	Welkom

The instrument used for the moderation of the NC(V) ICASS by the DHET-appointed internal moderator consisted of five parts, each containing its related criteria. In total, there are ten criteria, which also include a report on the implementation of PAT for L3 and L4 vocational subjects only:

- a. Part A: Portfolio of Assessment
  - i. Criterion 1: Adherence to Assessment Guidelines/Policies
- b. Part B: Moderation of Tasks – Portfolio of Assessment
  - i. Criterion 2: Content Coverage
  - ii. Criterion 3: Cognitive Demands of the Set Tasks and Difficulty Levels
  - iii. Criterion 4: Internal Moderation
  - iv. Criterion 5: Technical Aspects
  - v. Criterion 6: Marking Tools
- c. Part C: Portfolio of Evidence
  - i. Criterion 7: Adherence to Assessment Guidelines/Policies
- d. Part D: Moderation of Learner Evidence
  - i. Criterion 8: Learner Performance
  - ii. Criterion 9: Quality of Marking
  - iii. Criterion 10: Internal Moderation

## **2.3 Summary of Findings**

This section summarises the findings and observations of Umalusi, as reflected in the external moderator reports.

### **2.3.1 Moderation of NC(V) ICASS on-site**

The rationale for on-site moderation of the NC(V) ICASS is to ensure that campuses have the necessary resources and infrastructure to effectively conduct practical assessments. This process also verifies that the implementation and management of ICASS align with acceptable standards, ensuring fairness and quality in assessment tasks.

On-site moderation allows moderators to directly observe and assess various aspects of ICASS in practice. It provides an opportunity to identify areas where successful methods and strategies are being implemented, highlighting good practices. Furthermore, it helps identify areas that require improvement, facilitating the development of targeted solutions.

Table 2D summarises the findings related to the sampled subjects and sites for the on-site NC(V) ICASS moderation conducted in October 2024.

**Table 2D: Summary of findings for the on-site NC(V) ICASS moderation conducted in October 2024**

Quality Indicators	Findings	Subject	Campus
<b>Physical Resources</b>			
a. Availability of facilities and equipment necessary for assessment tasks; b. Compliance with Health and Safety regulations; and	Eight (24%) of the sampled on-site ICASS subjects and sites exhibited one or more of the following issues: a. The workshop/simulator/laboratory: i. Did not comply with Occupational Health and Safety standards; ii. Lacked proper tidiness, lighting, ventilation, and appropriate warning and safety signage; b. Emergency procedures and equipment were not in place; c. Electrical compliance was not adhered to; d. Personal Protective Equipment (PPE) was not worn as required, especially in workshops; e. Facilities were insufficient for the number of enrolled candidates; and f. Internet access was restricted.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Farm Planning and Mechanisation L4	Lichtenburg
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Physical Science L3	Richmond
		Soil Science L3	George Tabor
c. Maintenance plan for equipment upkeep.	At eight (24%) of the sampled sites, a college plan for equipment maintenance (including updates, upgrades, and replacements) was not available. In cases where plans were available, their implementation was not always verifiable.	Advertising and Promotions L4	Langlaagte
		Applied Accounting L4	Ermelo
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Systems and Construction L4	CS Barlow

Quality Indicators	Findings	Subject	Campus
		Engineering Processes L4	Mmabatho
		Freight Logistics L4	George Tabor
		Transport Economics L4	Port Shepstone
Human Resources			
a. Qualifications and experience of staff to teach and assess the subject; b. Training needs; c. Training plan; and d. Training manual.	As per departmental mandate, all colleges must maintain an Integrated Quality Management System (IQMS), which informs the Human Resources and Quality Management departments about staff training needs and planning requirements. These plans are typically kept at the central office, with copies made available to the campuses.  However, for eight (24%) of the sampled ICASS subjects and sites, there was no evidence of staff training or development plans on-site. Even at sites where plans were available, their implementation was not always verifiable.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		English FAL L4	Tosa
		Fitting and Turning L4	Swinton
		Governance L3	Mahwelereng
		Governance L4	
		Mathematics L4	Witbank
	Training manuals were not available for 13 (39%) of the sampled on-site ICASS subjects and sites. These manuals were essential for ensuring the effective training of all educators to improve teaching, learning, and assessment (including moderation) for the specific programme.		
		Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		English FAL L4	Tosa
		Fitting and Turning L4	Swinton
		Food Preparation L4	Witbank
	Freight Logistics L4	George Tabor	

Quality Indicators	Findings	Subject	Campus
		Governance L3	Mahwelereng
		Governance L4	
		Process Technology L4	KwaThema
		Soil Science L3	George Tabor
		Transport Economics L4	Port Shepstone
	For 20 (61%) of the sampled on-site ICASS subjects and sites, educators expressed the need for further training in subject content, the assessment of practical work, and the integration of assessment within the programme.	Advertising and Promotions L4	Langlaagte
		Animal Production L3/L4	Waterberg TVET-IT Centre
		Applied Accounting L4	Ermelo
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Engineering Processes L4	Mmabatho
		English FAL L4	Tosa
		Financial Management L4	Ezakheni A
		Fitting and Turning L4	Swinton
		Governance L3	Mahwelereng
		Governance L4	
		Hospitality Generics L4	Muizenberg
		Life Skills and Computer Literacy L3	George
		Management Practice L4	Alberton
		Marketing Communication L4	Odi
		Mathematics L4	Witbank
		Physical Science L3	Richmond
		Process Technology L4	KwaThema
		Sustainable Tourism in SA and International Travel L4	Protea
		The South African Health Care System L4	Parow

Quality Indicators	Findings	Subject	Campus
Other Resources			
a. Textbooks; b. Teaching materials; c. Consumables; and d. Financial resources.	For four (12%) of the sampled ICASS subjects and sites, the textbooks/teaching materials were not available at the beginning of the academic year when classes commenced, and they were not sufficient for the number of candidates enrolled.	Governance L4	Mahwelereng
		Governance L3	
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
	For six (18%) of the sampled ICASS subjects and sites, additional teaching materials, such as DVDs, that could enhance the teaching and learning of the subject were not available on site.	Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Mathematics L4	Witbank
		Soil Science L3	George Tabor
	For five (15%) of the sampled ICASS subjects and sites, there was no evidence of a budget for practical work consumables, nor any evidence of effective procurement for these consumables.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles Practice L4	Mmabatho
		Engineering Processes L4	
		Governance L4	Mahwelereng
Internal Assessment Policies and Systems			
a. College assessment policy; b. Plan for monitoring of ICASS; c. Development of internal assessments and personnel responsible; d. Quality assurance of assessment tasks; e. Additional supporting tasks; and	Fourteen (42%) of the sampled subjects and sites had an assessment policy, but it did not include one or more of the following aspects: a. Monitoring and moderation of assessment at different levels (campus, college); b. Absenteeism; c. Late or non-submission of tasks;	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		Fitting and Turning L3	Ntuzuma
		Fitting and Turning L4	Swinton
		Food Preparation L4	Witbank
		Governance L3	Mahwelereng
		Governance L4	



Quality Indicators	Findings	Subject	Campus
f. Record of ICASS irregularities.	d. Conditions for reassessment (with a valid reason); and e. Irregularities.	Human and Social Development L4	Crawford
		Management Practice L4	Alberton
		Mathematics L4	Witbank
		Process Technology L4	KwaThema
		Soil Science L3	George Tabor
	For seven (21%) of the sampled ICASS subjects and sites, there was no evidence of a structured plan for monitoring, including planning, implementation, and reporting by the academic head/campus manager to the DHET and academic board.	Applied Accounting L4	Ermelo
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	CS Barlow
		Farm Planning and Mechanisation L4	Lichtenburg
		Governance L3	Mahwelereng
		Governance L4	
		Soil Science L3	George Tabor
	An assessment plan was not available at one site.	Art and Science of Teaching L4	Swinton
	The assessment plan at four (12%) sites was incomplete and omitted critical aspects.	Advertising and Promotions L4	Langlaagte
		Financial Management L4	Ezakheni A
		Fitting and Turning L4	Swinton
		Soil Science L3	George Tabor
	For 13 (39%) of the sampled ICASS subjects and sites, no irregularities register was available, indicating a lack of proper documentation for tracking irregularities at these sites.	Advertising and Promotions L4	Langlaagte
		Animal Production L3/L4	Waterberg TVET IT Centre
		Applied Accounting L4	Ermelo
		Construction Supervision L4	Mafikeng
		Electrical Systems and Construction L4	CS Barlow
		English FAL L4	Tosa
		Financial Management L4	Ezakheni A
		Fitting and Turning L3	Ntuzuma
		Freight Logistics L4	George Tabor
		Governance L3	Mahwelereng

Quality Indicators	Findings	Subject	Campus
		Governance L4	
		Soil Science L3	George Tabor
		Transport Economics L4	Port Shepstone
PoA Adherence To Assessment Guidelines/Policies			
The PoA should contain the following relevant documents: a. Table of Content; b. Lecturer's biographical information; c. Year planner; d. Latest version of the SAG; e. Assessment schedule; f. ICASS tasks and related documents; g. Evidence of pre-and post-moderation; h. Capturing of ICASS marks; i. Review of tasks; and j. Repeaters' work/ tasks.	Sixteen (48%) of the sampled PoA subjects and sites were incomplete or lacked one or more of the required documents, indicating that some of the plans did not meet the expected standards.	Advertising and Promotions L4	Langlaagte
		Applied Accounting L4	Ermelo
	The most common areas of neglect in the PoA included pre- and post-moderation of assessment tasks and tools, task reviews, evidence of assessments for repeating students, and reassessment of tasks where valid reasons were provided.	Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Engineering Processes L4	
		Farm Planning and Mechanisation L4	Lichtenburg
		Financial Management L4	Ezakheni A
		Fitting and Turning L3	Ntuzuma
		Fitting and Turning L4	Swinton
		Freight Logistics L4	George Tabor
		Human and Social Development L4	Crawford
		Management Practice L4	Alberton
		Soil Science L3	George Tabor
		Transport Economics L4	Port Shepstone
The lecturer's subject file should contain the following relevant documents: a. Table of Content; b. Lesson plans and teaching resources; c. Evidence of review and reflection on lesson plans;	The four listed subjects and sites (12%) did not include some or all of the required lesson plans or teaching resources in their subject files.	Electrical Principles and Practice L4	Mmabatho
		Engineering Processes L4	
		Financial Management L4	Ezakheni A
		Transport Economics L4	Port Shepstone

Quality Indicators	Findings	Subject	Campus
d. Previous question papers, revision exercises, additional exercises, homework activities, worksheets, and tutorials; e. Minutes of subject meetings; f. Evidence that the SAG is used; g. Evidence that the DHET ICASS guidelines are implemented; and h. Evidence of the use of an assessment framework/grid for setting theoretical tasks.	In the files of 12 (36%) of the sampled subjects and sites, no additional supporting tasks (as per college academic policy), past papers, revision exercises, or other useful resources were found.	Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Engineering Processes L4	
		Financial Management L4	Ezakheni A
		Fitting and Turning L4	Swinton
		Governance L3	Mahwelereng
		Governance L4	
		Mathematics L4	Witbank
		Soil Science L3	George Tabor
		Transport Economics L4	Port Shepstone
	The 14 (42%) listed subjects and sites showed no evidence of review or reflection on lesson plans, and there were no notes for future improvements, making them non-compliant.	Advertising and Promotions L4	Langlaagte
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Farm Planning and Mechanisation L4 Engineering Processes L4	Lichtenburg
		Financial Management L4	Ezakheni A
		Fitting and Turning L4	Swinton
		Governance L3	Mahwelereng
		Governance L4	
		Life Skills and Computer Literacy L3	George
		Mathematics L4	Witbank
		Soil Science L3	George Tabor

Quality Indicators	Findings	Subject	Campus
	Eight (24%) of the subject files contained little to no evidence that the SAG was used, the DHET ICASS guidelines were followed, or that the assessment framework/grid for setting theoretical tasks was applied.	Transport Economics L4	Port Shepstone
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Financial Management L4	Ezakheni A
		Fitting and Turning L4	Swinton
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Soil Science L3	George Tabor
	There was no evidence of subject meetings in 12 (36%) of the sampled PoA, as the minutes of these meetings were not available in the file, and it remains unclear whether any meetings took place.	Advertising and Promotions L4	Langlaagte
		Animal Production L3/L4	Waterberg TVET-IT Centre
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Engineering Processes L4	
		Farm Planning and Mechanisation L4	Lichtenburg
		Financial Management L4	Ezakheni A
		Freight Logistics L4	George Tabor
		Hospitality Generics L4	Muizenberg
		Physical Science L3	Richmond
		Transport Economics L4	Port Shepstone
Tasks for ICASS are set internally for L2, L3, and L4 and are quality assured by lecturers and college management.			
PAT 1 and PAT 2 for L3 and L4 are set by the DHET and externally moderated by Umalusi.			
Criteria 6 to 10 focus on evaluating the quality and standard of assessments set at the college or campus.			

Quality Indicators	Findings	Subject	Campus
It is important to note that internal assessments were not available in the PoA for Engineering Processes L4 (Mmabatho), meaning the standard and quality of those assessments could not be evaluated. This accounts for 3% of the sampled PoA and, as such, is not included in the percentages provided below.			
PoA Content Coverage			
a. The relevance of the task to the outcomes being assessed; b. The extent of content covered by the task; and c. The balance and distribution of the subject and learning outcomes.	In six (18%) of the sampled ICASS subjects and sites, the internally set assessments did not effectively cover the content. Issues identified included the appropriateness of the task, the extent, and the balance and distribution of the subject and learning outcomes.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Soil Science L3	George Tabor
		Sustainable Tourism in SA and International Travel L4	Protea
PoA Cognitive Demand of the Set Tasks and Difficulty Levels			
The task: i. Is pitched at the appropriate cognitive level; ii. Contains various levels of difficulty; iii. Assesses a variety of knowledge and skills; iv. Includes the application of skills/applied competencies; v. Allows for creative responses; and vi. Is representative of the latest developments in the teaching, learning, and assessment of the subject.	The cognitive distribution, difficulty levels, and testing of a broad range of knowledge and skills in the internal assessments were found to be inappropriate in seven (21%) of the sampled ICASS subjects and sites.	Advertising and Promotions L4	Langlaagte
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Food Preparation L4	Witbank
		Governance L4	Mahwelereng
		Soil Science L3	George Tabor
		Sustainable Tourism in SA and International Travel L4	Protea

Quality Indicators	Findings	Subject	Campus
<b>PoA Internal Moderation</b>			
a. Evidence of moderation for internal assessment tasks; b. Quality and standard of the moderation checklist; c. Moderator's feedback to the task compiler; d. Implementation of the moderator's recommendations by the task compiler; e. Moderation of the candidates' assessment tasks; and f. Feedback from the moderator to the assessor/marker.	In 16 (48%) of the sampled ICASS, evidence showed that the internal assessment tasks had been moderated by college/campus staff or management.	Advertising and Promotions L4	Langlaagte
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		English FAL L4	Tosa
		Farm Planning and Mechanisation L4	Lichtenburg
		Financial Management L4	Ezakheni A
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Human and Social Development L4	Crawford
		Life Skills and Computer Literacy L3	George
		Mathematics L4	Witbank
		Process Technology L4	KwaThema
		Soil Science L3	George Tabor
	For one (3%) of the sampled ICASS subjects and sites, no evidence of moderation of internal assessments was found.	Fitting and Turning L4	Swinton
<b>PoA Technical Aspects</b>			
a. Layout and neatness of assessment task; b. Instructions to candidates; c. Language and terminology used; d. Mark allocation in tasks;	Thirteen (39%) of the subjects and sites did not meet one or more of the technical requirements. The following technical aspects were considered:	Advertising and Promotions L4	Langlaagte

Quality Indicators	Findings	Subject	Campus
e. Correspondence of mark allocation on assessment task and marking tool; f. Numbering on the assessment task; and g. Time allocation for the execution of the task.	a. The task was neatly typed and contained all relevant information, such as the subject name, content covered (topics and SOs), number of tasks, date, and the correct time allocation indicated; b. The instructions to candidates were clear and unambiguous; c. The language and terminology used were appropriate and relevant; d. The mark allocation was clearly indicated; e. The mark allocation on the assessment task matched that on the marking tool; f. The quality of illustrations, graphs, or tables, and the printing were clear, relevant, and user-friendly; g. The numbering on the assessment task was correct; and h. The time allocation was realistic and sufficient for the execution of the task.  Additionally, there were no internal assessments in the PoA for Engineering Processes L4 at Mmabatho Campus (3%).	Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		English FAL L4	Tosa
		Farm Planning and Mechanisation L4	Lichtenburg
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Hospitality Generics L4	Muizenberg
		Soil Science L3	George Tabor

Quality Indicators	Findings	Subject	Campus
PoA Marking Tools			
a. Relevance and appropriateness of the task; b. Layout and presentation; c. Allowance for alternative responses; d. Mark allocation and mark distribution; e. Effectiveness of the marking tool; and f. Compatibility between mark allocation, level of difficulty, and time allocation.	Apart from Engineering Processes L4, where no tasks were filed in the PoA, the internal assessment marking tools in nine (27%) of the sampled PoA did not meet the required standard and quality. These issues included:  a. The tools were not relevant or appropriate for scoring the task; b. The tools were not neatly typed and did not allow for alternative responses; c. Mark allocations and distribution within the questions were unclear, hindering easy marking; and d. Additionally, the mark allocations were not aligned with the level of difficulty and time allocated for completing the task.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		English FAL L4	Tosa
		Financial Management L4	Ezakheni A
		Freight Logistics L4	George Tabor
		Hospitality Generics L4	Muizenberg
		Mathematics L4	Witbank
		Soil Science L3	George Tabor
		Sustainable Tourism in SA and International Travel L4	Protea
PoE Adherence to Assessment Guidelines/Policies			
The PoE/file/envelope should contain the following relevant documents: a. Table of contents; b. Student information (including identity document [ID]); c. Declaration of Authenticity form; d. Subject assessment schedule; e. Marked ICASS task responses; f. Evidence of moderation; and	Eighteen (55%) of the sampled ICASS PoE were non-compliant, missing one or more of the required documents or evidence. The most frequently absent evidence in the sample included: i. Student information; ii. Declaration of Authenticity; and iii. Evidence of moderation of candidate's tasks.	Advertising and Promotions L4	Langlaagte
		Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		Engineering Processes L4	Mmabatho
		English FAL L4	Tosa



Quality Indicators	Findings	Subject	Campus
g. A record of scores/ results.		Farm Planning and Mechanisation L4	Lichtenburg
		Financial Management L4	Ezakheni A
		Fitting and Turning L3	Ntuzuma
		Fitting and Turning L4	Swinton
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Process Technology L4	KwaThema
		Soil Science L3	George Tabor
		The South African Health Care System L4	Parow
PoE Learner Performance			
<p>This criterion focussed on the student's ability to interpret questions correctly and answer most or all of the questions.</p> <p>Three PoEs were selected from each site for moderation, representing a range of good, average, and poor performance.</p> <p>Two tasks per portfolio were moderated: Task 1 (PAT or assignment) and Task 2 (Test 1).</p>	<p>Most students were able to interpret the questions correctly and answered all or most of the questions.</p> <p>However, when evaluating learner performance with a small sample—specifically, two assessments for each of the three candidates—several challenges make it difficult to draw accurate or meaningful conclusions.</p> <p>It has also been noted that mitigating factors, such as poor attendance and protest actions at some campuses, have contributed to the learners' subpar performance.</p>		

Quality Indicators	Findings	Subject	Campus
PoE Quality of Marking			
a. Consistency of marking; b. Validity of marks relative to the candidate's performance; c. Accuracy in totalling and transferring marks; d. Overall quality and standard of marking; and e. Availability of qualitative feedback to candidates regarding their performance.	In 16 (48%) of the PoE subjects and sites, the marking of assessments did not meet the expected standards in one or more of the following ways: a. Marking was inconsistent with the marking guideline; b. Marks did not accurately reflect the candidate's performance; c. d. Totalling and transferring of marks to the mark sheet were incorrect in some instances; and e. Feedback provided to candidates regarding their performance was minimal or absent.	Advertising and Promotions L4	Langlaagte
		Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		English FAL L4	Tosa
		Farm Planning and Mechanisation L4	Lichtenburg
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Hospitality Generics L4	Muizenberg
		Life Skills and Computer Literacy L3	George
		Mathematics L4	Witbank
Soil Science L3	George Tabor		
Transport Economics L4	Port Shepstone		
PoE Internal Moderation			
a. Evidence of internal moderation of learners' work; and b. The quality and standard of internal moderation.	In 14 (42%) of the sampled PoE, there was little to no evidence that the learners' work had been moderated at the college/campus level.	Advertising and Promotions L4	Langlaagte
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng

Quality Indicators	Findings	Subject	Campus
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		Farm Planning and Mechanisation L4	Lichtenburg
		Fitting and Turning L4	Swinton
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Hospitality Generics L4	Muizenberg
		Life Skills and Computer Literacy L3	George
		Marketing Communication L4	Odi
		Mathematics L4	Witbank
	In 19 (58%) of the sampled PoE, the quality and standard of moderation at the college/campus level was inadequate. Instances of shadow marking were observed, and in many cases, errors were overlooked.	Advertising and Promotions L4	Langlaagte
		Applied Accounting L4	Ermelo
		Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Electrical Systems and Construction L4	CS Barlow
		Farm Planning and Mechanisation L4	Lichtenburg
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Governance L3	Mahwelereng
		Governance L4	
		Hospitality Generics L4	Muizenberg
		Human and Social Development L4	Crawford
		Life Skills and Computer Literacy L3	George

Quality Indicators	Findings	Subject	Campus
		Marketing Communication L4	Odi
		Plumbing L4	Edendale
		Soil Science L3	George Tabor
		Sustainable Tourism in SA and International Travel L4	Protea

The findings and observations regarding the implementation of the PAT and ISAT are summarised in Table 2E.

**Table 2E: Findings and observations in the implementation of the PAT**

Quality Indicators	Findings	Subject	Campus/Site
<b>Implementation of PAT according to instructions</b>	It was evident from nine (27%) of the sampled ICASS subjects and sites that the PAT/ISAT were not implemented according to instructions, specifically:		
	The outdated 2017 PAT/ISAT was used instead of the January 2024 version.	Construction Planning L4	John Knox Bokwe
		Welding L4	Witbank
	The outdated 2019 PAT/ISAT was used instead of the January 2024 version.	Food Preparation L4	Witbank
	Some of the tasks were not carried out under examination conditions, as instructed.	Financial Management L4	Ezakheni A
	In five (15%) of the sampled ICASS subjects and sites, it was evident that the instructions for the PAT/ISAT were not strictly followed.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	John Knox Bokwe
		Electrical Principles and Practice L4	Mmabatho
		Freight Logistics L4	George Tabor
		Soil Science L3	

<b>Lecturer's understanding of what was expected from the PAT</b>	The implementation and results in eight (24%) of the sampled ICASS subjects and sites suggest that the lecturer may not have a clear understanding of the expectations for the PAT/ISAT.  As a result, the quality and standard of the PAT/ISAT were compromised.	Art and Science of Teaching L4	Swinton
		Construction Planning L4	John Knox Bokwe
		Construction Supervision L4	Mafikeng
		Electrical Principles and Practice L4	Mmabatho
		Financial Management L4	Ezakheni A
		Food Preparation L4	Witbank
		Freight Logistics L4	George Tabor
		Soil Science L3	
<b>Challenges in the implementation of the PAT</b>	In seven (21%) of the sampled ICASS subjects and sites, challenges in the implementation of the PAT/ISAT were observed.  These challenges were primarily attributed to poor planning, delays in the procurement of equipment and consumables for the PAT/ISAT, poor student attendance, and lecturer inexperience or incompetence.	Art and Science of Teaching L4	Swinton
		Construction Supervision L4	John Knox Bokwe
		Farm Planning and Mechanisation L4	Lichtenburg
		Freight Logistics L4	George Tabor
		Governance L4	Mahwelereng
		Hospitality Generics L4	Muizenberg
		Soil Science L3	George Tabor

### 2.3.2 Centralised Moderation of NC(V) ICASS

The rationale for centralised moderation of NC(V) ICASS is similar to that of on-site moderation, with the key difference being that the moderation occurs off-site at a centralised venue. This approach allows for a larger sample and enables a broader range of subjects and sites to be covered during the moderation process.

This section summarises the findings and observations of Umalusi, as reflected in the external moderator reports on the centralised moderation of ICASS portfolios.

#### 2.3.2.1 Portfolio of Assessment Compliance

Since the format of the PoA has been standardised nationally, colleges have become more familiar with the requirements, leading to noticeable improvements in the contents and appearance of the PoA.

In October 2024, 70 out of 123 PoA samples (57%) included all required documents and evidence for the submitted subjects, showing a 5% improvement compared to 52% in 2023. However, 53 PoA samples (43%) still had one or more missing or incomplete documents.

The most frequent issues related to non-compliance or missing content in the PoA were as follows:

- a. The content page was missing;
- b. Missing lecturer information, specifically:
  - i. The lecturers' qualifications and experience;
  - ii. Evidence of a valid SACE certificate;
- c. No year plan or an undated, unsigned year plan;
- d. Year plans were not used as working documents with dates and plans adapted, when necessary (e.g. due to student strikes);
- e. The latest versions of the SAG and ICASS guidelines were not consistently used;
- f. Some ICASS tasks were not included in the PoA;
- g. Missing analysis framework/grids for some or all ICASS tasks;
- h. Absence of detailed marking guidelines that aligned with the assessment tasks;
- i. Incomplete records of assessment scores in the PoA;
- j. Esayidi TVET College (Kokstad Campus) used the outdated 2007 SAG for Office Data Processing L4 instead of the 2016 version; and
- k. King Hintsa TVET College (Willowvale Campus) did not submit any assessment tasks or related documents for Office Practice L4 in the PoA.

Table 2F provides a detailed summary of these findings, focusing on the sampled subjects and sites for the centralised NC(V) ICASS moderation conducted in October 2024.

**Table 2F: Summary of findings for the centralised NC(V) ICASS moderation conducted in October 2024**

Quality Indicators	Findings	Subject	Campus
<b>PoA Monitoring/Audit per annum of PoA</b>			
a. Evidence of monitoring or an audit (compliance check) of the PoA; b. The level of monitoring or audit (campus, college, provincial, national);	Of the 123 PoA samples, 88 (71%) showed evidence that the full procedure for monitoring the PoA, as prescribed by DHET, was followed. This represents a 3% increase compared to the 68% observed in 2023.	Afrikaans FAL L3/L4	Paarl
			Worcester
		Applied Engineering Technology L4	Charles Goodyear
			Ezibeleni
			Libode
			Ngqungqushe
		Business Practice L4	Citrusdal
			Khayelitsha
			Malmesbury
			Strand

Quality Indicators	Findings	Subject	Campus
c. The frequency of monitoring or audit, per annum, at each level; d. Date(s) of monitoring; and e. Reports on the monitoring, moderation, and audit.	However, monitoring was only conducted once at some sites, which may suggest a lack of ongoing quality checks.	Client Services and Human Relations L4	Centec
			KwaMashu
			Ubuhle Bogu
		Construction Planning L3	Zwelitsha
		Consumer Behaviour L4	Alberton
			Pretoria
			Technisa
		Data Communication and Networking L4	Crawford
			Khayelitsha
			Stellenbosch
		Electrical Systems and Construction L4	CN Phatudi
			Giyani
			Sir Val Duncan
			Thabazimbi
		English FAL L3	As-Salaam
			Pinetown
			Sundumbili
			Umzimkhulu
		Hospitality Services L4	City
			Malmesbury
			Muizenberg
			Protea
		Learning Psychology L4	Clydesdale
			Ladysmith
			Plessislaer
			Swinton
		Marketing L4	Alberton
			Langlaagte
			Odi
			Randfontein
		Materials L4	Atteridgeville
			Ellispark
			Sebokeng
			Soshanguve North
		Mathematical Literacy L3	Malmesbury
			Mossel Bay
		Mathematical Literacy L4	Dobsonville
			Johannesburg
			Temba

Quality Indicators	Findings	Subject	Campus
		Mathematics L2/L3	Heidelberg
			Krugersdorp
			PROearth (Pty) Ltd: Pretoria
			The Maharishi Invincibility Institute: Johannesburg
		Multimedia Service L4	George Tabor
			Curro: Midrand
			Springs
		New Venture Creation L4	Carletonville
			Dobsonville
			Lazarus Nhlapho
			Pretoria
		Office Data Processing L4	Estcourt
			Kokstad
			Mandeni
		Office Practice L4	Dower
			Mngazi
			Sterkspruit
			Willowvale
		Physical Science L2	Waterberg IT and Computer Science Centre
			Makwarela
			Seshego
		Professional Engineering Practice L4	Vredendal
			Wingfield
			Worcester
		Project Management L4	CN Phatudi
			Giyani
		Pulp and Papermaking Technology L4	KwaThema
			Mandeni
			Richmond
		Refrigeration and Air Conditioning Processes L4 Science of Tourism L4	Seshego
			Centane
			Mapuzi
			Uitenhage
		Stored Programme Systems L4	Iqhaya



Quality Indicators	Findings	Subject	Campus
		Systems Analysis and Design L4	Mamelodi
			Troyeville
		Transport Operations L4	Midlands
			Port Shepstone
			Umbilo
	Twelve (10%) of the PoA samples showed evidence of monitoring; however, relevant details such as levels, frequency, dates, and reports were not available for verification.	Concrete Structures L4	Atteridgeville
			Mamelodi
			Sebokeng
		Construction Planning L3	Ngqungqushe
		Criminology L4	Temba
		Life Skills and Computer Literacy L2	Ntabozuko
		Marketing L4	Randfontein
		Mathematical Literacy L3	Caledon
			Protea
		Mechanical Draughting and Technology L4	Johannesburg
		Project Management L4	Senwabarwana
		Science of Tourism L4	East London
	No evidence of monitoring or an audit (compliance check) of the PoA was found in 23 out of the 123 samples (19%), which is an 8% decrease compared to the 27% observed in the 2023 examination.	Advanced Plant Production L4	Ngcobo
			Teko
		Client Services and Human Relations L4	Eshowe
		Construction Planning L3	Ezibeleni
			Mthatha
		Early Childhood Development L4	Germiston
			Roodepoort
			Thabazimbi
		Governance L4	Caledon
			Parow
		Life Skills and Computer Literacy L2	East London
			Ngqungqushe
			Russell Road
		Mathematical Literacy L4	Benoni
		Multimedia Service L4	Rhodes Technical College: Lenasia
		Office Data Processing L4	Appelsbosch
		Professional Engineering Practice L4	Athlone
		Project Management L4	Phalaborwa
		Stored Programme Systems L4	East London

Quality Indicators	Findings	Subject	Campus
			Msinga
		Systems Analysis and Design L4	Curro: Roodeplaat
			Rhodes Technical College: Lenasia
		Transport Operations L4	Esikhawini
PoA Content Coverage			
a. The appropriateness of the task for the outcomes being assessed; b. The amount of content covered by the task; and c. The weighting and spread of the subject and learning outcomes.	In 37 (30%) of the sampled PoA, a 9% decrease compared to 21% in 2023, the internally set assessments did not cover the content as required: a. Tasks that did not match the outcomes being assessed; b. Tasks that did not sufficiently cover the topics and outcomes, failing to adequately prepare students for the examination; and c. Task(s) that did not adhere to the prescribed weighting of topics as outlined in the SAG.	Advanced Plant Production L4	Ngcobo
			Teko
		Concrete Structures L4	Atteridgeville
			Mamelodi
			Sebokeng
		Construction Planning L3	Mthatha
		Consumer Behaviour L4	Pretoria
		Data Communication and Networking L4	Khayelitsha
		English FAL L3	Pinetown
			Sundumbili
		Learning Psychology L4	Clydesdale
			Ladysmith
			Plessislaer
			Swinton
		Life Skills and Computer Literacy L2	Russell Road
		Mathematical Literacy L4	Benoni
			Dobsonville
			Temba
		Mathematics L2/L3	Heidelberg
			Krugersdorp
			PROearth (Pty) Ltd: Pretoria
			The Maharishi Invincibility Institute: Johannesburg
		Multimedia Service L4	George Tabor
			Rhodes Technical College: Lenasia
			Springs
		New Venture Creation L4	Carletonville
			Lazarus Nhlapho
Pretoria			

Quality Indicators	Findings	Subject	Campus
		Office Practice L4	Sterkspruit
			Willowvale
		Physical Science L2	Makwarela
			Seshego
		Project Management L4	Giyani
		Systems Analysis and Design L4	Mamelodi
			Troyeville
			Rhodes Technical College: Lenasia
		Transport Operations L4	Esikhawini
PoA Cognitive Demand of the Set Tasks and Difficulty Levels			
<p>The task:</p> <p>a. Is pitched at the appropriate cognitive level;</p> <p>b. Contains various levels of difficulty;</p> <p>c. Assesses a variety of knowledge and skills; Allows for creative responses; and</p> <p>d. Is representative of the latest developments in the teaching, learning, and assessment of the subject.</p>	<p>Forty-three (35%) of the sampled PoA, compared to 24 % in 2023, showed non-compliance with cognitive demand and difficulty levels of assessment tasks due to one or more of the following lapses:</p> <p>a. Tasks were created by simply copying and pasting from previous examination question papers; Lecturers appeared to struggle in developing practical tasks, as there was no provision for creative responses or practical application;</p> <p>b. Lecturers were not using the current SAG documents;</p>	Advanced Plant Production L4	Ngcobo
		Advanced Plant Production L4	Teko
		Afrikaans FAL L3/L4	Paarl
		Afrikaans FAL L3/L4	Worcester
		Client Services and Human Relations L4	Eshowe
		Concrete Structures L4	Sebokeng
		Concrete Structures L4	Mamelodi
		Construction Planning L3	Ezibeleni
		Construction Planning L3	Ngqungqushu
		Construction Planning L3	Mthatha
		Construction Planning L3	Zwelitsha
		Consumer Behaviour L4	Technisa
		Data Communication and Networking L4	Khayelitsha
		English FAL L3	Pinetown
		English FAL L3	Sundumbili
		Hospitality Services L4	City
		Hospitality Services L4	Muizenberg
		Hospitality Services L4	Protea
		Hospitality Services L4	Malmesbury
		Learning Psychology L4	Ladysmith
		Learning Psychology L4	Plessislaer

Quality Indicators	Findings	Subject	Campus
	c. Not all lecturers were qualified to teach the subjects they were assigned, and therefore, were not subject matter experts;	Life Skills and Computer Literacy L2	East London
		Life Skills and Computer Literacy L2	Russell Road
		Mathematical Literacy L4	Temba
		Mathematical Literacy L4	Dobsonville
		Mathematical Literacy L4	Benoni
	d. Many tasks were not appropriately challenging, as they primarily consisted of knowledge-based questions, making them too easy;	Mathematics L2/L3	PROearth (Pty) Ltd: Pretoria
		Mathematics L2/L3	Heidelberg
		Mathematics L2/L3	The Maharishi Invincibility Institute: Johannesburg
	e. Not all cognitive levels were assessed;	Mathematics L2/L3	Krugersdorp
		Multimedia Service L4	Rhodes Technical College: Lenasia
	f. Questions did not reflect the latest developments in the subjects, as they lacked relevant case studies or scenarios; and	Multimedia Service L4	Springs
		Multimedia Service L4	George Tabor
		New Venture Creation L4	Lazarus Nhlapho
		New Venture Creation L4	Pretoria
		Office Practice L4	Willowvale
		Physical Science L2	Seshego
		Physical Science L2	Makwarela
	g. Questions did not reflect the latest developments in the subjects, as they lacked relevant case studies or scenarios.	Project Management L4	Giyani
		Systems Analysis and Design L4	Troyeville
		Systems Analysis and Design L4	Rhodes Technical College: Lenasia
		Transport Operations L4	Esikhawini
PoA Internal Moderation			
a. Evidence of moderation for internal assessment tasks;	Out of the 123 sampled PoA, 87 (70%) did not fully comply with all quality indicators for internal moderation, which is consistent with the 70% recorded in the 2023 examination.	Advanced Plant Production L4	Ngcobo
			Teko
Applied Engineering Technology L4		Libode	
		Charles Goodyear	
		Ezibeleni	
		Ngqungqushe	

Quality Indicators	Findings	Subject	Campus
c. Implementation of the moderator's recommendations by the task compiler; d. Moderation of candidates' assessment tasks; and e. Feedback provided by the moderator to the assessor/ marker.	The challenges identified include: a. A lack of qualitative feedback from the moderator to the task developer during preassessment or to the assessor during post-assessment moderation; b. Although 10% of tasks were moderated, the minimum requirement of five tasks was not consistently met; and c. Incomplete or inaccurate completion of the moderation checklist.	Client Services and Human Relations L4	KwaMashu
			Eshowe
			Centec
		Concrete Structures L4	Atteridgeville
			Sebokeng
			Centec
		Concrete Structures L4	Atteridgeville
			Sebokeng
			Mamelodi
		Construction Planning L3	Ngqungqushu
			Mthatha
			Zwelitsha
			Ezibeleni
		Consumer Behaviour L4	Pretoria
			Technisa
			Alberton
		Criminology L4	Temba
			George Tabor
		Data Communication and Networking L4	Crawford
			Khayelitsha
			Stellenbosch
		Early Childhood Development L4	Germiston
			Thabazimbi
			Roodepoort
		Electrical Systems and Construction L4	Giyani
			Sir Val Duncan
			Thabazimbi
			CN Phatudi
		English FAL L3	As-Salaam
			Umzimkhulu
		Hospitality Services L4	City
			Muizenberg
			Protea
			Malmesbury
		Learning Psychology L4	Swinton
			Clydesdale
			Ladysmith
			Plessislaer
		Life Skills and Computer Literacy L2	East London

Quality Indicators	Findings	Subject	Campus
			Ngqungqushe
			Ntabozuko
			Russell Road
		Mathematical Literacy L3	Mossel Bay
			Protea
			Benoni
		Mathematical Literacy L4	Johannesburg
			Temba
		Mathematics L2/L3	PROearth (Pty) Ltd: Pretoria
			Heidelberg
			The Maharishi Invincibility Institute: Johannesburg
			Krugersdorp
		Mechanical Draughting and Technology L4	Johannesburg
		Multimedia Service L4	Rhodes Technical College: Lenasia
			Springs
			George Tabor
		New Venture Creation L4	Pretoria
			Lazarus Nhlapho
			Dobsonville
		Office Data Processing L4	Appelsbosch
			Kokstad
			Estcourt
			Mandeni
		Office Practice L4	Sterkspruit
			Dower
			Willowvale
			Mngazi
		Physical Science L2	Seshego
			Makwarela
		Professional Engineering Practice L4	Athlone
		Project Management L4	Senwabarwana
			Giyani

Quality Indicators	Findings	Subject	Campus
			Phalaborwa
		Pulp and Papermaking Technology L4	KwaThema
			Mandeni
			Richmond
		Science of Tourism L4	East London
			Uitenhage
			Mapuzi
		Systems Analysis and Design L4	Troyeville
			Rhodes Technical College: Lenasia
		Transport Operations L4	Port Shepstone
			Umbilo
			Esikhawini
			Midlands
	Of the 123 sampled PoA, five (4%) showed no evidence that pre- or post-moderation of the tasks had been conducted.	English FAL L3	Pinetown
			Sundumbili
		New Venture Creation L4	Carletonville
		Science of Tourism L4	Centane
		Stored Programme Systems L4	Iqhayiya
PoA Technical Aspects			
a. Layout and neatness of assessment task; b. Instructions to candidates; c. Language and terminology used; d. Mark allocation in tasks; e. Correspondence of mark allocation on assessment task and marking tool; f. Numbering on the assessment task; and g. Time allocation for the execution of the task.	The internal assessments in 55 PoA (45%) did not meet one or more of the technical requirements, showing a 12% increase compared to the 33% observed in 2023.	Advanced Plant Production L4	Ngcobo
			Teko
		Client Services and Human Relations L4	Centec
		Construction Planning L3	KwaMashu
			Ezibeleni
	The following issues were noted in instances of non-compliance:	Criminology L4	Mthatha
			Temba
		Data Communication and Networking L4	Khayelitsha
		Data Communication and Networking L4	Khayelitsha
		Data Communication and Networking L4	Khayelitsha
			Stellenbosch
		Electrical Systems and Construction L4	CN Phatudi
			Giyani
		English FAL L3	As-Salaam
			Pinetown
			Sundumbili

Quality Indicators	Findings	Subject	Campus
	<p>a. Some assessment tasks were handwritten, while others were developed from past papers using the computer's cut-and-paste function;</p> <p>b. The content covered, such as topics and SOs, was often missing from the cover pages of tasks;</p> <p>c. The instructions provided to candidates lacked clarity, making it difficult for them to understand the requirements; and</p> <p>d. The time allocated for tasks was unrealistic, requiring more time for their completion.</p>	Hospitality Services L4	City
			Malmesbury
			Muizenberg
			Protea
		Life Skills and Computer Literacy L2	East London
			Ngqungqushe
			Ntabozuko
			Russell Road
		Marketing L4	Alberton
			Langlaagte
		Mathematical Literacy L4	Benoni
			Dobsonville
			Johannesburg
			Temba
		Mathematics L2/L3	Heidelberg
			PROearth (Pty) Ltd: Pretoria
			The Maharishi Invincibility Institute: Johannesburg
		Mechanical Draughting and Technology L4	Johannesburg
		Multimedia Service L4	George Tabor
			Springs
		New Venture Creation L4	Carletonville
			Dobsonville
			Lazarus Nhlapho
			Pretoria
		Office Data Processing L4	Appelsbosch
			Estcourt
			Kokstad
			Mandeni
		Office Practice L4	Mngazi
			Sterkspruit
			Willowvale
		Physical Science L2	Seshego
		Professional Engineering Practice L4	Athlone
		Project Management L4	CM Phatudi
			Phalaborwa



Quality Indicators	Findings	Subject	Campus
		Science of Tourism L4	Centane
			East London
			Mapuzi
			Uitenhage
		Transport Operations L4	Esikhawini
			Port Shepstone
PoA Marking Tools			
a. Relevant and appropriate for the scoring of the task; b. Clear and neatly typed; c. Mark allocations and distributions are clearly indicated within the answers to a specific question; and d. Facilitates marking and is easy to use.	Forty-four PoA (36%) did not meet the required standard and quality for internal assessment marking tools, exhibiting one or more of the following deficiencies: a. The marking tool was not relevant or appropriate for assessing the task; b. The marking tool was not neatly typed or was unclear in terms of layout; c. Mark allocations and distributions were not clearly indicated within the answers to the questions; and d. The marking tool did not effectively facilitate the marking process.	Advanced Plant Production L4	Ngcobo
			Teko
		Client Services and Human Relations L4	Centec
			Ubuhle Bogu
		Construction Planning L3	Mthatha
		Criminology L4	George Tabor
		Data Communication and Networking L4	Khayelitsha
		Electrical Systems and Construction L4	Giyani
			Sir Val Duncan
			Thabazimbi
		English FAL L3	Pinetown
			Sundumbili
		Hospitality Services L4	City
			Malmesbury
			Muizenberg
			Protea
		Learning Psychology L4	Clydesdale
			Plessislaer
		Life Skills and Computer Literacy L2	East London
			Ntabozuko
			Russell Road
		Mathematical Literacy L4	Benoni
			Temba
		Mathematics L2/L3	Krugersdorp
			PROearth (Pty) Ltd: Pretoria

Quality Indicators	Findings	Subject	Campus
			The Maharishi Invincibility Institute: Johannesburg
		Mechanical Draughting and Technology L4	Johannesburg
		Multimedia Service L4	George Tabor Springs
		New Venture Creation L4	Dobsonville
		Office Data Processing L4	Appelsbosch
			Estcourt
			Kokstad
			Mandeni
		Office Practice L4	Sterkspruit
			Willowvale
		Physical Science L2	Seshego
		Project Management L4	Giyani
			Phalaborwa
		Pulp and Papermaking Technology L4	Mandeni
Science of Tourism L4	East London		
	Mapuzi		
	Uitenhage		
	Transport Operations L4	Esikhawini	
PoE Adherence to Assessment Guidelines/Policies			
The PoE/file/envelope should include the following relevant documents: a. Table of contents; b. Student information (including identity document [ID]); c. Declaration of authenticity form; d. Subject assessment schedule; e. Marked ICASS task responses;	Sixty-five PoE (53%) of the sample were non-compliant, as they were missing one or more of the required documents or evidence. This is 2% less than the 55% observed in the 2023 examination.  The evidence most frequently missing from the sample included:	Advanced Plant Production L4	Ngcobo
		Afrikaans FAL L3/L4	Worcester
		Business Practice L4	Citrusdal
			Khayelitsha
			Malmesbury
			Strand
		Client Services and Human Relations L4	Centec
			Eshowe
			KwaMashu
			Ubuhle Bogu
Concrete Structures L4	Atteridgeville		
	Sebokeng		
Consumer Behaviour L4	Technisa		
Criminology L4	George Tabor		

Quality Indicators	Findings	Subject	Campus
f. Evidence of moderation; and g. A record of scores/results.	a. Student's ID; b. Subject assessment schedule; c. Declaration of authenticity; d. Matching PoA and PoE assessment scores; and e. The prescribed number of tasks to be included in the PoE.	Early Childhood Development L4	Germiston
			Roodepoort
		Electrical Systems and Construction L4	CN Phatudi
			Giyani
			Sir Val Duncan
		English FAL L3	As-Salaam
			Pinetown
			Sundumbili
			Umzimkhulu
		Governance L4	Caledon
		Learning Psychology L4	Ladysmith
			Plessislaer
		Life Skills and Computer Literacy L2	East London
			Ngqungqushe
			Ntabozuko
			Russell Road
		Marketing L4	Alberton
			Langlaagte
			Odi
		Mathematical Literacy L4	Benoni
			Dobsonville
			Temba
		Mathematics L2/L3	PROearth (Pty) Ltd: Pretoria
			The Maharishi Invincibility Institute: Johannesburg
		Mechanical Draughting and Technology L4	Johannesburg
		Multimedia Service L4	Curro: Midrand
			George Tabor
			Rhodes Technical College: Lenasia
			Spring
		New Venture Creation L4	Carletonville
			Dobsonville
		Office Data Processing L4	Appelsbosch
			Estcourt
			Kokstad
		Office Practice L4	Sterkspruit

Quality Indicators	Findings	Subject	Campus
			Willowvale
		Professional Engineering Practice L4	Athlone
			Worcester
		Project Management L4	CM Phatudi
			Giyani
			Phalaborwa
		Pulp and Papermaking Technology L4	Kwa Thema
			Mandeni
		Stored Programme Systems L4	East London
			Iqhayiya
	Transport Operations L4	Esikhawini	
	There were no assessment tasks in the sampled PoE.	Data Communication and Networking L4	Khayelitsha
			Stellenbosch
	Sampled sites failed to submit their PoE files for external moderation.	Applied Engineering Technology L4	Charles Goodyear
		Hospitality Services L4	Protea
		Office Data Processing L4	Estcourt
PoE Learner Performance			
<p>This criterion focussed on the student's ability to interpret questions correctly and answer most or all of the questions.</p> <p>Three PoEs were selected from each site for moderation, representing a range of good, average, and poor performance.</p> <p>Two tasks per portfolio were moderated: Task 1 (PAT or assignment) and Task 2 (Test 1).</p>	<p>For 80% of the sample, most students interpreted questions correctly and were able to answer all or most of the questions in the assessment tasks.</p> <p>However, when evaluating learner performance with a small sample, such as two assessments for each of the three candidates, some challenges can hinder the drawing of accurate or meaningful conclusions.</p>		

Quality Indicators	Findings	Subject	Campus
	Mitigating factors, including poor class attendance and protest actions at some campuses, have been noted as contributors to the learners' subpar performance.		
<b>PoE Quality of Marking</b>			
a. Consistency of marking; b. Validity of marks in relation to candidate's performance; c. Totalling and transfer of marks; d. Quality and standard of marking; and e. Evidence of qualitative feedback to candidates on their performance.	Out of the 123 sampled PoE, 60 (49%) did not meet one or more of the requirements for quality marking. This is 16% lower than the 65% recorded in the 2023 examination.	Applied Engineering Technology L4	Ngqungqushe
		Business Practice L4	Citrusdal
			Malmesbury
			Strand
		Client Services and Human Relations L4	KwaMashu
			Ubuhle Bogu
		Concrete Structures L4	Atteridgeville
			Mamelodi
			Sebokeng
		Consumer Behaviour L4	Alberton
			Technisa
		Criminology L4	George Tabor
		Early Childhood Development L4	Germiston
			Roodepoort
			Thabazimbi
		Electrical Systems and Construction L4	CN Phatudi
			Sir Val Duncan
			Thabazimbi
		English FAL L3	As-Salaam
			Sundumbili
		Hospitality Services L4	City
			Malmesbury
			Muizenberg
		Learning Psychology L4	Clydesdale
			Plessislaer
		Mathematical Literacy L3	Caledon
			Malmesbury
			Mossel Bay
			Protea

Quality Indicators	Findings	Subject	Campus
		Mathematical Literacy L4	Dobsonville
			Temba
		Mathematics L2/L3	Heidelberg
			PROearth (Pty) Ltd: Pretoria
			The Maharishi Invincibility Institute: Johannesburg
		Mechanical Draughting and Technology L4	Johannesburg
		Multimedia Service L4	Curro: Midrand
			George Tabor
			Rhodes Technical College: Lenasia
		New Venture Creation L4	Carletonville
			Dobsonville
			Lazarus Nhlapho
			Pretoria
		Office Data Processing L4	Appelsbosch
			Estcourt
			Kokstad
			Mandeni
		Office Practice L4	Dower
			Mngazi
		Physical Science L2	Seshego
		Project Management L4	Phalaborwa
		Pulp and Papermaking Technology L4	Kwa Thema
			Mandeni
			Richmond
		Science of Tourism L4	Centane
			East London
			Uitenhage
		Stored Programme Systems L4	Iqhayiya
		Systems Analysis and Design L4	Curro: Roodeplaat
			Troyeville
			Rhodes Technical College: Lenasia

## Implementation of PAT/ISAT (Levels 3 and 4 only)

The PAT were implemented at L3 and L4 vocational subjects. For the purpose of this report, a sample size of 100 was used.

The implementation of PAT should adhere to the following quality indicators to ensure compliance:

- The PAT were implemented according to instructions;
- The lecturer had a clear understanding of the expectations for the PAT;
- The tool/checklist enabled accurate marking and scoring, with clear guidance and sufficient detail to support the assessment process;
- The PAT was subjected to internal moderation internally; and
- The PAT met the required standard of quality.

The PAT was implemented according to instructions for 86% of the sample, showing a 2% improvement from the 84% recorded in 2023. For 87% of the sample, the lecturer had a clear understanding of the expectations, which is 2% higher than the 85% recorded in 2023. The marking tool provided with the PAT facilitated marking for 91% of the sample, a 2% increase compared to the 2023 examination. Internal moderation was conducted for 88% of the sample, an 8% improvement than in 2023. However, the PAT was of an appropriate standard for 67% of the sample, 3% lower than the 70% observed in 2023.

The campuses/sites listed in Table 2G are included in the percentages above; however, campuses/sites did not use the prescribed PAT.

**Table 2G: Sampled campuses/sites that used outdated PAT documentation**

Quality Indicator	Findings	Subject	Campus/Site
<b>Outdated PAT used</b>	The outdated 2016 versions of PAT 1 and PAT 2 were implemented in place of the 2023 version.	Construction Planning L3	Ezibeleni
	The outdated 2017 versions of PAT 1 and PAT 2 were implemented in place of the 2024 version.	Electrical Systems and Construction L4	CN Phatudi
			Giyani
		Materials L4	Atteridgeville
			Ellispark
		Mechanical Draughting and Technology L4	Johannesburg
		Office Practice L4	Sterkspruit
	The outdated 2017 version of PAT 2 was implemented in place of the 2024 version.	Multimedia Service L4	Springs
		New Venture Creation L4	Lazarus Nhlapho
	The outdated 2007 versions of PAT 1 and PAT 2 were implemented in place of the 2016 version.	Office Data Processing L4	Kokstad

### 2.3.3 Moderation of the NC(V) ICASS DHET appointed Internal Moderator

The rationale behind moderating the NC(V) ICASS DHET internal moderator is to assess the quality and standard of the internal moderation process. The focus is on evaluating the effectiveness of the DHET appointed internal moderators and ensuring that their moderation practices align with national standards. This marks the first time such an evaluation has been carried out, with the goal of verifying the competence of the internal moderators and ensuring that the implementation and management of ICASS meet the required standards. This process is crucial for maintaining fairness and upholding the quality of assessment tasks across all sites.

Table 2H summarises the findings based on the sampled subjects and sites for the NC(V) ICASS DHET internal moderator moderation conducted in October 2024.

**Table 2H: Summary of findings for the sampled subjects and sites for the NC(V) ICASS DHET internal moderator moderation**

Quality Indicators	Findings	Subject	Campus
<b>Adherence to Assessment Guidelines/ Policies</b>	Only three of the 15 PoA samples (20%) contained all the required documents and evidence as per the DHET policy, and twelve (80%) did not fully comply with the requirements.	Business Practice L3	Tygerberg
		Electronics L2	Pretoria West
		Plumbing L3	Tosa
<b>PoA Content Coverage</b>	Six (40%) sites did not fully comply with all the quality indicators for content coverage, namely, appropriate tasks to effectively measure the outcomes, and the tasks covered a substantial amount of work.	Computer Programming L4	George Tabor
		Electrical Workmanship L4	Roodepoort
		Electronics L2	Pretoria West
		New Venture Creation L2	Namaqualand
		Renewable Energy Technologies L2	Kathu
		Transport Economics L3	Welkom
<b>Cognitive Demands of the Set Tasks and Difficulty Levels</b>	Five (33%) of the sampled sites met all the quality indicators for the cognitive demand and difficulty levels of assessment tasks.	Automotive Repair and Maintenance L4	Lazarus Nhlapho
		Plumbing L3	Tosa
		Governance L3	Upington
		Material Technology L3	Tosa
		Operations Management L4	Potchefstroom



Quality Indicators	Findings	Subject	Campus
<b>Internal Moderation</b>	In three (20%) of the sampled PoA, internal moderation (campus level) was conducted diligently, with qualitative feedback provided and recommendations addressed.	Electronics L2	Pretoria West
		Governance L3	Upington
		Material Technology L3	Tosa
<b>Technical Aspects</b>	In five (33%) of the sampled PoA, the assessment tasks and marking tools met all technical requirements.	Business Practice L3	Tygerberg
		Electronics L2	Pretoria West
		Governance L3	Upington
		Material Technology L3	Tosa
		Project Management L3	Kroonstad
<b>Marking Tools</b>	In six (40%) of the sampled PoA, the marking tools met the appropriate quality and standard, and where rubrics were used, these were effective.	Business Practice L3	Tygerberg
		Electronics L2	Pretoria West
		Governance L3	Upington
		Material Technology L3	Tosa
		Plumbing L3	Tosa
		Project Management L3	Kroonstad
<b>Adherence to Assessment Guidelines/Policies</b>	Seven (47%) of the sampled PoE strictly adhered to ICASS assessment guidelines/policies.	Business Practice L3	Tygerberg
		Electronics L2	Pretoria West
		Material Technology L3	Tosa
		Operations Management L4	Potchefstroom
		Plant Production L3	Sefikeng
		Plumbing L3	Tosa
		Transport Economics L3	Welkom
<b>Learner Performance</b>	In six (40%) of the sample, most students correctly interpreted the questions and were able to answer all or most of the questions in the assessment tasks.	Computer Programming L4	George Tabor
		Automotive Repair and Maintenance L4	Lazarus Nhlapho
		Governance L3	Upington

Quality Indicators	Findings	Subject	Campus
		Material Technology L3	Tosa
		Operations Management L4	Potchefstroom
		Plumbing L3	Tosa
<b>Quality of Marking</b>	As listed, the marking in two (13%) of the sampled PoE was of acceptable standard and quality.	Governance L3	Upington
		Material Technology L3	Tosa
<b>Internal Moderation</b>	Internal moderation involved two layers: the first at the campus/ college level and the second by the DHET appointed internal moderator. The following findings and observations were made regarding college level and DHET internal moderation:		
	Qualitative feedback was not provided for Test 1 or PAT 2 at the college level. The DHET internal moderation was generally deemed good, with only a few minor lapses.	Automotive Repair and Maintenance L4	Lazarus Nhlapho
	Qualitative feedback was not provided for the college level for Test 1 or PAT 2. The DHET internal moderation was conducted thoroughly, but PAT 2 appeared to be scored with some leniency.	Business Practice L3	Tygerberg
	The standard of internal moderation at the college level was abysmal. The findings in the DHET internal moderation report were consistent with those of the external moderator, except in the Test 1 quality.	Computer Programming L4	George Tabor
	Test 1 and PAT 2 showed evidence of shadow marking by the college moderator. Both the DHET internal moderator and the external moderator noted a discrepancy of 10 - 16% in the marks for Test 1.	Electrical Workmanship L4	Roodepoort

Quality Indicators	Findings	Subject	Campus
	College level moderation was conducted diligently. However, DHET internal moderation was not conducted.	Electronics L2	Pretoria West
	Moderation at the college level was of an acceptable standard. The moderation conducted by the DHET was of good quality and met acceptable standards, and the moderator provided detailed feedback.	Governance L3	Upington
	College level moderation was of an acceptable standard. The DHET internal moderation was conducted, although there was a slight variance between the evaluations of the DHET internal moderator and the external moderator.	Material Technology L3	Tosa
	The quality and standard of moderation at the college level were inadequate. In some instances, there was no evidence that the learner's work had been moderated at the college level. The DHET internal moderator also failed to identify anomalies in the assessment and marking tool, leading to incorrect assessments of candidates, with credit given where it was not deserved and vice versa.	New Venture Creation L2	Namaqualand
	College level moderation met an acceptable standard. However, the DHET internal moderator failed to identify flaws in the marking tool for Test 1.	Operations Management L4	Potchefstroom
	The college level moderation did not meet acceptable standards. There was no clear indication that the DHET internal moderator had moderated the tasks, besides the use of different coloured pens, which suggested that some form of moderation had occurred.	Plant Production L3	Sefikeng

Quality Indicators	Findings	Subject	Campus
	Evidence of college level moderation was noted for Test 1, but not for PAT 2. However, where moderation was conducted, no evidence of qualitative or constructive feedback was found. According to the DHET internal moderator's report, Tests 1, 4, and 5 were moderated, indicating that PAT 2 was not given attention. This was contrary to the set requirements, which specified that both Test 1 and PAT 2 should be moderated. The moderation of Test 1 was conducted with care; however, it lacked qualitative feedback.	Plumbing L3	Tosa
	The college level moderation of Test 1 met acceptable standards, whereas PAT 2 was inadequate. The DHET internal moderation was of good quality, with highly acceptable judgements. The difference between the internal and external moderators' evaluations was minimal.	Project Management L3	Kroonstad
	College level moderation did not meet acceptable standards. There were no significant differences between the evaluations of the external and DHET internal moderators.	Renewable Energy Technologies L2	Kathu
	The moderation of Test 1 and PAT 2 at the college level was of poor standard. The DHET internal moderation mostly met acceptable standards, except where discretionary marking was required. Additionally, numbering and total marks needed correction.	Tourism Operations L4	Technisa
	Overall, the college level moderation met acceptable standards. The DHET internal moderation was similar; however, it appears that Question 2.3 was scored with some leniency.	Transport Economics L3	Welkom

Quality Indicators	Findings	Subject	Campus
<b>Implementation of Test 1 and PAT 2</b>	The implementation of PAT 2 in 12 (80%) of the sampled PoE was successful. The lecturer had a clear understanding of the expectations of PAT 2, and it was implemented according to the instructions, with no challenges encountered during implementation.	Automotive Repair and Maintenance L4	Lazarus Nhlapho
		Business Practice L3	Tygerberg
		Computer Programming L4	George Tabor
		Electronics L2	Pretoria West
		Governance L3	Upington
		Material Technology L3	Tosa
		Operations Management L4	Potchefstroom
		Plumbing L3	Tosa
		Project Management L3	Kroonstad
		Renewable Energy Technologies L2	Kathu
		Tourism Operations L4	Technisa
		Transport Economics L3	Welkom
	Three (20%) of the sampled PoE showed challenges in the implementation of PAT 2:		
	The lecturer did not clearly understand the expectations of PAT 2, and the task was not implemented according to the instructions.	Electrical Workmanship L4	Roodepoort
	Test 1 and PAT 2 were not practical assessments, but theory tests, and the required resources for the tasks were not listed.	New Venture Creation L2	Namaqualand
	The duration for Test 1 was not specified, and the lecturer did not clearly understand the expectations of PAT 2. As a result, the task was not implemented according to the instructions.	Plant Production L3	Sefikeng

## 2.4 Areas of Improvement

Once again, it was evident that several colleges made considerable efforts to provide excellent service and uphold high standards in teaching and learning. The implementation of electronic documentation at certain colleges aligns with modern practices and contributes to the promotion of a paperless initiative.

The details of the well-performing sites and the reasons for their selection are presented in Tables 2I, 2J, and 2K.

### 2.4.1 Moderation of NC(V) ICASS on-site

**Table 2I: Areas of good practice**

TVET College	Campus	Subject	Comments
South West Gauteng	George Tabor	Soil Science L3	The college is well-equipped, with students living on the farm and having convenient access to practical activities.
Northlink	Parow	The South African Health Care System L4	A variety of assessment methods were utilised, including practical tasks, presentations, written tests, posters, mind maps, written reports, and post-assessment questions, among others.
Esayidi	Port Shepstone	Transport Economics L4	The campus collaborates with Thekwini TVET College to share common tasks. Additionally, class tests are well-structured and effectively assess the Learning Outcomes (LO).
Nkangala	Witbank	Welding L4	The management, administration, implementation of assessments, and delivery of the subject are of an exceptional standard. After each assessment, a thorough diagnostic analysis is conducted, carefully examining the questions and offering a comprehensive overview of student performance.
West Coast	Vredenburg	Electronic Control and Digital Electronics L3	The standard of both classwork and practical assessments presented was excellent. This was supported by having a dedicated lecturer and full-day time slots allocated for practical work per class group.

TVET College	Campus	Subject	Comments
			The tasks were carried out by the lecturer, with the workshop storeman providing additional assistance as needed.
Elangeni	Ntuzuma	Fitting and Turning L3	The campus has made progress in acquiring a new computer numerical (CNC) machine for the subject.
Coastal KZN	Swinton	Fitting and Turning L4	The PAT/ISAT was conducted in accordance with the instructions given. Evidence of all the projects was available for inspection during the external moderation process. The workshops were neat and well-resourced.
Waterberg	Mahwelereng	Governance L3/ L4	There has been a slight improvement in the subject since the last external moderation in 2023. However, further work is required to meet an acceptable standard.
College of Cape Town	Crawford	Human and Social Development L4	Internal assessments are standardised, set, and moderated by a focus group. The campus also boasts a fully operational Early Childhood Development (ECD) centre, catering to children aged 18 months to preschool. This centre, which serves both staff and students, is equipped with five observation rooms featuring one-way windows, sound systems, and desks for student use, enabling them to observe live classes. The centre is a valuable resource that can accommodate up to 60 students. Furthermore, the Human and Social Development lecturers have demonstrated exceptional quality in their teaching, especially considering it is their first year delivering the subject.

TVET College	Campus	Subject	Comments
Ekurhuleni West	Alberton	Management Practice L4	The use of smartboards and Wi-Fi to access the internet enhances teaching and learning, showcasing the campus' technological advancement and modern approach to education.
Tshwane South	Odi	Marketing Communication L4	The campus has implemented an electronic system for PoA and subject file documentation, with all documents uploaded to the Teams platform. The files are properly named, and the system design and implementation are fully aligned with DHET guidelines. Overall, the management and implementation of the ICASS have been of a high standard.
Nkangala	Witbank	Mathematics L4	Assessment marks were verified and signed off by students. In line with staff development and training, lecturers were invited to a workshop on the Mathematics L4 curriculum, organised by Future Managers, the publisher of the prescribed textbook.
uMgungundlovu	Richmond	Physical Science L3	Students conducted their experiments with great precision and attention to detail in their practical work, despite working in a workshop setup rather than a dedicated laboratory.
uMgungundlovu	Edendale	Plumbing L4	All documents for external moderation were well-organised and ready for presentation on the day of the moderation. Both the senior manager and campus manager were present and fully prepared for the process.
Ekurhuleni East	Kwa Thema	Process Technology L4	Test 2 and PAT 2 were conducted in accordance with the curriculum requirements. Test 2 was of high quality and met the required standards, making it suitable for sharing with other colleges.



## 2.4.2 Centralised Moderation of NC(V) ICASS

**Table 2J: Areas of good practice**

College	Campus	Subject	Comments
Boland	Caledon	Governance L4	The assessment tasks were standardised across the four sampled colleges offering the subject.
Eastcape Midlands	Graaff-Reinet		
False Bay	Westlake		
Northlink	Parow		
Boland	Strand	Business Practice L4	Task 2, a standardised assessment, was well-constructed, including closed questions, real-life scenarios, practical questions, and coverage of different cognitive levels.
False Bay	Khayelitsha		
West Coast	Malmesbury		
Boland	Citrusdal	Afrikaans L4	The practical tasks for the subject were compiled to a high standard.
	Paarl		
	Worcester	Professional Engineering Practice L4	A one-page document containing all the student details was provided, making cross-referencing more efficient. The campus also boasts an excellent information system for managing lecturers' PoA, subject files, student marks, and other essential data.
Capricorn	Seshego	Refrigeration and Air Conditioning Processes L4	All candidates for the subject completed every assessment for the year. The PAT was conducted in the electrical workshop, where a more significant number of panels were available. These resources facilitated effective participation during practical sessions, contributing to improved marks in the assessments.
Central Johannesburg	Johannesburg	Mechanical Draughting and Technology L4	The students performed well in computer drafting, indicating that the fundamentals were effectively taught.
	Langlaagte	Marketing L4	The internally set and moderated assessments were of a high standard, and the campus successfully met all the requirements for the effective implementation and management of the ICASS process.

College	Campus	Subject	Comments
Coastal KZN	Swinton	Learning Psychology L4	Well-maintained PoA and PoE were submitted for external moderation.
	Ubuhle Bogu	Client Services and Human Relations L4	The lecturer's PoA was neatly filed and well-organised, making the files user-friendly for moderation. Pre- and post-moderation were conducted thoroughly, with the internal moderator providing qualitative feedback. Test 2 was of a high standard, with the task well-balanced in terms of cognitive complexity and difficulty level.
Curro	Roodeplaat	Systems Analysis and Design L4	The campus fully utilised electronic tools and checklists as integral components of the moderation process. All documents were signed electronically, and there was clear evidence of constructive interaction between the assessor and the internal moderator.
Ekurhuleni East	Springs	Multimedia Service L4	Documents were submitted electronically, supporting a paperless initiative.
Ekurhuleni West	Alberton	Consumer Behaviour L4	A PoE checklist was maintained for each student, documenting their marks, assessment dates, and the moderation status of each assessment. A comprehensive student profile was also created, including prior educational qualifications and academic records.
		Marketing L4	The internally set and moderated assessments were of high quality, and the campus met all the requirements for the effective implementation and management of the ICASS process.
Mopani	Sir Val Duncan	Electrical Systems and Construction L4	Monitoring of PoA files was conducted at four intervals: March, May, September, and October.
Sedibeng	Sebokeng	Concrete Structures L4	PoA submissions were made online, in line with current practices. Cover pages for PAT 1, PAT 2, and the ISAT were provided, ensuring that students signed them after receiving feedback on the tasks.

College	Campus	Subject	Comments
Sekhukhune	CN Phatudi	Electrical Systems and Construction L4	The college administered standardised/common assessments for Test 2 and the internal examination.
South West Gauteng	Technisa	Consumer Behaviour L4	The practice of reviewing lesson plans for the subject is commended, as it plays a vital role in enhancing the quality of future lessons.
Thekwini	Centec	Client Services and Human Relations L4	The records of students' marks were well-maintained, with verification conducted by the HoD. The files were organised and presented in a clear and accessible manner.
Tshwane North	Mamelodi	Concrete Structures L4	The PoA includes the lecturer's curriculum vitae and qualifications, confirming their suitability to teach and assess the subject. Students were provided with practical task exposure, which contributed to their improved performance in formal assessments.
	Pretoria	Consumer Behaviour L4	The lecturer's year plan was a well-structured and comprehensive document.
	Temba	Criminology L4	The campus has an efficient filing system in place.
Tshwane South	Odi	Marketing L4	The internally set and moderated assessments met high standards, and the campus successfully fulfilled all requirements for effectively implementing and managing the ICASS process.
Umfolozzi	Eshowe	Client Services and Human Relations L4	Good quality assessments were accompanied by an assessment grid, clearly indicating the weighting of the tasks. Thorough pre- and post-moderation of the tasks was conducted.

College	Campus	Subject	Comments
uMgungundlovu	Richmond	Pulp and Papermaking Technology L4	Photographic evidence of models was provided, with learners' details displayed on them. The end product (model) aligns with the mark allocation on the rubric, accurately reflecting the learner's competence. The PoA and PoE were well-organised and presented for moderation. The tasks were of good quality and could be shared with other colleges offering the same course.
Waterberg	Thabazimbi	Electrical Systems and Construction L4	PAT 1 and PAT 2 included photographic evidence of the activities carried out during the implementation of the tasks. The PoA and PoE files were well-organised, ensuring easy access to all relevant documents.
	Waterberg IT and Computer Science Centre	Physical Science L2	The ICASS for Physical Science L2 was successfully implemented and managed at the site. The PoA and PoE were well-organised, featuring high-quality assessment tasks that were effectively moderated. The lecturer demonstrated thorough planning and implementation of the ICASS, supported by photographic evidence, while showcasing extensive knowledge, hands-on involvement, and significant experience in teaching Physical Science L2.
West Coast	Malmesbury	Hospitality Services L4	The electronic PoA was well-organised and easy to moderate, with only the necessary documents filed. The portable electronic format allowed users to access the PoA off-site as needed, making the approach both efficient and environmentally friendly by minimising paper usage.
		Mathematical Literacy L3	The electronic PoE was submitted on a memory stick, and all tasks were standardised across the colleges in the Western Cape.

College	Campus	Subject	Comments
Westcol	Randfontein	Marketing L4	The internally set and moderated assessments were of high quality, and the campus met all the requirements for the effective implementation and management of the ICASS process.

Colleges in the Western Cape have established focus groups that collaboratively set common assessments for subjects. The responsibility for setting and moderating ICASS tasks is rotated among the colleges.

### 2.4.3 Moderation of the NC(V) ICASS DHET appointed Internal Moderator

**Table 2K: Areas of good practice**

TVET College	Campus	Subject	Comments
Flavius Mareka	Kroonstad	Project Management L4	The internal moderation conducted by DHET was of high quality, with judgements and evaluations being largely consistent. The alignment between the external and internal moderators' assessments showed minimal discrepancy.
Goldfields	Tosa	Material Technology L3	Excellent performance was observed in most areas. The PoA and PoE were effectively managed on campus, adhering to college policy. The files were well-organised and clearly labelled.
	Welkom	Transport Economics L3	The PoA and PoE were thoroughly compiled, and all necessary evidence for moderation was successfully submitted.
Northern Cape Rural	Upington	Governance L3	The college participates in the Safety in Society focus group, which is responsible for setting common assessments for the subject. The task of setting and moderating ICASS assessments is rotated among the participating colleges.
Northlink	Tygerberg	Business Practice L3	The DHET moderator provided evidence of thorough post-moderation, with no indication of shadow marking. A high number of scripts were also moderated.

TVET College	Campus	Subject	Comments
Tshwane South	Pretoria West	Electronics L2	The subject documentation was submitted electronically. The documents were well-organised and complete, which significantly facilitated the moderation process.

## 2.5 Areas of Non-Compliance

Several critical areas of concern require urgent attention and timely action of some colleges:

### a. Physical resources

- i. The workshop, simulator, and laboratory did not comply with Occupational Health and Safety standards, compromising the safety of both staff and students.
- ii. Facilities were insufficient for the number of enrolled candidates.
- iii. Limited internet access hindered students from conducting research and completing tasks on time.

### b. Human resources

- i. There was no evidence of on-site staff training and development plans; where such plans existed, their implementation was not always verifiable.
- ii. Training manuals were not available on campus, despite being necessary for ensuring the effective training of educators and improving teaching, learning, and assessment (including moderation) for the specific programme.
- iii. Campuses had some under-qualified or inexperienced teaching staff, with many lacking industry experience or relevant work-integrated learning in the subjects they taught.
- iv. Teaching staff expressed the need for further training in subject content, assessment of practical work, and the integration of assessment within the programme.

### c. Other resources (teaching materials, teaching aids, and financial resources)

- i. Textbooks and teaching materials were neither available on time nor sufficient for the number of candidates enrolled.
- ii. Teaching aids, such as DVDs and other resources that would enhance teaching and learning, were unavailable on-site.
- iii. There was no evidence of a budget for practical work consumables, nor was there evidence of effective procurement of these consumables.

### d. Internal assessment policies and systems

One or more of the following elements were omitted from the assessment policies:

- i. Monitoring and moderation of assessments at different levels (campus, college).
- ii. Procedures for managing absenteeism.
- iii. Procedures for managing late/non-submission of tasks.
- iv. Conditions for reassessment (valid reasons).
- v. Management of irregularities.

- e. Quality of assessment tasks
  - i. The assessment tasks did not cover the required content, and the weighting and spread of subject and learning outcomes were inappropriate.
  - ii. The tasks did not cover sufficient content, and the task types were inappropriate for the outcomes being assessed.
  - iii. The tasks primarily assessed knowledge, and higher cognitive-level questions were not included in tasks/tests, as required by the SAG.
  - iv. Lecturers did not adhere to the SAG documents and relied solely on the prescribed textbook or past papers to set assessment tasks.
  - v. Tasks were hand-written or poorly typed, with questions copied and pasted from previous question papers.
  - vi. Cover pages were incomplete and lacked details, such as the topics and SO covered.
  - vii. Marking guidelines did not align with the assessment tasks, and were often incomplete.
  - viii. Marking guidelines did not specify how marks should be allocated within questions.
  - ix. The marks on question papers and the marking guidelines did not always correspond.
  - x. Practical assessment tasks took the form of theoretical tests.
  - xi. Time allocations for tasks were not always appropriate.
  - xii. Analysis grids were either not provided in the theoretical assessments or were incorrect.
  - xiii. Some questions did not align with the cognitive level instruction (e.g., if the instruction was to "analyse," the answer demonstrated analysis).
- f. Quality of marking and marking guidelines
  - i. Markers did not adhere to the marking guidelines, leading to inconsistent and poor-quality marking.
  - ii. Marks awarded to candidates were often too lenient.
  - iii. Marking tools were not user-friendly, lacking task numbering and a clear indication of how marks should be allocated within questions.
  - iv. Marks were not always accurately recorded, converted, weighted, or transferred due to minimal or no verification, resulting in inaccurate marks being submitted to the DHET.
- g. Internal moderation
  - i. Internal moderation at both the campus and college level was lacking.
  - ii. Shadow marking was evident, with both the marker and moderator making the same mistakes and inconsistencies.
  - iii. Little to no feedback was provided to lecturers or students at most colleges.
  - iv. There was a lack of pre-moderation to correct assessment tasks before they were released to students.
  - v. The internal moderation process was largely neglected, with minimal or no effective pre- and post-moderation of tasks.
  - vi. While the sample selection during moderation complied with the prescribed 10% of the batch, sites did not meet the requirement of selecting a minimum of five tasks per batch.

- vii. Moderation by some DHET-appointed internal moderators did not meet the appropriate standard, as they failed to identify errors in the marking.
  - viii. In some instances, there was no clear indication that the task/test had been moderated by the DHET, other than the use of different coloured pens.
- h. PoE of students
- i. Documents were not made available in accordance with the ICASS guidelines.
  - ii. Cover pages for tasks were either missing or incomplete.
- i. PoA of lecturers/assessors
- i. The year plan for the subject was missing or incomplete.
  - ii. Where available, it was not used as a working document but was filed solely for compliance purposes.
  - iii. The latest version of the SAG was not used.
  - iv. Documents were not filed in the PoA according to the ICASS guidelines.
  - v. Tasks were not labelled appropriately, and the filing was haphazard, not following the prescribed order in the ICASS guidelines.
  - vi. No evidence of monitoring or an audit (compliance check) of the PoA was provided.
  - vii. Where monitoring occurred, the level (campus, college, provincial, national), its frequency per year, the dates of monitoring, and reports on monitoring, moderation, or audits were not always available in the PoA.
- j. Lecturer subject file
- i. Lecturers did not include some or all lesson plans or teaching resources in their subject files.
  - ii. Additional supporting tasks, past papers, revision exercises, and other useful resources were missing.
  - iii. There was no evidence of review and reflection on lesson plans, including notes for future improvements.
  - iv. There was no evidence that the SAG was used, the DHET ICASS guidelines were implemented, or that the assessment framework/grid for the setting of theoretical tasks was applied.
  - v. No evidence of subject meetings, such as minutes or handouts, was included in the file.
- k. Capturing of marks
- i. Incorrectly captured marks can disadvantage or unduly advantage students.
- l. Implementation of PAT
- i. Outdated PAT documentation was used.
  - ii. The lecturer's understanding of the expectations for the PAT was unclear.
  - iii. Poor planning and delays in procuring the equipment and consumables required for the PAT hampered its implementation.
  - iv. Poor student attendance and the lecturer's inexperience or incompetence negatively impacted the implementation of the PAT.



The sites and subjects listed in Tables 2L, 2M, and 2N have been selected for follow-up visits, as urgent interventions are required from the DHET. For specific details on unmet criteria, refer to Tables 2D to 2H.

### 2.5.1 Moderation of NC(V) ICASS on-site

**Table 2L: Sites and subjects requiring urgent intervention**

TVET college	Campus	Subject
Buffalo City	John Knox Bokwe	Construction Planning L4
Coastal KZN	Swinton	Art and Science of Teaching L4
		Fitting and Turning L4
Elangeni	Ntuzuma	Fitting and Turning L3
Nkangala	Witbank	Food Preparation L4
South West Gauteng	George Tabor	Freight Logistics L4
Taletso	Mafikeng	Construction Supervision L4
	Mmabatho	Electrical Principles and Practice L4
		Engineering Processes L4

### 2.5.2 Centralised Moderation of NC(V) ICASS

**Table 2M: Sites and subjects requiring urgent intervention**

TVET College/Private College/Correctional Facility	Campus	Subject
Boland	Stellenbosch	Data Communication and Networking L4
College of Cape Town	Athlone	Professional Engineering Practice L4
Eastcape Midlands	Charles Goodyear	Applied Engineering Technology
Ekurhuleni East	Springs	Multimedia Services L4
Elangeni	Pinetown	English FAL L3
Esayidi	Kokstad	Office Data Processing L4
	Umzimkhulu	English FAL L3
False Bay	Khayelitsha	Business Practice L4
		Data Communication and Networking L4
Fort Glamorgan Prison	East London	Life Skills and Computer Literacy L2
Ikhala	Sterkspruit	Office Practice L4
Ingwe	Ngqungqushu	Life Skills and Computer Literacy L2
King Hintsa	Teko	Advanced Plant Production L4
	Willowvale	Office Practice L4
King Sabata Dalindyebo	Mthatha	Construction Planning L3
	Ngcobo	Advanced Plant Production L4
	Ntabozuko	Life Skills and Computer Literacy L2

TVET College/Private College/Correctional Facility	Campus	Subject
Mopani	Sir Val Duncan	Electrical Systems and Construction L4
Port Elizabeth	Russell Road	Life Skills and Computer Literacy L2
Rhodes Technical College	Lenasia	Systems Analysis and Design L4
South West Gauteng	George Tabor	Multimedia Services L4
Umfolozi	Esikhawini	Transport Operations L4

### 2.5.3 Moderation of the NC(V) ICASS DHET appointed Internal Moderator

**Table 2N: Sites and subjects requiring urgent intervention**

TVET college	Campus	Subject
Goldfields	Tosa	Plumbing L3
Maluti	Sefikeng	Plant Production L3
Northern Cape Rural	Kathu	Renewable Energy Technologies L2
South West Gauteng	Roodepoort	Electrical Workmanship L4
	Technisa	Tourism Operations L4

## 2.6 Directives for Compliance and Improvement

Based on the findings in this report, the following recommendations are made to enhance ICASS at the colleges. The DHET should:

- Organise training and capacity-building sessions to ensure that assessment tasks and tools meet all required standards;
- Monitor campuses to ensure that proper planning and co-ordination are implemented by management and staff;
- Ensure that colleges receive and effectively implement the latest SAG and DHET ICASS instructions/guidelines;
- Establish systems to verify the accurate recording and documentation of marks;
- Regularly monitor campuses to ensure that proper documentation is maintained in the relevant portfolios and kept up to date;
- Discourage campuses from using previous examination papers or those from other assessment bodies verbatim as internal examination papers;
- Appoint suitably qualified lecturers who possess both in-depth subject knowledge and relevant expertise;
- Monitor the overall teaching and learning processes at the colleges; and
- Ensure that the necessary infrastructure is in place to effectively deliver the NC(V) programme.

## 2.7 Conclusion

While several colleges and campuses excelled in many areas, a significant number still fail to meet the essential requirements for teaching and assessing NC(V) subjects. The primary causes of this poor performance include the inability to fulfil the requirements outlined in the ICASS and subject guidelines, as well as a failure to effectively integrate theoretical learning with practical application. Contributing factors, such as poor planning, delays in resource procurement, inexperienced or incompetent teaching staff, low student attendance, and protest actions, have further hindered the teaching and learning process, thereby negatively affecting assessments.

The standard and quality of internally set and moderated tasks are a growing concern. Many colleges/sites neglect the principles of assessment and moderation, with compliance often prioritised over the quality of feedback provided. Numerous errors and omissions in the design and implementation of assessment tasks and tools could have been identified through thorough internal moderation. Effective feedback to assessors during both pre- and post-moderation could have significantly improved task quality, leading to better student performance. This remains a major weakness in the ICASS assessment system, as many campuses show little evidence of effective moderation practices. A robust training programme focused on setting and moderating tasks and tests will equip lecturers with the skills necessary to produce improved assessments and moderation.

Interventions by the DHET are urgently needed to prevent non-compliance from compromising the integrity of the sector and the NC(V) qualification.

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

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### 3.1 Introduction

Umalusi conducted moderation of the ISAT and PAT at sites offering the NC(V) programmes. The ISAT is a mandatory practical component of the external summative assessment for NC(V) vocational subjects, while the PAT is a required practical component of the ICASS. The ISAT accounts for 15% of the external summative assessment mark and evaluates the skills and practical application of cumulative learning acquired throughout the year. The PAT contributes to 25% of the ICASS mark.

The ISAT and PAT assess students' practical skills through tasks that replicate or simulate real-life processes and/or products in a workplace setting. The ISAT can be completed either in phases throughout the year, over a specific period, or as a once-off task, depending on the nature of the subject. In contrast, the PAT consists of two practical tasks, which are part of the ICASS.

The purpose of moderating the conduct of the ISAT/PAT is to:

- a. Evaluate the planning and preparation of the ISAT/PAT;
- b. Report on the suitability and standard of the assessment environment;
- c. Confirm that proper assessment processes and procedures were followed during the implementation of the ISAT/PAT;
- d. Verify whether candidates demonstrated the required skills, competencies, and knowledge underpinning the tasks;
- e. Assess the quality and standard of the assessments;
- f. Report on the consistency and quality of assessments across different sites of delivery; and
- g. Provide general observations on the conduct of the ISAT/PAT.

### 3.2 Scope and Approach

Umalusi moderated the conduct of the ISAT/PAT for 82 subjects on-site and 10 subjects virtually (off-site) from 4 to 21 October 2024. A total of 53 moderators were deployed across the nine provinces. Of the 82 subjects moderated on-site, 50 were moderated at L4, 13 at L3, and 19 at L2. For the 10 subjects moderated virtually, nine were at L4 and one at L3. Umalusi selected sites for moderation based on various criteria: sites that had never been visited before, those not visited in the past three years, and sites that required follow-up visits due to non-compliance during previous moderation. Subject selection was based on the number of enrolments and the critical skills embedded in the subject, with new subjects in the NC(V) curriculum included in the sample.

Table 3A lists the subjects and sites included in the on-site monitoring and moderation of the conduct of the L2, L3, and L4 ISAT/PAT.

**Table 3A: Subjects and sites included in the on-site moderation of the conduct of L2, L3, and L4 ISAT/PAT**

No.	Subject	Level	Province	College	Campus/site
1.	Advanced Plant Production	4	KwaZulu-Natal	Majuba TVET	Technology Centre
2.	Advertising and Promotions	4	Eastern Cape	Ingwe TVET	Mount Frere
3.	Animal Production	4	Mpumalanga	Ehlanzeni TVET	Mthimba
4.	Applied Accounting	4	Eastern Cape	King Sabata Dalindyebo TVET	Mthatha
5.	Applied Accounting	2	North West	Orbit TVET	Brits
6.	Applied Engineering Technology	4	KwaZulu-Natal	Coastal KZN TVET	Swinton
7.	Art and Science of Teaching	3	Gauteng	South West Gauteng TVET	Roodepoort
8.	Automotive Repair and Maintenance	4	Limpopo	Waterberg TVET	Lebowakgomo
9.	Automotive Repair and Maintenance	2	Gauteng	Central Johannesburg TVET	Alexandra
10.	Basic Principles of Computer Programming and Computer Literacy	2	KwaZulu-Natal	Umgungundlovu TVET	Northdale
11.	Business Practice	4	Mpumalanga	Ehlanzeni TVET	Mashishing
12.	Carpentry and Roof Work	4	Mpumalanga	Gert Sibande TVET	Sibanesetfu
13.	Carpentry and Roof Work	2	Eastern Cape	Buffalo City	John Knox Bokwe
14.	Client Services and Human Relations	4	Eastern Cape	Port Elizabeth TVET	Russell Road
15.	Community Orientated Primary Care	4	Western Cape	Northlink	Parow
16.	Computer Programming	4	KwaZulu-Natal	Elangeni TVET	Pinetown
17.	Concrete Structures	3	Gauteng	Tshwane North TVET	Mamelodi
18.	Construction Planning	3	North West	Vuselela TVET	Jouberton
19.	Construction Planning	4	KwaZulu-Natal	Umfolozo TVET	Esikhawini

No.	Subject	Level	Province	College	Campus/ site
20.	Construction Supervision	4	Gauteng	Tshwane South TVET	Atteridgeville
21.	Consumer Behaviour	2	Gauteng	Tshwane North TVET	Pretoria
22.	Contact Centre Operations	2	Gauteng	Sedibeng TVET	Sebokeng
23.	Criminal Justice Process	4	Gauteng	Tshwane North TVET	Themba
24.	Electrical Systems and Construction	4	Western Cape	College of Cape Town	Pinelands
25.	Electrical Workmanship	4	Free State	Maluti TVET	Itemoheleng
26.	Electronic and Digital Concepts for Robotics	2	Limpopo	Waterberg TVET	Lebowakgomo
27.	Electronic Control and Digital Electronics	4	KwaZulu-Natal	Umfolozu TVET	Mandeni
28.	Electronics	2	KwaZulu-Natal	Coastal KZN TVET	Durban
29.	Electrotechnology	4	Eastern Cape	Port Elizabeth TVET	Iqhayiya
30.	Engineering Graphics and Design	3	Eastern Cape	East Cape Midlands TVET	Charles Goodyear
31.	Engineering Processes	4	Eastern Cape	Ingwe TVET	Ngqungqushu
32.	Engineering Technology (Programme ISAT)	2	Limpopo	Letaba TVET	Giyani
33.	Entrepreneurship	2	Limpopo	Sekhukhune TVET	CN Phatudi
34.	Farm Planning and Mechanisation	4	North West	Taletso TVET	Lichtenberg
35.	Financial Management	4	Eastern Cape	Ikhala TVET	Queenstown
36.	Fitting and Turning	3	Limpopo	Waterberg TVET	Thabazimbi
37.	Fitting and Turning	4	Limpopo	Waterberg TVET	Thabazimbi
38.	Fitting and turning	2	Western Cape	False Bay TVET	Westlake
39.	Freight Logistics	4	Western Cape	College of Cape Town	City Campus
40.	Governance	4	KwaZulu-Natal	Elangeni TVET	Inanda
41.	Hospitality Generics	4	Gauteng	Western TVET	Randfontein
42.	Hospitality Services	4	Mpumalanga	Nkangala TVET	Witbank
43.	Human and Social Development	4	KwaZulu-Natal	Esayidi TVET	Clydesdale
44.	Introduction to Robotics	3	KwaZulu-Natal	Thekwini TVET	Melbourne

No.	Subject	Level	Province	College	Campus/ site
45.	Introduction to Systems Development	2	Mpumalanga	Gert Sibanda TVET	Ermelo
46.	Law Procedures and Evidence	4	Limpopo	Rostec Technical	Polokwane
47.	Learning Psychology	4	North West	Vuselela TVET	Klerksdorp
48.	Management Practice	4	Gauteng	Ekurhuleni East TVET	Benoni
49.	Marketing	4	Eastern Cape	East Cape Midlands TVET	High Street
50.	Marketing Communication	4	Gauteng	Sedibeng	Vanderbijlpark
51.	Masonry	2	KwaZulu-Natal	Coastal TVET	Appelsbosch
52.	Materials	3	Free State	Goldfields TVET	Tosa
53.	Materials Technology	3	Limpopo	Lephalale TVET	Ellisras
54.	Mechatronic Systems	2	Mpumalanga	Gert Sibanda TVET College	Evander
55.	Multimedia Service	4	KwaZulu-Natal	Elangeni TVET	KwaMashu
56.	New Venture Creation	4	KwaZulu-Natal	Mnambithi TVET	Ezakheni
57.	Office Data Processing	4	Western Cape	South Cape TVET	Bitou
58.	Office Practice	4	Western Cape	South Cape TVET	George
59.	Operations Management	4	Free State	Motheo TVET	Thaba Nchu
60.	Personal Assistance	4	Free State	Flavius Mareka TVET	Kroonstad
61.	Physical Science	4	KwaZulu-Natal	Umfolozu TVET	Mandeni
62.	Plumbing	4	Limpopo	Vhembe TVET	Makwarela
63.	Plumbing	3	Western Cape	College of Cape Town	Thornton
64.	Principles of Computer Programming	3	Gauteng	Central Johannesburg TVET	Troyeville
65.	Process Chemistry	4	Limpopo	Capricorn TVET	Seshego
66.	Professional Engineering Practice	4	Western Cape	Northlink TVET	Bellville
67.	Project Management	3	Western Cape	False Bay TVET	Fish Hoek
68.	Public Health	2	Limpopo	College of Africa	Polokwane
69.	Pulp and Papermaking Technology	4	Gauteng	Ekurhuleni East TVET	KwaThema
70.	Refrigeration and Air Conditioning Processes	4	Limpopo	Capricorn TVET	Seshego

No.	Subject	Level	Province	College	Campus/ site
71.	Renewable Energy Technologies	3	Eastern Cape	East Cape Midlands TVET	Park Avenue
72.	Renewable Energy Technologies	2	Western Cape	West Coast TVET	Citrusdal
73.	Roads	3	Limpopo	Vhembe TVET	Makwarela
74.	Robotics Fundamental	2	Western Cape	Boland TVET	Strand
75.	Science of Tourism	4	Gauteng	Ekurhuleni West TVET	Alberton
76.	Stored Programme Systems	4	Eastern Cape	Buffalo City TVET	East London
77.	Systems Analysis and Design	4	Limpopo	Waterberg TVET	Mokopane
78.	Tourism Operations	4	Eastern Cape	King Hintsa TVET	Centane
79.	Transport Economics	4	Western Cape	False Bay TVET	Khayelitsha
80.	Transport Operations	4	Limpopo	Letaba TVET	Maake
81.	Welding	2	Western Cape	West Coast TVET	Vredenburg
82.	Workshop Practice	2	KwaZulu-Natal	Mthashana TVET	Vryheid

Table 3B lists the subjects and sites included in the virtual (off-site) monitoring and moderation of the L3 and L4 ISAT/PAT conduct.

**Table 3B: Subjects and sites included in the virtual (off-site) moderation of the conduct of L3 and L4 ISAT/PAT**

No.	Subject	Level	Province	College	Campus/ site
1.	Automotive Repair and Maintenance	4	Gauteng	Ekurhuleni West TVET	Germiston
2.	Engineering Fabrication-Boilermaking	4	Western Cape	Northlink TVET	Bellville
3.	Electrical Principles and Practice	4	Gauteng	Tshwane South TVET	Pretoria West
4.	Fitting and Turning	4	North West	Orbit TVET	Rustenburg
5.	Food Preparation	4	Northern Cape	Rural TVET	Upington
6.	Introduction to Robotics	3	Free State	Motheo TVET	Hillside View
7.	Masonry	4	KwaZulu-Natal	Majuba TVET	Technology Centre
8.	Mechatronic Systems	4	Eastern Cape	Buffalo City TVET	East London
9.	Plumbing	4	Limpopo	Mopani TVET	Sir Val Duncan
10.	Welding	4	Mpumalanga	Gert Sibanda	Standerton



### 3.3 Summary of Findings

The findings from the external moderation of the ISAT/PAT conduct for the various subjects and sites are outlined below and categorised by criteria, as per Umalusi's monitoring instrument for this assessment process.

#### 3.3.1 Planning for the Conduct of ISAT/PAT

This criterion assesses whether colleges have effectively planned and prepared for the ISAT/PAT. Successful implementation of the ISAT/PAT relies on thorough planning, which includes factors such as the availability of resources and facilities, the number of students, staffing requirements, staff competencies, procurement procedures, and the timing of tasks.

The implementation of the ISAT/PAT at some of the visited sites was hindered by a lack of planning and preparation. The following challenges were identified at several sites:

- a. Use of outdated ISAT/PAT materials;
- b. Lecturers/assessors not having a clear understanding of the expectations for the ISAT/PAT;
- c. Inadequate/inappropriate facilities;
- d. Lack of apparatus, components, consumables, equipment, and tools;
- e. Difficulties with procurement and poorly timed procurement;
- f. Student unrest;
- g. Inappropriate marking/scoring;
- h. Inadequate or no internal moderation of the ISAT/PAT;
- i. High student absenteeism;
- j. Unsafe work environment;
- k. Poor housekeeping;
- l. Restricted use of off-site facilities; and
- m. Lack of ISAT/PAT video evidence.

Some of the visited sites that encountered planning challenges resorted to the following measures:

- i. Opting to use the outdated ISAT/PAT instrument;
- ii. Organising group work where individual work was required;
- iii. Administering multiple sessions of the ISAT/PAT to accommodate the large number of candidates registered for the programme;
- iv. Modifying/adapting the specifications of the ISAT/PAT to complete it on time;
- v. Allowing candidates to share apparatus, components, consumables, equipment, and tools during the ISAT/PAT implementation;
- vi. Substituting the required apparatus, components, consumables, equipment; and tools with available resources to complete the ISAT/PAT;
- vii. Providing the ISAT/PAT documents to the candidates in advance for off-campus preparation of tasks that were supposed to be performed under strict assessment conditions; and
- viii. Using sites that had the necessary equipment.

Table 3C indicates the planning challenges identified in the sampled subjects and sites.

**Table 3C: Planning challenges in sampled subjects**

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
<b>Receipt and distribution of PAT/ISAT to colleges</b>	The latest ISAT/PAT instrument was used for 85 (92%) of the 92 sampled subjects. In seven (9%) of the sampled subjects, the outdated 2015-2016 ISAT/PAT was used due to not receiving the current instrument from the DHET:		
	a. The campus used the outdated 2015-2016 ISAT/PAT document.	Material Technology L3	Ellisras
	b. The campus used the outdated 2017 ISAT/PAT document.	Marketing L4	High Street Campus
	c. The campus used the outdated 2019 ISAT/PAT document.	Hospitality Services L4	Witbank
	d. The campus did not have the latest 2024 ISAT/PAT documents and instead used an outdated 2017 instrument.	Plumbing L4	Makwarela
	e. The campus used the outdated 2019 ISAT/PAT document.	Personal Assistance L4	Kroonstad
	f. The campus used outdated instruments for PAT 1 and PAT 2.	New Venture Creation L4	Ezakheni
	g. The campus used the outdated 2015-2017 ISAT/PAT instrument.	Carpentry and Roof Work L2	John Knox Bokwe
<b>Understanding of the expectations of ISAT/PAT</b>	In 84 (91%) of the 92 sampled subjects, the lecturers understood the expectations of the ISAT/PAT. In eight (9%) of the subjects listed below, lecturers did not have a clear understanding of the ISAT/PAT expectations.		
	a. Key assessment outcomes of the ISAT were overlooked, which affected the correct implementation of the ISAT. b. The lecturer did not fully understand how the ISAT should be conducted.	Tourism Operations L4	Centane
	a. Students took the ISAT on different dates, which indicates that they were under campus supervision. b. The campus did not present any ISAT plans.	Governance L4	Inanda
	a. The lecturers did not fully understand how to assess the ISAT/PAT.	New venture Creation L4	Ezakheni

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	Students were awarded marks for theoretical responses, although the marking guideline specified that only application-based responses should be credited.		
	a. The lecturer who conducted the ISAT left the campus, and the newly appointed lecturer was not confident in explaining what was assessed.	Public Health L2	College of Africa Polokwane
	a. The lecturer understood that a website needed to be created; however, not all the ISAT sub-tasks were completed.	Multimedia Services L4	KwaMashu
	a. Not all moderated scripts were signed. b. Shadow moderation was observed.	Freight Logistics L4	City
	a. There was no assessment plan available. b. Neither the PoA nor the PoE was presented.	Electrotechnology L4	Iqhayiya
	a. The lecturer indicated that they did not fully understand PAT 2 (task 2.2).	Learning Psychology L4	Klerksdorp
<b>Inadequate/ inappropriate Facilities</b>	The facilities at the site visited were inadequate for the ISAT/PAT for five (5%) of the 92 sampled subjects.		
	a. Consumables were not procured on time. b. The tools were not of a high standard. c. The cutoff saw was loose and not fixed to the mountings.	Applied Engineering Technology L4	Swinton Road
	a. The workshop was not large enough to accommodate L2-L4 students.	Carpentry and Roofwork L2	John Knox Bokwe
		Carpentry and Roofwork L4	Sibanesetfu
	a. All equipment and consumables were available and arrived on time. However, the campus did not have a proper laboratory to administer the chemistry component of the ISAT.	Physical Science L4	Mandeni

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	<p>a. The lack of a dedicated workshop for Renewable Energy Technologies meant that the ISAT had to be performed outdoors, making its planning weather-dependent.</p> <p>b. The tank and collector could not be aligned. The tank was placed under the training roof, compromising the thermosiphon effect.</p>	Renewable Energy Technologies L3	Park Avenue
<b>Shortage of apparatus, components, consumables, equipment, and tools</b>	In 17 (18%) of the sampled subjects, apparatus, components, consumables, equipment, and tools were insufficient for conducting the ISAT/PAT.		
	<p>a. There were no consumables available to conduct the ISAT.</p> <p>b. There was no evidence of pre-assessment.</p>	Masonry L2	Appelsbosch
	<p>a. No equipment or consumables were received by the date of the monitoring visit.</p> <p>b. The correct electronic components for the implementation of the PAT were not available.</p> <p>c. Adaptations to the PAT and the ISAT had to be made.</p>	Electronic Control and Digital Electronics L4	Mandeni
	<p>a. The campus used a small woodworker's square instead of a roofer's or builders' square to manufacture the roof truss.</p> <p>b. Blunt hand wood saws were used, causing students to struggle to cut the materials.</p> <p>c. There were not enough benches for students to work on.</p>	Carpentry and Roof Work L2	John Knox Bokwe
	a. The machinery and equipment were in working order, except for the oxyacetylene.	Materials Technology L3	Ellisras

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	a. The campus lacked the necessary consumables for Computer Numerical Control (CNC) programming and machining, as required by the latest ISAT. As a result, the campus opted to use resources from another college.	Fitting and Turning L4	Thabazimbi
	a. There was no suitable extractor fan to remove the toxic fumes during soldering. b. No water pressure testing facility was available for the watertight test on the copper pipe shower mixer.	Plumbing L4	Makwarela
	a. Equipment such as a service salver (silver tray), flats (large, generally oval or round dishes used to present food to guests), main/joint plates, salt and pepper sets, a soup tureen with a soup ladle, and napkins were not available.	Hospitality Services L4	Witbank
	a. The college did not have the resources required to conduct the ISAT, such as dairy cattle, nitrogen tanks, and semen straws. Therefore, the ISAT was conducted at a private farm about 100km from the college.	Animal Production L4	Mthimba
	a. The ISAT was not conducted due to a lack of resources.	Introduction to Robotics L3	Melbourne
	a. The correct size colour wire (1,5mm <sup>2</sup> and 2,5mm <sup>2</sup> ) was not available for the ISAT. b. There was a shortage of suitable panels to complete the PAT and ISAT.	Electrical Workmanship L4	Itemoheleng
	a. There was no simulation room for call centre practice.	Contact Centre Operations L2	Sebokeng
	a. There was no simulation room.	Marketing L4	High Street

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	a. No soldering equipment was available for the implementation of PAT 1. The PAT was built on a breadboard that did not require soldering.	Electronic Control and Digital Electronics L4	Mandeni
	b. The available Programmable Logic Controllers (PLC) was not a suitable standard for implementing the current ISAT instruction.		
	c. Correct electronic components for the implementation of the PAT were not available.		
	a. The acquisition of the correct training roof was required.	Renewable Energy Technologies L3	Park Avenue
	a. No colour paper or necessary visuals were made available to complete sub-task 3 in its entirety.	Law of Procedure and Evidence L4	Rostec -Polokwane
	a. The campus did not have the relevant software available or a vehicle to support the analytical software. As a result, the lecturer had to use his personal vehicle, which prevented him from affecting the system's faults due to concerns about students damaging the vehicle.	Automotive Repair and Maintenance L4	Lebowakgomo
	b. There was no electrical supply to the workshop at the time of external moderation.		
	a. The following resources were unavailable: gloves, fish line, and fencing materials.	Farm Planning and Mechanisation L4	Lichtenburg
<b>Use of substitute apparatus, components, consumables, equipment, and tools</b>	Substitute tools were used in three (3%) of the sampled subjects to complete the ISAT.		
	a. The requested PLC was not delivered. The existing PLCs and associated hardware did not have sufficient outputs to implement the new 2024 ISAT.	Electronic Control and Digital Electronics L4	Mandeni

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	b. The ISAT design brief was amended; however, this did not affect the credibility of the ISAT.		
	a. A measuring string was used instead of the required fish line. b. Old fencing materials were used.	Farm Planning and Mechanisation L4	Lichtenburg
	a. Nine of the 16 prefabricated boards were suitable for completing the assessment. The other boards required repair and maintenance. Students were grouped to complete the tasks to mitigate the shortages of the boards.	Electrical Workmanship L4	Itemoheleng
<b>Difficulties with procurement/timely procurement of resources</b>	In nine (12%) of the sampled subjects, the procurement of resources for the ISAT was delayed at the visited sites.		
	a. Not all consumables were available to conduct the ISAT at the scheduled time.	Hospitality Services L4	Witbank
	a. The pitot tube was not delivered by the nominated supplier, and efforts were made to find an alternative supplier who could deliver on time.	Refrigeration and Air Conditioning Processes L4	Seshego
	a. There were delays in the procurement of components and consumables.	Electrical System and Construction L4	Pinelands
	a. The campus did not have fish lines, gloves, proper or new fencing material (poles, droppers, wire mesh), or wire strands. However, old fencing materials and measuring strings were used to achieve the objective. b. There was a lack of fertiliser distributors for PAT 2.	Farm Planning and Mechanisation L4	Lichtenburg
	a. Soldering equipment was not available, requiring PAT 1 to be adjusted to allow for implementation without soldering. b. The requested PLC was not delivered.	Electronic Control and Digital Electronics L4	Mandeni

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	a. Delays in procurement affected the planning and preparation of the ISAT.	Applied Engineering Technology L4	Swinton
	a. Consumables did not arrive on time, which affected the ISAT implementation.	Fitting and Turning L4	Thabazimbi
	a. The requested ingredients were not available in time for the Food Preparation L4 ISAT. The timing of the requisition suggests a lack of proper planning.	Food Preparation L4	Upington
	a. Seven centre lathe machines required to conduct the ISAT were not fully functional. The campus opted for group work to mitigate the lack of resources.	Fitting and Turning L3	Thabazimbi
<b>Student unrest</b>	Student unrest disrupted the academic programme in three (3%) of the sampled sites.		
	a. Student unrest disrupted the academic programme and had a negative impact on the planning and preparation for the ISAT.	Stored Programme System L4	East London
		Process Chemistry L4	Seshego
		Electrotechnology L4	Iqhayiya
<b>Health and safety regulations and housekeeping</b>	Conditions at the visited sites were unsafe and not conducive to teaching and learning in seven (8%) of the sampled subjects.		
	a. Maintenance was required as the ceiling above the laboratory posed a hazard.	Systems Analysis and Design L4	Mokopane
	a. The storeroom was not cleaned, and tools/equipment were left lying around.	Carpentry and Roofwork L2	John Knox Bokwe
	a. The laboratory storage area was poorly maintained, with a significant amount of unnecessary equipment stored there. Most of it was never used.	Process Chemistry L4	Seshego
	a. The laboratory was used in poor condition and inadequately resourced. b. There was insufficient space between the workbenches. c. There was inadequate storage space, and chemicals were stored in the same closet.	Physical Science L4	Mandeni



Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	<ul style="list-style-type: none"> <li>d. Eyewash facilities were not available.</li> <li>e. There were no fume cupboards or extractors.</li> <li>f. The floor lacked appropriate friction and was not slip-resistant.</li> <li>g. Chemicals were not stored according to the prescripts. Many chemicals in the laboratory had expired, some as far back as 2019, and required disposal.</li> <li>h. There was no inventory of apparatus and consumables. Despite being raised in previous visits, the campus continued to use the dilapidated laboratory.</li> </ul>		
	<ul style="list-style-type: none"> <li>a. There was no suitable extractor fan to remove toxic fumes during the soldering of the galvanised gutter components.</li> <li>b. Gas cylinders, LP gas, oxygen, and acetylene must be stored and secured in a well-ventilated area.</li> </ul>	Plumbing L4	Makwarela
	a. Hygiene standards were not adequately adhered to.	Food Preparation L4	Upington
	a. The workshop was primarily used as a storage facility for equipment, with little to no space for machinery. Some machines (such as the planner and pedestal grinder) were not mounted and were left loose on the tables.	Carpentry and Roofwork L2	Sibanesetfu
<b>Use of off-site facilities</b>	Four (4%) of the sampled subjects used off-site facilities to conduct the ISAT.		
	a. The campus did not have Computer Numerical Control (CNC) equipment as required by the latest ISAT. As a result, the campus opted to use another college's facilities to conduct the ISAT.	Fitting and Turning L4	Thabazimbi

Aspects	Findings and Challenges	ISAT/PAT	Campus/ Site
	a. The task was performed off-site at the primary school, and it took time for the students to be transported to the site. Consequently, the students had limited access and time to complete the ISAT off-site.	Carpentry and Roof Work L4	Sibanesetfu
	a. The campus did not procure dairy cows, consumables, tools, or equipment to conduct sub-task 2. Instead, sub-tasks 1 and 2 were conducted at a private farm outside the college.	Animal Production L4	Mthimba
	a. The campus was in the process of acquiring a full farm and was working with several private service providers to accommodate the students for the practical tasks.	Advanced Plant Production L4	Technology Centre

### 3.3.2 Implementation of the Conduct of ISAT/PAT

As shown in Table 3D, the ISAT/PAT was completed according to specifications in 54 (59%) subjects.

**Table 3D: Subjects and sites where the ISAT/PAT was completed according to specifications**

No.	ISAT/PAT	Campus/site
1.	Advanced Plant Production L4	Technology Centre
2.	Advertising and Promotions L4	Mount Frere
3.	Applied Accounting L2	Brits
4.	Automotive Repair and Maintenance L4	Germiston
5.	Engineering Boilermaking L4	Bellville
6.	Business Practice L4	Mashishing
7.	Client Services and Human Relations L4	Russel Road
8.	Community Orientated Primary Care L4	Parow
9.	Computer Programming L4	Pinetown
10.	Concrete Structures L3	Mamelodi
11.	Construction Planning L3	Jouberton
12.	Construction Planning L4	Esikhawini
13.	Construction Supervision L4	Atteridgeville
14.	Consumer Behaviour L2	Pretoria
15.	Criminal Justice Process L4	Themba

No.	ISAT/PAT	Campus/site
16.	Electrical Systems and Construction L4	Pinelands
17.	Electronic and Digital Concepts for Robotics L2	Lebowakgomo
18.	Electronics L2	Durban
19.	Engineering Graphics and Design L3	Charles Goodyear
20.	Engineering Processes L4	Ngqungqushu
21.	Engineering Technology L2	Giyani
22.	Financial Management L4	Queenstown
23.	Fitting and Turning L2	Westlake
24.	Freight Logistics L4	City Campus
25.	Hospitality Generics L4	Randfontein
26.	Introduction to Robotics L3	Hillside View
27.	Introduction to Systems Development L2	Ermelo
28.	Learning Psychology L4	Klerksdorp
29.	Management Practice L4	Benoni
30.	Marketing Communication L4	Vanderbijlpark
31.	Masonry L4	Technology Centre
32.	Materials L3	Tosa
33.	Mechatronic Systems L2	Evander
34.	Mechatronic Systems L4	East London
35.	Office Data Processing L4	Bitou
36.	Office Practice L4	George
37.	Operations Management L4	Thaba Nchu
38.	Plumbing L3	Thornton
39.	Principles of Computer Programming L3	Troyeville
40.	Principles of Computer Programming and Computer Literacy L2	Northdale
41.	Process Chemistry L4	Seshego
42.	Professional Engineering Practice L4	Bellville
43.	Project Management L3	Fish Hoek
44.	Pulp and Papermaking Technology L4	KwaThema
45.	Renewable Energy Technologies L2	Citrusdal
46.	Roads L3	Makwarela
47.	Robotics Fundamental L2	Strand
48.	Stored Programme Systems L4	East London
49.	Systems Analysis and Design L4	Mokopane
50.	Transport Operations L4	Maake
51.	Welding L2	Vredenberg
52.	Welding L4	Standerton
53.	Workshop Practice L2	Vryheid
54.	Electrotechnology	Iqhayiya

While 59% of the ISAT was conducted appropriately, 41% showed deficiencies.

Five percent of the 92 sampled sites did not have students available during moderation visits, as required by Umalusi's Circular QAA: PSQ - TVET 5 of 2024.

Table 3E lists the subjects and campuses/sites where students were not available to demonstrate ISAT conduct.

**Table 3E: Subjects and sites where students were not observed by external moderators demonstrating ISAT conduct, as per Umalusi's instructions**

No.	ISAT/PAT	Campus/site
1.	Materials Technology	Ellisras
2.	Governance L4	Inanda
3.	Electrotechnology L4	Iqhayiya
4.	Introductions to Robotics L3	Melbourne
5.	Applied Accounting L4	Mthatha

Table 3F highlights the challenges in adhering to the specifications of the ISAT/PAT.

**Table 3F: Implementation of the ISAT/PAT**

Findings and Challenges	ISAT/PAT	Campus/Site
In 59 (64%) of the sampled subjects, the ISAT was appropriately implemented, while in 33 (35%) of the subjects, ISAT/PAT specifications and requirements were not adhered to:		
a. Three lecturers did not complete the appropriate checklists for the students.	Entrepreneurship L2	CN Phatudi
a. Specific client requests, as per the scenario, were ignored. Students' responses were incorrect, as they did not consider the specific client requests outlined in the ISAT instruction. b. The intended learning outcomes of the ISAT were not achieved.	Tourism Operations L4	Centane
a. Some students did not adhere to the time stipulated for each task/sub-task, as lecturers allowed them more time than what was allocated in the programme ISAT guidelines. b. The Applied Accounting sub-task was allocated 150 minutes, but students were given 180 minutes to complete the task. c. The Financial Management sub-task was allocated 60 minutes, but students were given 120 minutes to complete the task.	Applied Accounting L2	Brits

Findings and Challenges	ISAT/PAT	Campus/Site
<p>d. The Economic Environment sub-task was allocated 180 minutes (120 minutes for research and 60 minutes to write/type the under supervision), but students were given two days for research and 180 minutes for writing the report.</p> <p>e. The ISAT was not internally moderated.</p>		
<p>a. The ISAT was not conducted as prescribed, as the college did not have the relevant software available or a vehicle that could be used to support the analytical software.</p>	Automotive Repair and Maintenance L4	Lebowakgomo
<p>a. The research time given to students did not align with the specifications of the ISAT.</p> <p>b. The final draft was written at different times/ dates.</p> <p>c. More time was allocated to students (180 minutes) than the required time (80 minutes), as indicated in the assessment task instructions.</p> <p>d. An outdated ISAT instrument was used for PAT 1 and PAT 2.</p>	New Venture Creation L4	Ezakheni
<p>a. The companies (student files) that were supposed to be loaded onto Pastel for both PAT 2 and ISAT were not loaded, resulting in the ISAT not being completed.</p> <p>b. Internal moderation for PAT 1 and PAT 2 was not conducted.</p> <p>c. The subject lecturer did not have the mark sheets for the two Applied Accounting L4 groups.</p> <p>d. There were no Applied Accounting L4 students on campus.</p> <p>e. There was no campus or subject assessment plan that indicated the dates on which the Applied Accounting L4 ISAT was supposed to be written.</p>	Applied Accounting L4	Mthatha
<p>a. The lecturer used the relevant assessment tools as per the ISAT instructions, but did not provide the students with the required worksheets (worksheets 1 and 2).</p> <p>b. The worksheets were specifically designed and included a uniform template for students to complete.</p> <p>c. The lecturer provided a folio paper for these tasks.</p>	Carpentry and Roofwork L4	Sibanesetfu

Findings and Challenges	ISAT/PAT	Campus/Site
a. Students were assessed in a large group, which compromised the quality of the ISAT conduct.	Contact Centre Operations L2	Sebokeng
a. External moderation did not take place as the equipment to conduct the ISAT was not available.	Introduction to Robotics L3	Melbourne
a. Students populated their own marks on the ISAT cover.	Law of Procedure and Evidence L4	Rostec Polokwane
a. The marks awarded did not accurately reflect the students' competence. b. The ISAT was conducted as group work, which is against the ISAT instructions. Additionally, students from a group were awarded the same mark.	Fitting and Turning L3	Thabazimbi
a. Not all moderated scripts were signed. b. Moderation was a shadow marking exercise.	Freight Logistics L4	City
a. The students' PoE were not properly organised; PAT 1, PAT 2, and the declaration of authenticity were not completed in an orderly manner.	Public Health L2	College of Africa Polokwane
a. Students did not submit the research evidence for sub-task 2, yet full marks were awarded without any evidence.	Science of Tourism L4	Alberton
a. No video evidence for sub-task 1 was submitted to demonstrate that the ISAT was conducted in a suitably resourced, simulated, or structured environment under assessment conditions. b. There was no clear understanding of what needed to be assessed.	Plumbing L4	Sir Val Duncan
a. The ISAT had to be completed three times, despite the guidelines clearly stating that candidates must complete it individually. b. Sub-task 1 required candidates to complete an order form and work schedule. Although most candidates submitted sub-task 1, the assessor and internal moderator did not assess the task accordingly. c. In the second attempt, video evidence shows that candidates incorrectly presented their end products as plated meals. The dishes should have been presented for assessment and evaluation in a buffet style.	Food Preparation L4	Uppington

Findings and Challenges	ISAT/PAT	Campus/Site
<p>d. The marks awarded to sampled candidates were very high, indicating that the assessor and internal moderator may not have accurately followed the assessment checklist.</p> <p>e. The internal moderator did not complete the lecturer's checklist. Instead, the internal moderator shadow-marked the assessor's score by awarding the same marks as the assessor.</p>		
<p>a. One of the students had no script attached and no record of attendance.</p> <p>b. The performance record for each student was completed; however, the student checklist was incomplete.</p> <p>c. The videos of evidence were unclear and could not be used to validate the scores.</p>	Fitting and Machining L4	Rustenburg
<p>a. The assessor did not use at least three voltmeters as recommended in the ISAT. Candidates only used one voltmeter; they were seen measuring something, but did not adjust the frequency to observe the variation of voltages between the three components at different frequencies.</p> <p>b. All candidates' measured values were identical.</p> <p>c. The video evidence did not align with the assessment tool.</p>	Electrical Principles and Practice L4	Pretoria West
a. The campus used the outdated 2017 ISAT.	Plumbing L4	Makwarela
a. The campus used the outdated 2019 ISAT.	Personal Assistance L4	Kroonstad
a. The students interviewed indicated that, due to time constraints, tasks completed at home were not monitored.	Human and Social Development L4	Clydesdale
<p>a. The ISAT requires that a minimum of 0.5ha (5000 m<sup>2</sup>) be fenced, with corner posts, droppers, strands, and fencing (e.g., wire mesh) erected by the candidates. In this case, less than 0.01ha (100m<sup>2</sup>) was fenced, with all four corners and gate posts already in place.</p> <p>b. The area was previously used as a poultry facility, and only a few droppers, wire mesh, and strands were removed and then repositioned.</p>	Farm Planning and Mechanisation L4	Lichtenburg

Findings and Challenges	ISAT/PAT	Campus/Site
a. The student's checklist was not completed or included in the PoE. Additionally, the lecturer's checklist was not used to indicate the marks allocated for each task; instead, the students' marks were only noted on their individual printouts.	Contact Centre Operations L2	Sebokeng
a. Some students changed the engine oil on an engine mounted on a stand, rather than on a vehicle. This did not align with the ISAT requirement, as no lifting operation was conducted.	Automotive Repair and Maintenance L2	Alexandra
a. The lecturer focused solely on one part of the ISAT. b. The candidates used coding from pre-developed websites and adjusted it to suit their individual websites. c. The evidence collected for the ISAT did not reflect the level of skills demonstrated by the candidates. d. The candidates' scores did not align with the outcomes for each sub-task. e. Marks were allocated for sub-tasks that were not completed.	Multimedia Service L4	KwaMashu
a. The campus used the outdated 2016 PAT 1 and PAT 2. b. No PoA or PoE was produced during the moderation. c. No materials were available to conduct the ISAT.	Materials Technology L3	Ellisras
a. The campus used the outdated 2017 ISAT.	Marketing L4	High Street
a. The task and sub-tasks were not completed according to the ISAT specifications; more time was given than prescribed.	Transport Operations L4	Maake
a. There were no ISAT management or assessment plans. b. Students conducted the ISAT on different dates and not under supervision, as per the ISAT instructions.	Governance L4	Inanda
a. The campus used an outdated version of the task, and the scoring did not align with the latest task.	Carpentry and Roof Work L2	John Knox Bokwe
a. There was no evidence that internal moderation was made available.	Basic Principles of Computer Programming and Computer Literacy L2	Northdale



Findings and Challenges	ISAT/PAT	Campus/Site
a. There was no CNC machine/simulator available to conduct the ISAT. b. Less time is allocated for practical training in the subject (4 hours per week).	Fitting and Turning L4	Thabazimbi
a. The assessment tool (lecturer's checklist) for PAT 2 was not completed for all students due to the errors identified in the checklists.	Financial Management L4	Queenstown

During the Umalusi moderation of the ISAT/PAT conduct, serious irregularities were identified in 38 subjects (41%) from the sampled sites, both visited on-site and virtually moderated.

Tables 3G and 3H provide a list of subjects and campuses/sites involved.

Of the 82 ISAT/PAT moderated on-site, 48 (59%) complied with ISAT requirements, while 34 (41%) did not. The findings are outlined below:

**Table 3G: ISAT/PAT (moderated on-site) requiring interventions by DHET**

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
a. Marks were allocated for sub-task 2 (10 marks) without evidence.	Science of Tourism L4	Alberton
a. The workshop was primarily used as a storage facility for equipment, with little to no space for machinery. Some machines were left loose on the tables and were not mounted. b. The workshop was too small for conducting practical tasks. It was also disorganised and did not meet Occupational Health and Safety standards. c. The ISAT task was conducted at a primary school, resulting in limited time for practical activities. d. No videos were available to document the ISAT. e. Internal moderation was conducted improperly.	Carpentry and Roofwork L4	Sibanesetfu
a. There was no artefact or video evidence to support the completion of the tasks. b. The correct size colour wire (1,5mm <sup>2</sup> and 2,5mm <sup>2</sup> ) was not available for the ISAT.	Electrical Workmanship L4	Itemoheleng

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
c. There was a shortage of suitable panels required for both the PAT and the ISAT.		
a. The campus used the outdated ISAT for both PAT 1 and PAT 2. b. Inappropriate marking and internal moderation of the ISAT resulted in inflated marks. c. The time allocated for students to conduct research was insufficient. d. Lecturers faced challenges in effectively implementing the ISAT. e. The time allocated to students did not align with the prescribed ISAT guidelines. f. No video evidence of the tasks was provided for verification.	New Venture Creation L4	Ezakheni
a. The lecturer awarded nearly the entire class the maximum number of marks for sub-task 4, despite the students' responses to the ISAT not warranting or justifying such marks. b. The grading of sub-task 5 was also inappropriate. The lecturer failed to follow the correct mark allocation for explaining the difference between a confession and an admission. c. Additionally, certain categories of evidence received incorrect marks. In sub-task 3, students were instructed to design a pamphlet, yet no student presented the information in pamphlet form. d. There was no computer laboratory available for students to conduct research. e. The ISAT was completed as a group task rather than an individual one. f. Students manually filled in their own marks with a pen. g. Inappropriate internal moderation was observed.	Law Procedures and Evidence L4	Rostec-Polokwane

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. The campus used an outdated ISAT.</li> <li>b. The lecturer had a limited understanding of the ISAT.</li> <li>c. Students were not informed in time about the ISAT and lacked adequate preparation.</li> <li>d. The necessary resources were not available to complete the ISAT.</li> </ul>	Hospitality Services L4	Witbank
<ul style="list-style-type: none"> <li>a. The ISAT was not conducted due to the lack of equipment.</li> </ul>	Introduction to Robotics L3	Melbourne
<ul style="list-style-type: none"> <li>a. There were no consumables to conduct the ISAT.</li> </ul>	Masonry L2	Appelsbosch
<ul style="list-style-type: none"> <li>a. The ISAT was not completed because the DHET did not receive the student files (company) link, which was supposed to be uploaded to Pastel for Applied Accounting L4.</li> <li>b. The lecturer did not follow the checklist (assessment tool) when marking students' PAT 1.</li> <li>c. Marking discrepancies were identified, where marks were awarded for irrelevant articles and incorrect financial statements.</li> <li>d. The campus did not use the current and correct student files (company files) for PAT 2.</li> <li>e. The company names for the previous PAT 2 and the current PAT 2 were the same; however, the pre-loaded information and financial year-end were inconsistent. As a result, students forfeited marks allocated for the financial year-end date and period because they used 2016 instead of 2024.</li> <li>f. Checklists were not completed for each student.</li> <li>g. PAT 1 and 2 were not internally moderated.</li> </ul>	Applied Accounting L4	Mthatha
<ul style="list-style-type: none"> <li>a. The ISAT was neither marked nor moderated during the external moderation process.</li> </ul>	Applied Engineering Technology L4	Swinton

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. No applicable faults were created in the vehicle as required by the ISAT.</li> <li>b. Students were assessed and scored as a group, rather than individually, as stipulated in Section 2.4.7 of the lecturer's ISAT instructions.</li> <li>c. The scores did not accurately reflect the students' competence.</li> <li>d. PAT 1 and PAT 2 were improperly marked. Students were allocated marks as a group, with only one script being marked for the group, while others received marks without being properly assessed.</li> <li>e. Evidence of inappropriate internal moderation was found.</li> </ul>	Automotive repair and Maintenance L4	Lebowakgomo
<ul style="list-style-type: none"> <li>a. The campus used outdated 2015-2017 ISAT instruments.</li> <li>b. There was evidence of poor housekeeping.</li> </ul>	Carpentry and Roof Work L2	John Knox Bokwe
<ul style="list-style-type: none"> <li>a. The students' checklists were neither completed nor included in the PoE</li> <li>b. Additionally, the lecturer's checklist was not used to allocate marks for each task; instead, the students' marks were recorded solely on their individual printouts.</li> <li>c. There was evidence of inappropriate internal moderation.</li> <li>d. There was no simulation room available for call centre practice.</li> </ul>	Contact Centre Operations L2	Sebokeng
<ul style="list-style-type: none"> <li>a. The campus used outdated ISAT documents.</li> <li>b. There was no suitable extractor fan to remove the toxic fumes during the soldering of the galvanised gutter.</li> <li>c. Gas cylinders were not stored and secured in a well-ventilated area.</li> <li>d. There was no proper water pressure testing facility.</li> </ul>	Plumbing L4	Makwarela

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<p>a. The campus lacked the necessary resources to conduct the ISAT, including dairy cattle, nitrogen tanks, and semen straws.</p> <p>b. The campus assessed 96 students in one day, which compromised the quality of the assessment.</p> <p>c. The video evidence showed students observing the process, but not performing animal insemination, as required by the ISAT guidelines.</p> <p>d. The external moderator identified two errors on the moderated scripts, where some students' marks were incorrectly recorded on both the student scripts and the mark sheets.</p>	Animal Production L4	Mthimba
<p>a. The ISAT requires the use of a vehicle to conduct a lubrication service. However, 20% of the students performed the ISAT on a stand-alone engine instead of a vehicle, as specified by the ISAT.</p>	Automotive Repair and maintenance L2	Alexandra
<p>a. The lecturer attached the assessment tools for all three group members, but only one group member's assessment tool and checklist were marked and completed. The checklists for the other two group members were left blank. However, all group members were assigned the same mark.</p> <p>b. There was no internal moderation report, no signed internal moderation document, and no indication of when the internal moderation took place.</p>	Art and Science of Teaching L3	Roodepoort
<p>a. The moderation process was inappropriate, with the report being completed and signed off without any internal moderation of the scripts.</p>	Entrepreneurship L2	CN Phatudi

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. Students were unavailable on campus to demonstrate the ISAT.</li> <li>b. Based on the instructions, students were expected to complete the ISAT under controlled conditions, but the evidence indicated that it was not conducted in the classroom as required.</li> <li>c. Marking was not done using the checklist or rubric provided by the DHET.</li> <li>d. The marks awarded were too high because the lecturer did not use the assessment tools provided by the DHET.</li> <li>e. Both the ISAT and PAT were not internally moderated.</li> </ul>	Governance L4	Inanda
<ul style="list-style-type: none"> <li>a. The campus used the outdated 2017 ISAT document.</li> <li>b. There was no simulation room and no virtual evidence of the tasks.</li> </ul>	Marketing L4	High Street
<ul style="list-style-type: none"> <li>a. PAT 1 and PAT 2 were performed on the outdated 2016 ISAT instrument.</li> <li>b. The ISAT was not conducted as there were no materials.</li> </ul>	Materials Technology L3	Ellisras
<ul style="list-style-type: none"> <li>a. Students used coding from pre-developed websites and adjusted it to suit their individual websites.</li> <li>b. The evidence collected for the ISAT did not reflect the level of skills demonstrated by the candidates.</li> <li>c. The candidate's score did not align with the outcomes for each sub-task. Marks were allocated for sub-tasks that were not completed.</li> <li>d. During the live ISAT demonstration, the candidates could not explain the reasoning behind certain parts of their website's coding. Additionally, they could not navigate to the relevant sections of the coding to explain the validation of the register page.</li> </ul>	Multimedia Service L4	KwaMashu

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>e. The coding for each website was nearly identical across all candidates.</li> <li>f. Marks were allocated for sub-tasks that were either incomplete or missing from the ISAT.</li> <li>g. No video evidence of the ISAT conduct was provided.</li> <li>h. The internal moderation appeared to be more of a formality rather than a meaningful process to ensure the ISAT was conducted accurately.</li> </ul>		
<ul style="list-style-type: none"> <li>a. Marks were excessively high and did not reflect the level of effort.</li> <li>b. Students were awarded marks for incorrect responses.</li> <li>c. Key aspects of the ISAT assessment were overlooked, including specific client requests outlined in the scenario.</li> <li>d. The intended learning outcomes of the ISAT were not achieved.</li> <li>e. No video evidence of the task was provided.</li> </ul>	Tourism Operations L4	Centane
<ul style="list-style-type: none"> <li>a. No soldering equipment was available to implement PAT 1. To mitigate the shortfall, the task was performed on the built-on breadboard, which did not require soldering.</li> <li>b. The available PLC was not a suitable standard for implementing the current ISAT instruction.</li> <li>c. No equipment was received by the date of the monitoring visit.</li> <li>d. No consumables were received by the date of the monitoring visit.</li> <li>e. Adaptations to the PAT and the ISAT had to be made.</li> <li>f. The correct electronic components for the implementation of the PAT were not available.</li> <li>g. There was no video evidence.</li> <li>h. Moderation did not take place during the ISAT conduct; it only took place afterwards.</li> </ul>	Electronic Control and Digital Electronics L4	Mandeni

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. A CNC simulator or machine was unavailable on campus to conduct the ISAT.</li> <li>b. Evidence of the task was not verified, as the students were still in the process of completing it.</li> </ul>	Fitting and Turning L4	Thabazimbi
<ul style="list-style-type: none"> <li>a. Marks were not verified.</li> <li>b. Checklists were incomplete.</li> <li>c. Most students did not complete the final part of sub-task 3, yet marks were awarded.</li> </ul>	Transport Economics L4	Khayelitsha
<ul style="list-style-type: none"> <li>a. A pitot tube was not available.</li> </ul>	Refrigeration and Air Conditioning Processes L4	Seshego
<ul style="list-style-type: none"> <li>a. The outdated ISAT instrument was used to assess the students.</li> <li>b. Inappropriate internal moderation of the task was observed.</li> </ul>	Personal Assistance L4	Kroonstad
<ul style="list-style-type: none"> <li>a. The acquisition of the correct training roof was necessary.</li> </ul>	Renewable Energy Technologies L3	Park Avenue
<ul style="list-style-type: none"> <li>a. Equipment and materials, such as gloves, fishline, and fencing materials, were unavailable.</li> <li>b. The ISAT was not conducted in accordance with the guidelines.</li> </ul>	Farm Planning and Mechanisation L4	Lichtenburg
<ul style="list-style-type: none"> <li>a. The marks awarded did not accurately reflect the students' competence. The ISAT was completed as group work, which contradicted the guidelines outlined in Section 2.4.7 of the lecturer's guide.</li> <li>b. All students in a group were awarded the same mark, regardless of their individual level of participation.</li> </ul>	Fitting and Turning L3	Thabazimbi
<ul style="list-style-type: none"> <li>a. The scripts were not marked on the day of the ISAT.</li> <li>b. Safety concerns arose due to the improper storage of expired chemicals, which were not disposed of.</li> <li>c. No inventory of apparatus and consumables was available.</li> <li>d. There were no fume cupboards, and the laboratory lacked proper drainage.</li> </ul>	Physical Science L4	Mandeni



Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
a. There was evidence of improper marking. b. The candidates' signatures were missing from the ISAT documents. c. No evidence of internal moderation for the ISAT was evident.	Human and Social Development L4	Clydesdale
a. No video evidence was provided for the task conducted. b. The checklist was not completed. c. No evidence of internal moderation was available. d. An unqualified lecturer was assigned to the subject.	Public Health L2	College of Africa Polokwane

Of the 10 ISAT/PAT that were moderated virtually, six (60%) complied with the ISAT requirements. A breakdown of the findings is provided below.

**Table 3H: ISAT/PAT (virtually moderated) that required interventions by Umalusi**

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
a. The campus did not comply with the virtual evidence protocol required by Umalusi. The videos were too short, ranging from 1 to 10 minutes, for tasks that were supposed to last 3 hours. b. The assessor did not use the three voltmeters as recommended by the ISAT. Candidates only used one voltmeter and did not adjust the frequency to observe the variation of voltages between the three components at different frequencies.	Electrical Principles and Practice L4	Pretoria West
a. No video evidence was submitted to demonstrate that the ISAT for sub-task 1 (15 marks) was conducted in a suitably resourced, simulated, or structured environment under assessment conditions.	Plumbing L4	Sir Val Duncan
a. Sub-task 2: The marks awarded to candidates were high, suggesting that the assessor and internal moderator may not have accurately followed the assessment checklist.	Food Preparation L4	Uppington

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>b. Candidates presented their end products plated instead of as a buffet service, as required. The use of an incorrect assessment checklist further contributed to the inaccurate evaluation of the candidates.</li> <li>c. Sub-task 1 of the ISAT required candidates to complete an order form and work schedule. Although most candidates submitted this sub-task, the assessment conducted by the assessor and internal moderator was incorrect.</li> <li>d. The assessor and internal moderator used the incorrect assessment tool, opting for the one provided in the student's instructions instead of the tool outlined in the lecturer's guide. The lecturer's guide states that lecturers and assessors must use the checklist provided in the guide for assessment purposes.</li> </ul>		
<ul style="list-style-type: none"> <li>a. No electronic mark sheet for the ISAT was presented.</li> <li>b. Poor quality videos were presented for moderation.</li> <li>c. Moderation did not take place during the ISAT.</li> <li>d. The final electronic mark sheet included student numbers, but lacked identity document numbers.</li> <li>e. Personal Protective Equipment (PPE) was not ordered in time, and ISAT materials were received late.</li> </ul>	Fitting and Turning L4	Rustenburg

To address the findings and ensure that the ISAT/PAT met an acceptable standard, Umalusi communicated with the relevant sites. The correspondence outlining the concerns was addressed to the management of the respective campuses. They were given opportunities to reassess students, remark scripts where necessary, and provide evidence in the form of portfolios of evidence, videos, and pictures. Colleges that provide the required evidence of reassessment and remarking were cleared. However, in cases where incomplete evidence was submitted, the ISAT/PAT results remained unresolved until sufficient evidence was provided.

Table 3I provides a list of subjects and the campuses/sites that submitted evidence to Umalusi and were cleared.

**Table 3I: Subjects and campuses/sites that submitted the evidence to Umalusi and were cleared**

<b>Findings and Challenges identified by Umalusi</b>	<b>Resolutions/ Actions by Campus/ College</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
a. Marks were allocated for sub-task 2 (10 marks) (Research of the ISAT without evidence).	a. The campus was instructed to remark on sub-task 2 and submit the revised evidence to Umalusi for verification.	Science of Tourism L4	Alberton
a. The campus used outdated ISAT instruments/documents. b. The lecturer had a limited understanding of the ISAT. c. The students were not informed in a timely manner and lacked adequate preparation. d. Equipment such as a service salver (silver tray), flats (large, generally oval or round dishes used to present food to guests), main/ joint plates, salt and pepper sets, a soup tureen with a soup ladle, and napkins were not available.	a. The PAT 1 and PAT 2 students were reassessed, and the evidence was submitted to Umalusi for verification. b. The campus must submit an intervention plan detailing the procurement of the necessary equipment for the ISAT.	Hospitality Services L4	Witbank
a. No applicable faults were created in the vehicle as required by the ISAT. b. Students were assessed and scored as a group, contrary to the ISAT instructions that call for individual assessments. c. As a result, the scores did not accurately reflect the students' competence and were excessively inflated.	a. The task was reassessed and moderated, with the evidence provided to Umalusi for verification. b. The campus is required to submit an intervention plan for procuring the necessary equipment (vehicle and relevant software).	Automotive Repair and Maintenance L4	Lebowakgomo

<b>Findings and Challenges identified by Umalusi</b>	<b>Resolutions/ Actions by Campus/ College</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
<p>d. PAT 1 and PAT 2 were improperly marked, with marks awarded to groups rather than individuals, and only one script was marked for the group while the others were given marks without being assessed.</p> <p>e. Inappropriate internal moderation was evident.</p>			
<p>a. The checklist was not completed or included in the PoE.</p> <p>b. Additionally, the lecturer's checklist was not used to allocate marks for each task; instead, the students' marks were only noted on their individual printouts.</p> <p>c. Internal moderation was inappropriate.</p> <p>d. There was no simulation room for call centre practice.</p>	<p>a. The campus submitted the marked and moderated scripts and the completed checklist to Umalusi for verification.</p>	Contact Centre Operations L2	Sebokeng
<p>a. An outdated ISAT was used.</p> <p>b. No suitable extractor fan to extract and remove the toxic fumes during the soldering of the galvanised gutter.</p> <p>c. Gas cylinders, LP gas, oxygen, and acetylene must be stored and secured in a well-ventilated area.</p> <p>d. There was no proper water pressure testing facility available.</p>	<p>a. The campus reassessed the students and submitted the evidence to Umalusi for verification.</p>	Plumbing L4	Makwarela

<b>Findings and Challenges identified by Umalusi</b>	<b>Resolutions/ Actions by Campus/ College</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
<p>a. The ISAT requires that a vehicle be used to conduct a lubrication service.</p> <p>b. Twenty percent of the students performed the ISAT on a stand-alone engine instead of a vehicle, as specified by the ISAT.</p>	<p>a. Twenty percent of the students who conducted the ISAT on engines mounted on stands were reassessed using a vehicle, and the evidence was submitted to Umalusi for verification.</p>	Automotive Repair and Maintenance L2	Alexandra
<p>a. The lecturer attached the assessment tools for all three group members, but only one group member's assessment tool and checklist were marked and completed. The checklists for the other two group members were left blank. However, all group members were assigned the same mark.</p> <p>b. The moderation process was inappropriate, with the report being completed and signed off without any internal moderation of the scripts.</p>	<p>a. The campus remarked and moderated all tasks, and the corresponding evidence of their effectiveness was submitted to Umalusi for verification.</p>	Art and Science of Teaching L3	Roodepoort
<p>a. The moderation process was inappropriate, with the report being completed and signed off without any internal moderation of the scripts.</p>	<p>a. The campus was instructed to moderate the students' scripts and submit the evidence to Umalusi for verification.</p>	Entrepreneurship L2	CN Phatudi Campus

Findings and Challenges identified by Umalusi	Resolutions/ Actions by Campus/ College	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. Students were unavailable on campus to demonstrate the ISAT.</li> <li>b. Based on the instructions, students were expected to complete the ISAT under controlled conditions, but the evidence indicated that it was not conducted in the classroom as required.</li> <li>c. The marking was not done using the checklist or rubric provided by the DHET.</li> <li>d. The marks awarded were inflated as the lecturer did not utilise the assessment tools provided by the DHET.</li> <li>e. Both the ISAT and PAT were not internally moderated.</li> </ul>	<ul style="list-style-type: none"> <li>a. The DHET must investigate the non-compliance further and provide the necessary evidence to Umalusi for verification.</li> </ul>	Governance L4	Inanda
<ul style="list-style-type: none"> <li>a. Marks were excessively high and did not reflect the level of effort.</li> <li>b. Students were awarded marks for incorrect responses.</li> <li>c. Key aspects of the ISAT assessment were overlooked, including specific client requests outlined in the scenario.</li> <li>d. The intended learning outcomes of the ISAT were not achieved.</li> <li>e. No video evidence of the task was provided.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus reassessed all the students and submitted the evidence to Umalusi for verification.</li> </ul>	Tourism Operations L4	Centane

<b>Findings and Challenges identified by Umalusi</b>	<b>Resolutions/ Actions by Campus/ College</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
<ul style="list-style-type: none"> <li>a. A CNC simulator or machine was unavailable on campus to complete the ISAT.</li> <li>b. Evidence of the task was not verified, as the students were still in the process of completing it.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus submitted evidence of the L4 ISAT conducted at the sister college for Umalusi verification.</li> <li>b. The DHET must intervene and ensure that the campus procures the CNC machine.</li> <li>c. The college was required to submit an intervention plan to procure the CNC machine or simulator.</li> </ul>	Fitting and Turning L4	Thabazimbi
<ul style="list-style-type: none"> <li>a. Marks were not verified.</li> <li>b. Checklists were incomplete.</li> <li>c. Most students did not complete the final part of sub-task 3, yet marks were awarded.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus remarked all the students' scripts and submitted the evidence to Umalusi for verification.</li> </ul>	Transport Economics L4	Khayelitsha
<ul style="list-style-type: none"> <li>a. The marks awarded did not accurately reflect the students' competence. The ISAT was completed as group work, which contradicted the guidelines outlined in Section 2.4.7 of the lecturer's guide.</li> <li>b. All students in a group were awarded the same mark, regardless of their individual level of participation.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus reassessed students individually, moderated the task, and provided the evidence to Umalusi for verification.</li> </ul>	Fitting and Turning L3	Thabazimbi

<b>Findings and Challenges identified by Umalusi</b>	<b>Resolutions/ Actions by Campus/ College</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
<ul style="list-style-type: none"> <li>a. The scripts were not marked on the day of the ISAT.</li> <li>b. Safety concerns arose due to the improper storage of expired chemicals, which were not disposed of.</li> <li>c. No inventory of apparatus and consumables was available.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus submitted the assessment evidence for all students to Umalusi for verification.</li> </ul>	Physical Science L4	Mandeni
<ul style="list-style-type: none"> <li>a. Inappropriate marking was observed.</li> <li>b. There were no candidate signatures on the ISAT documents.</li> <li>c. No evidence of internal moderation of the ISAT was provided.</li> <li>d. Umalusi raised concerns about the alignment of the facilitator's qualifications to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus remarked and moderated the scripts.</li> <li>b. The evidence was submitted to Umalusi for verification.</li> </ul>	Human and Social Development L4	Clydesdale
<ul style="list-style-type: none"> <li>a. No video evidence was provided for the task conducted.</li> <li>b. The checklist was not completed.</li> <li>c. No evidence of internal moderation was available.</li> <li>d. An unqualified lecturer was assigned to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>a. The campus remarked the scripts and submitted the evidence to Umalusi for verification.</li> </ul>	Public Health L2	College of Africa Polokwane



Findings and Challenges identified by Umalusi	Resolutions/ Actions by Campus/ College	ISAT/PAT	Campus/Site
<p>a. The campus did not comply with the virtual evidence protocol, as required by Umalusi. The videos were too short, ranging from 1 to 10 minutes, for tasks that were supposed to last 3 hours.</p> <p>b. The assessor did not use the three voltmeters as recommended by the ISAT. Candidates only used one voltmeter and did not adjust the frequency to observe the variation of voltages between the three components at different frequencies.</p>	<p>a. The college submitted a motivation and intervention plan to address the challenges, ensuring that the ISAT would be implemented accordingly, and that virtual evidence would be prepared in compliance with the protocol.</p> <p>b. The campus has been flagged for follow-up visits in the upcoming academic year to verify the implementation of the intervention.</p>	Electrical Principles and Practice L4	Pretoria West
<p>a. No video evidence was submitted to demonstrate that the ISAT for sub-task 1 (15 Marks): "Fit and secure a solar collector panel and solar geyser onto a purpose-made frame or stand for a pitched or flat roof," as shown in Figure 3 of the Workbook, was conducted in a suitably resourced, simulated, or structured environment under assessment conditions.</p>	<p>a. The college reassessed the students and submitted the evidence to Umalusi for verification.</p>	Plumbing L4	Sir Val Duncan

Findings and Challenges identified by Umalusi	Resolutions/ Actions by Campus/ College	ISAT/PAT	Campus/Site
<p>a. In sub-task 2, the marks awarded to sampled candidates were very high, indicating that the assessor and internal moderator may not have followed the assessment checklist accurately.</p> <p>b. Candidates presented their end products plated instead of as a buffet service, as required. The use of an incorrect assessment checklist further contributed to the inaccurate evaluation of the candidates.</p> <p>c. Sub-task 1 of the ISAT required candidates to complete an order form and work schedule. Although most candidates submitted this sub-task, the assessment conducted by the assessor and internal moderator was incorrect.</p> <p>d. The assessor and internal moderator used the incorrect assessment tool, opting for the one provided in the student's instructions instead of the tool outlined in the lecturer's guide. The lecturer's guide states that lecturers and assessors must use the checklist provided in the guide for assessment purposes.</p>	<p>a. The campus reassessed and remarked the assessments using the correct checklist, ensuring that the marks were allocated accordingly.</p> <p>b. Due to the nature of the irregularity and the repeated attempts by the college to resolve the issue unsuccessfully, Umalusi organised online meetings between the external moderator, assessor, internal moderator, campus manager, and Deputy Principal of Academic Services for capacity building and support.</p>	Food Preparation L4	Uppington

Umalusi requested that the DHET investigate and intervene in the serious irregularities that remain unresolved. The DHET is expected to propose a resolution and provide actionable strategies to prevent future occurrences of such irregularities.

Table 3J lists the subjects and campuses/sites with unresolved irregularities that require the DHET's investigation and intervention.

**Table 3J: Subjects and campuses/sites with unresolved irregularities requiring DHET to investigate and intervene**

<b>Findings and Challenges identified by Umalusi</b>	<b>ISAT/PAT</b>	<b>Campus/Site</b>
<ul style="list-style-type: none"> <li>a. The campus used outdated ISAT for PAT 1 and PAT 2.</li> <li>b. Inappropriate marking and moderation of the ISAT occurred, with the marker and internal moderator awarding students for theoretical discussions and concept definitions, leading to inflated scores. As a result, the students' performance did not accurately reflect their true competence.</li> <li>c. The time allotted for students to conduct research was insufficient.</li> <li>d. Lecturers experienced challenges in effectively implementing the ISAT.</li> <li>e. The time allocated to students did not align with the specifications outlined in the ISAT guidelines.</li> <li>f. No video evidence of the tasks was available.</li> </ul>	New Venture Creation L4	Ezakheni
<ul style="list-style-type: none"> <li>a. The ISAT was not conducted due to the lack of equipment.</li> </ul>	Introduction to Robotics L3	Melbourne
<ul style="list-style-type: none"> <li>a. There were no consumables to conduct the ISAT.</li> </ul>	Masonry L2	Appelsbosch
<ul style="list-style-type: none"> <li>a. The ISAT was not completed because the DHET did not receive the student files (company) link, which was supposed to be uploaded to Pastel for Applied Accounting L4.</li> <li>b. The lecturer did not follow the checklist (assessment tool) when marking students' PAT 1.</li> <li>c. Marking discrepancies were identified, where marks were awarded for irrelevant articles and incorrect financial statements.</li> <li>d. The campus did not use the current and correct student files (company files) for PAT 2. The company names for the previous PAT 2 and the current PAT 2 were the same; however, the pre-loaded information and financial year-end were inconsistent. As a result, students forfeited marks allocated for the financial year-end date and period because they used 2016 instead of 2024.</li> </ul>	Applied Accounting L4	Mthatha

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
e. Checklists were not completed for each student. f. PAT 1 and PAT 2 were not internally moderated.		
a. The ISAT was neither marked nor moderated during the external moderation process.	Applied Engineering Technology L4	Swinton
a. The campus used the outdated 2015-2017 ISAT Instrument. b. There was evidence of poor housekeeping.	Carpentry and Roof Work L2	John Knox Bokwe
a. The campus used the outdated ISAT of 2017. b. There was no virtual evidence of the tasks. c. There was no simulation room.	Marketing L4	High Street
a. PAT 1 and PAT 2 were performed on the outdated 2016 ISAT instrument. b. The ISAT was not conducted as there were no materials.	Materials Technology L3	Ellisras
a. Students used coding from pre-developed websites and adjusted it to suit their individual websites. b. The evidence collected for the ISAT did not reflect the level of skills demonstrated by the candidates. c. The candidate's score did not align with the outcomes for each sub-task. Marks were allocated for sub-tasks that were not completed. d. During the live ISAT demonstration, the candidates could not explain the reasoning behind certain parts of their website's coding. Additionally, they could not navigate to the relevant sections of the coding to explain the validation of the register page. e. The coding for each website was nearly identical across all candidates. f. Marks were allocated for sub-tasks that were either incomplete or missing from the ISAT. g. No video evidence of the ISAT conduct was provided. h. The internal moderation appeared to be more of a formality rather than a meaningful process to ensure the ISAT was conducted accurately.	Multimedia Service L4	KwaMashu

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. Students were unavailable on campus to demonstrate the ISAT.</li> <li>b. Based on the instructions, students were expected to complete the ISAT under controlled conditions, but the evidence indicated that it was not conducted in the classroom as required.</li> <li>c. The marking was not done using the checklist or rubric provided by the DHET.</li> <li>d. The marks awarded were inflated as the lecturer did not utilise the assessment tools provided by the DHET.</li> <li>e. Both the ISAT and PAT were not internally moderated.</li> </ul>	Governance L4	Inanda
<ul style="list-style-type: none"> <li>a. The lecturer awarded nearly the entire class the maximum number of marks for sub-task 4, despite the students' responses to the ISAT not warranting or justifying such marks.</li> </ul>	Law Procedures and Evidence L4	Rostec-Polokwane
<ul style="list-style-type: none"> <li>b. The grading of sub-task 5 was also inappropriate. The lecturer failed to follow the correct mark allocation for explaining the difference between a confession and an admission.</li> <li>c. Additionally, certain categories of evidence received incorrect marks. In sub-task 3, students were instructed to design a pamphlet, yet no student presented the information in pamphlet form.</li> <li>d. There was no computer laboratory available for students to conduct research.</li> <li>e. The ISAT was completed as a group task rather than an individual one.</li> <li>f. Students manually filled in their own marks with a pen.</li> <li>g. Inappropriate internal moderation was observed.</li> </ul>		

Physical resources are crucial for the effective implementation of ISAT/PAT in the NC(V) programmes. During the moderation of ISAT/PAT conduct, it was found that some colleges faced challenges in implementing ISAT effectively due to limited resources available on campus. In response, some colleges conducted ISAT/PAT at companies, farms, or nearby sister colleges. This presents a significant challenge, as these locations may not provide students with the necessary time or environment to administer ISAT effectively according to the required standards. Umalusi is concerned about the lack of resources at the colleges and urges the DHET to intervene immediately. Colleges are required to submit intervention plans to acquire the necessary equipment.

**Table 3K: Subjects and campuses/sites facing serious resource challenges that require DHET intervention**

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<p>a. The workshop served as a storage facility for equipment, with little or no space for machinery. Some of the machines (such as the planner, pedestal grinder, etc.) were left loosely on the tables and were not fixed in specific locations.</p> <p>b. The workshop was too small to perform practical tasks, disorganised, and did not comply with safety requirements.</p> <p>c. The specific task for this ISAT was carried out at a primary school, and there was limited time for practising or performing the task.</p>	Carpentry and Roofwork L4	Sibanasetfu
<p>a. The correct size colour wire (1,5mm<sup>2</sup> and 2,5mm<sup>2</sup>) was not available for the ISAT.</p> <p>b. There was a shortage of suitable panels for performing both the PAT and ISAT.</p>	Electrical Workmanship L4	Itemoheleng
<p>a. The following equipment was not available: service salver (silver tray), flats (large, generally oval or round dishes used to present food to guests), main/joint plates, salt and pepper sets, soup tureen with soup ladle, and napkins.</p>	Hospitality Services L4	Witbank
<p>a. The ISAT was not conducted as there was no equipment.</p>	Introduction to Robotics L3	Melbourne
<p>a. There were no consumables to conduct the ISAT.</p>	Masonry L2	Appelsbosch
<p>a. The ISAT was not completed because the DHET did not receive the student files (company) link, which was supposed to be uploaded to Pastel for Applied Accounting L4.</p>	Applied Accounting L4	Mthatha
<p>a. No applicable faults were created in the vehicle as per the ISAT requirements.</p> <p>b. No software was required to diagnose the faults in the car.</p>	Automotive Repair and Maintenance L4	Lebowakgomo
<p>a. The workshop was too small for the practical tasks. The campuses should consider acquiring larger spaces.</p>	Carpentry and Roofwork L2	John Knox Bokwe

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
<ul style="list-style-type: none"> <li>a. There was no suitable extractor fan to remove the toxic fumes during the soldering of the galvanised gutter.</li> <li>b. Gas cylinders, such as LP gas, oxygen, and acetylene cylinders, must be stored and secured in a well-ventilated area.</li> <li>c. There was no proper water pressure testing facility.</li> </ul>	Plumbing L4	Makwarela
<ul style="list-style-type: none"> <li>a. The campus did not have the necessary resources to conduct the ISAT, such as dairy cattle, nitrogen tanks, and semen straws.</li> <li>b. The campus assessed 96 students in one day.</li> <li>c. A video showed students observing the process, but they did not actually inseminate animals as required by the ISAT document.</li> <li>d. The external moderator identified two errors on the moderated scripts, and some students' marks were incorrectly captured on the scripts and mark sheets.</li> </ul>	Animal Production L4	Mthimba
<ul style="list-style-type: none"> <li>a. There was no simulation room.</li> </ul>	Marketing L4	High Street
<ul style="list-style-type: none"> <li>a. The ISAT was not conducted due to a lack of materials.</li> </ul>	Materials Technology L3	Ellisras
<ul style="list-style-type: none"> <li>a. No soldering equipment was available to implement PAT 1. To mitigate the shortfall, the task was performed on the built-on breadboard, which did not require soldering.</li> <li>b. The available PLC was not a suitable standard for implementing the current ISAT instruction.</li> <li>c. No equipment was received by the date of the monitoring visit.</li> <li>d. No consumables were received by the date of the monitoring visit.</li> <li>e. For these reasons, adaptations to the PAT and the ISAT had to be made.</li> <li>f. The correct electronic components for the implementation of the PAT were not available.</li> </ul>	Electronic Control and Digital Electronics L4	Mandeni

Findings and Challenges identified by Umalusi	ISAT/PAT	Campus/Site
a. Safety concerns regarding the storing of the chemicals, as expired chemicals are not disposed of properly. b. There is no inventory of apparatus and consumables. c. There were no fume cupboards nor proper drainage in the laboratory.	Physical Science L4	Mandeni
a. A CNC simulator or machine was not available on campus to conduct the ISAT.	Fitting and Turning L4	Thabazimbi
a. A pitot tube was not available.	Refrigeration and Air Conditioning Processes L4	Seshego
a. The acquisition of the correct training roof was required.	Renewable Energy Technologies L3	Park Avenue
a. The following equipment and materials were unavailable: gloves, fish line, and fencing materials.	Farm Planning and Mechanisation L4	Lichtenburg

The marking/scoring task competency for 21 (23%) of the 92 sampled subjects was deemed inappropriate. This was attributed to various factors, including poorly designed marking/scoring tools, failure to adhere to the tools, subjective and inconsistent marking/scoring, lenient or careless marking/scoring, and task modifications that led to mismatches with the marking/scoring tools. These findings are summarised in Table 3L.

**Table 3L: Subjects where the marking/scoring was inappropriate**

Findings and challenges	ISAT	Campus/site
The marking/scoring for 21 (23%) of the 92 sampled subjects was inaccurate and/or did not accurately reflect candidates' competence, skills, understanding, or insight.		
a. Discrepancies in counting some of the students' marks were observed. b. Sub-task 4 should be explained in detail so that the student is allocated (1x4) instead of (2x4) for this section.	Management Practice L4	Benoni
a. The marks for sub-task 4 merely verified the scores and did not reflect the actual student performance.	Consumer Behaviour L2	Pretoria
a. Students' scores/marks were not a true reflection of competence and were highly skewed and inflated.	Automotive Repairs and Maintenance L4	Lebowakgomo
a. The marks for some candidates were incorrectly totalled.	Workshop Practice L2	Vryheid



Findings and challenges	ISAT	Campus/site
<ul style="list-style-type: none"> <li>a. Sub-task 1: Worksheet C: 1 mark not accounted for.</li> <li>b. Students received marks for evidence of research not submitted.</li> </ul>	Science of Tourism L4	Alberton
<ul style="list-style-type: none"> <li>a. Students were credited for theoretical responses, although the marking guideline states that only application responses can be credited.</li> <li>b. The lecturers missed errors in the marking guideline (mark distribution) as they indicated that the ISAT and PAT assessment instruments did not need adjustments.</li> </ul>	New Venture Creation L4	Ezakheni
<ul style="list-style-type: none"> <li>a. The lecturer misinterpreted some questions. For example, the student mentioned the advantages of intrinsic and extrinsic barriers instead of mentioning the barriers, which were marked correctly.</li> <li>b. One student did not have a cover page, and another did not include a list of resources, yet both were still allocated marks. In some cases, a correct answer received a low mark, while an incorrect answer was given a higher mark.</li> <li>c. Mark allocations were not a true reflection of the content.</li> </ul>	Human and Social Development L4	Clydesdale
<ul style="list-style-type: none"> <li>a. Not all scores accurately reflect competence. Some students used a stand-alone engine rather than a vehicle.</li> </ul>	Automotive Repairs and Maintenance L2	Alexandra
<ul style="list-style-type: none"> <li>a. The marks awarded do not accurately reflect the students' competence, as this ISAT was conducted as group work, which violated the ISAT's guidelines. All students in a group received the same mark, regardless of their level of participation.</li> </ul>	Fitting and Turning L3	Thabazimbi
<ul style="list-style-type: none"> <li>a. There was a significant discrepancy between the moderated mark from the external moderator and those given by both the lecturer and the internal moderator.</li> <li>b. The lecturer awarded nearly the entire class the maximum number of marks for sub-task 4, despite the students' responses to the ISAT not warranting or justifying such marks.</li> </ul>	Law of Procedure and Evidence L4	Rostec Polokwane

Findings and challenges	ISAT	Campus/site
c. The grading of sub-task 5 was also concerning, as the lecturer did not adhere to the mark allocation, which should have been assigned to the explanations of a confession rather than that of an admission.		
a. The assessor penalised students for not tabulating their answers, despite the ISAT document not specifying that students should be penalised for this.	Freight Logistics L4	City Campus
a. All students were allocated five marks for a water pressure test that was not conducted.	Plumbing L4	Makwarela
a. For sub-task 1, students misallocated marks for the promoted product instead of the promotional proposal, as required by the ISAT. The incorrectly allocated marks ranged from 10 to 18 marks. The lecturer and internal moderator were requested to discuss the students' ISAT.	Advertising and Promotions L4	Mount Frere
a. The lecturer did not use the rubric to allocate marks, instead marking with ticks and transferring the total to the college-generated cover page, which led to the allocation of slightly more marks.	Governance L4	Inanda
a. Fair marks were allocated for the actual performance, except for sub-task 6.	Operations Management L4	Thaba Nchu
a. Assessment tools were completed for each student; however, the rubric was not filled out correctly. The lecturer provided the total marks without completing the breakdown, resulting in the allocation of high marks. Additionally, the cover page for the tasks was not completed and was unavailable.	Public Health L2	College of Africa Polokwane
a. The scoring and marking do not accurately reflect the candidates' competence in terms of their skills, understanding, and insight. b. The high marks awarded to candidates, despite their lack of practical execution, suggest a disconnect between the assessment criteria and the actual performance shown in the video evidence.	Food Preparation	Upington

Findings and challenges	ISAT	Campus/site
c. There were considerable discrepancies in the assessment scores between the assessor, internal moderator, and external moderator.		
a. Marks were allocated for sub-tasks that were incomplete or missing from the ISAT. b. The student checklist was used for marking the ISAT, which resulted in inconsistent marking and did not provide an accurate reflection of the candidates' performance.	Multimedia Services L4	KwaMashu
a. The lecturer marked sub-task 3 carelessly, awarding marks for irrelevant information.	Transport Operations	Maake
For PAT 1, the lecturer made the following errors when marking: a. Marks were awarded for irrelevant articles submitted. b. Marks were awarded for incorrect responses regarding the relevant GAAP principles, as students explained the principles without linking them to the article. c. Marks were awarded for the wrong financial statement being attached. d. At times, students attached the income statement and balance sheet for different businesses or years, yet marks were still awarded.	Applied Accounting L4	Umtata
a. The submitted mark sheets indicated that students within the same group were assigned the same mark for a sub-task, with no differentiation made based on the contributions of individual team members.	Mechatronics L4	East London

### 3.3.3 Moderation of ISAT

Internal moderation was conducted in 68 (74%) of the sampled subjects, with nearly all taking place at the campus level. In 24 subjects (26%), moderation had either not occurred or was still in progress at the time of the Umalusi visit, or only shadow marking had been done. Table 3M lists these subjects and the corresponding campus/site.

**Table 3M: Subjects and sites where moderation had not taken place or was in progress at the time of the Umalusi visit (on-site)**

No.	ISAT subject	Campus/site
1.	Tourism Operations L4	Centane
2.	Fitting and Turning L4	Thabazimbi
3.	Governance L4	Inanda
4.	Material Technology L3	Ellisras
5.	Physical Science L4	Mandeni
6.	Entrepreneurship L2	CN Phatudi
7.	Electrotechnology L4	Iqhayiya
8.	Concrete Structures L4	Mamelodi
9.	Applied Engineering Technology L4	Swinton Road
10.	Masonry L2	Appelsbosch
11.	Hospitality Services L4	Witbank
12.	Concrete Structures L3	Mamelodi
13.	Basic Principles of Computer Programming and Computer Literacy L2	Northdale
14.	Contact Centre Operations L2	Sebokeng
15.	Electrical Systems and Construction L4	Pineland
16.	Human and Social Development L4	Clydesdale
17.	Management Practice L4	Benoni
18.	Personal Assistance L4	Kroonstad
19.	Public Health L2	College of Africa Polokwane
20.	Fitting and Turning L4	Rustenburg
21.	Automotive Repair and Maintenance L4	Germiston
22.	Introduction to Robotics L3	Melbourne
23.	Applied Accounting L4	Umtata
24.	Applied Accounting L2	Brits

In 29 (32%) of the moderated sites, Umalusi moderators recommended a follow-up visit.

**Table 3N: Subjects and sites where Umalusi external moderators have recommended a follow-up visit**

No.	ISAT subject	Campus/site
1.	Tourism Operations L4	Centane
2.	Fitting and Turning L4	Thabazimbi
3.	Governance L4	Inanda
4.	Material Technology L3	Ellisras
5.	Physical Science L4	Mandeni
6.	Entrepreneurship L2	CN Phatudi

No.	ISAT subject	Campus/site
7.	Electrotechnology L4	Iqhayiya
8.	Concrete Structures L4	Mamelodi
9.	Applied Engineering Technology L4	Swinton
10.	Masonry L2	Appelsbosch
11.	Hospitality Services L4	Witbank
12.	Marketing L4	High Street
13.	Refrigeration and Air Conditioning L4	Seshego Campus
14.	Multimedia Services L4	KwaMashu
15.	Carpentry and Roofwork L2	John Knox Bokwe
16.	Human and Social Development L4	Clydesdale
17.	Personal Assistance L4	Kroonstad
18.	Public Health L2	College of Africa: Polokwane
19.	Renewable Energy Technologies L3	Park Avenue
20.	Electrical Principles and Practice L4	Pretoria West
21.	Food Preparation L4	Uppington
22.	Electrical Principles and Practice L4	Pretoria West
23.	New Venture Creation L4	Ezakheni
24.	Law of Procedure and Evidence L4	Rostec Polokwane
25.	Fitting and Turning L3	Thabazimbi
26.	Community Oriented Primary Care L4	Parrow
27.	Automotive Repairs and Maintenance L4	Lebowakgomo
28.	Applied Accounting L4	Umtata
29.	Animal Production L4	Mthimba

Several factors necessitate follow-up visits, including the ISAT not being conducted, persistent non-compliance with ISAT specifications, insufficient resources, inappropriate marking, use of outdated ISAT, failure to moderate tasks, and other related issues.

### 3.4 Areas of Improvement

None.

### 3.5 Areas of Non-Compliance

The following areas of non-compliance were identified during the moderation of ISAT/PAT.

### 3.5.1 Planning

During the planning stages of the ISAT, the following challenges were noted in some of the sampled subjects:

- a. An outdated ISAT/PAT was used in seven subjects for the current examination period;
- b. Assessors lacked an understanding of the expectations of the ISAT/PAT in eight subjects;
- c. Ten of the sampled subjects experienced difficulties with the procurement of resources;
- d. The facilities for five of the sampled subjects were inadequate or inappropriate;
- e. Seventeen of the sampled subjects lacked the necessary apparatus, components, consumables, equipment, or tools to conduct the ISAT;
- f. Consumables and/or apparatus were substituted to conduct the ISAT in two of the sampled subjects;
- g. The procurement of resources for the ISAT was either delayed or not completed in 10 of the sampled subjects;
- h. Student unrest caused delays in the planning and preparation for the ISAT/PAT in three subjects;
- i. Candidates were exposed to environments that did not comply with health and safety regulations, posing potential risks to individuals and property in seven subjects; and
- j. Using off-site facilities in four subjects did not allow for the timely implementation of the ISAT/PAT.

### 3.5.2 Implementation of the ISAT

In 59 (64%) of the sampled subjects, the ISAT (tasks and sub-tasks) was conducted appropriately, while in 33 (35%) subjects, the ISAT/PAT specifications/requirements were not adhered to. The following issues influenced the conduct of the ISAT/PAT at some of the visited sites:

- a. Some students did not adhere to the allocated time for each task/sub-task, as lecturers allowed extra time beyond what was specified in the programme ISAT guide;
- b. Certain sites used outdated PAT/ISAT, which did not meet the specification requirements of the updated ISAT;
- c. Some marks awarded did not accurately reflect the student's competence, as the ISAT was conducted as group work, contrary to the ISAT prescripts guidelines that clearly state that candidates must complete the ISAT individually;
- d. All students in a group received the same mark, regardless of their level of participation;
- e. The ISAT was not conducted as prescribed because one campus lacked the necessary software and vehicle to support the analytical software in one subject;
- f. Lecturer incompetence negatively impacted the conduct of the ISAT in one of the sampled subjects;

- g. In one subject, the student guide instrument was given to students to take home to maximise time, which violated the ISAT requirement that tasks must be completed under controlled conditions;
- h. In one subject, students appeared to have copied from other students, as all the marks were identical except for PPE, which is considered a serious irregularity; and
- i. At six sites with inadequate facilities, off-site locations were used to complete the PAT/ISAT, causing delays in implementation.

### **3.5.3 Quality and Standard of Marking and Scoring**

The quality and standard of marking/scoring were not appropriate in 21 (23%) of the 92 subjects sampled for the moderation of the conduct of the ISAT/PAT. Some of the issues identified included:

- a. Inconsistent marking/scoring occurred in subjects where modifications were made to the ISAT, leading to deviations from the task specifications;
- b. Inappropriate marking/scoring and failure to adhere to the marking/scoring tool were observed in some of the moderated ISAT;
- c. In some moderated ISAT, unauthorised group work was allowed, and candidates' competence was not assessed; all group members were awarded the same mark/score;
- d. In one PAT, marks were awarded for incorrect responses regarding the GAAP principles relevant to the article submitted. Students explained the principles without linking them to the article as instructed;
- e. A significant discrepancy was found between the scoring of the external moderator and both the assessor and internal moderator in some tasks;
- f. All students were allocated five marks for a water pressure test that was not conducted in one subject; and
- g. Students were credited for theoretical responses, although the marking guideline clearly stated that only application-based responses could be credited.

Other challenges encountered were related to the ISAT marking guideline/tool itself, including, but not limited to:

- a. The marking guideline did not include a proper wiring diagram/circuit diagram for one ISAT;
- b. The total marks for one subject were incorrectly listed as 50 instead of 75;
- c. The numbering of sub-task 1 was incorrect, listed as 2.1 instead of 1.2 for one task;
- d. The summation for sub-task 3 was incorrect, showing  $9 + 4 = 15$  instead of 13 for one task; and
- e. No loads were provided for specific power calculations in one task.

### 3.5.4 Quality and Standard of Moderation

Internal moderation was not conducted in 24 (26%) of the 92 sampled subjects:

- a. The majority of the moderation only took place at the campus level;
- b. In cases where internal moderation occurred, it was primarily a compliance exercise rather than contributing value to the assessment process. Additionally, there was no evidence of feedback provided to the assessor and/or candidates in some moderated subjects;
- c. At some sites, supporting documents, such as reports, were not readily available for verification;
- d. Significant discrepancies were noted between the marks allocated by external moderators, internal moderators, and assessors at some identified sites; and
- e. In the most concerning cases, no internal moderation was performed at all, either due to the internal moderator lacking the necessary expertise or because campus management teams failed to monitor the process.

### 3.5.5 Irregularities

During the Umalusi moderation of the ISAT/PAT conduct, serious irregularities were identified in 38 (41%) of the sampled subjects at the sites visited and those moderated virtually.

To address these issues and ensure that the ISAT/PAT met an acceptable standard, Umalusi communicated with the relevant sites. Correspondence outlining the irregularities and concerns was addressed to the senior management of the respective sites/campuses. They were given opportunities to reassess students, remark scripts where necessary, and provide supporting evidence through portfolios, videos, and pictures.

Additionally, Umalusi requested the DHET to investigate serious unresolved irregularities that could not be immediately addressed. The DHET is required to provide Umalusi with evidence of the investigation for verification. Furthermore, the DHET must propose resolutions and develop actionable strategies to prevent such irregularities from recurring in the future.

## 3.6 Directives for Compliance and Improvement

To ensure that the ISAT/PAT is conducted to an acceptable standard, the DHET must address the following:

- a. Investigate all unresolved irregularities, as outlined in Table J, and provide evidence of the investigation to Umalusi for verification. The DHET is also required to propose resolutions and provide actionable strategies to prevent future occurrences of such irregularities;
- b. Establish clear protocols for monitoring and moderating the conduct of ISAT at college, provincial, and national levels;
- c. Closely monitor sites and enforce consequence management for colleges exhibiting consistent negligence, severe non-compliance, and irregularities;



- d. Submit the college ISAT/PAT implementation plan and monitor compliance;
- e. Submit the ISAT implementation management plan to Umalusi by the end of May 2025;
- f. Instruct all TVET colleges to record a full-quality video of all the ISAT conduct activities;
- g. Develop and establish a protocol for virtual (video) moderation of ISAT conduct and submit it to Umalusi for input;
- h. Ensure further training and support for colleges to help them become proficient in effectively implementing ISAT procedures;
- i. Ensure that colleges procure the necessary training and assessment resources, particularly for Fitting and Turning L4 (CNC machine) and Animal Production (dairy cattle, nitrogen tanks, and semen straws) (refer to Table K);
- j. Instruct colleges to ensure that all procurement documents for consumables, tools, and equipment needed for the ISAT/PAT implementation are available on-site for verification by the external moderator (including specification lists, requisitions, and delivery notes);
- k. Instruct colleges to ensure that students sign proof of induction, confirming they were adequately briefed on the ISAT process, including expectations, instructions, and assessment criteria;
- l. Remind all colleges to submit revised marks to the DHET after submitting the required assessment evidence and undergoing verification by Umalusi; and
- m. Verify the ISAT conduct state of readiness (SoR) and provide the report to Umalusi.

### 3.7 Conclusion

The external moderation of the ISAT/PAT for the November 2024 examination has been successfully concluded. With the increased sample size for the ISAT/PAT conduct moderation, the compliance rate increased by 8%, compared to the 50% achieved in 2023. However, this remains a significant concern for Umalusi, given the crucial role practical training and assessment play in vocational education. Colleges continue to face persistent challenges in procuring necessary training resources, which compromises the effective implementation of the ISAT/PAT and impacts the quality of the results.

The DHET should invest in existing resources and encourage colleges to exercise caution when offering programmes that require costly equipment and consumables.

Umalusi remains deeply concerned about the marking and moderation of tasks. Implementing virtual moderation would help ensure that tasks are properly moderated during the PAT/ISAT, particularly when students are required to produce artefacts.

To improve the ISAT/PAT standards, the DHET should take a more active role in monitoring the planning, preparation, and conduct of the ISAT/PAT at TVET colleges and in training programmes. This will help empower lecturers and internal moderators. Additionally, the DHET should ensure that colleges offering specialised programmes are adequately equipped to train and assess the students.

## CHAPTER 4 STANDARDISATION OF NC(V) MARKING GUIDELINES

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### 4.1 Introduction

The credibility and success of marking depend on the fairness and consistency of the process. To ensure this, all role players must reach a consensus and a shared understanding of the marking processes, expected responses, and the allocation of marks before marking commences. The primary purpose of standardising the marking guidelines of national examinations is to ensure fair, consistent, and valid marking. This goal can be achieved through open discussions between chief markers (CM), internal moderators (IM), and markers.

The DHET organised online meetings involving all the role players participating in marking examination scripts. These meetings, which focussed on marking guideline standardisation, included examiners and IMs for the respective question papers.

The standardisation of marking guideline meetings for NC(V), Level 2 (L2) and Level 3 (L3) took place shortly after each question paper was written. The appointed standardising committees convened online via the Microsoft Teams platform to review and discuss the marking guidelines, making necessary amendments as needed. The online platform facilitated immediate communication among committee members, allowing them to collaborate efficiently. Amendments to the marking guidelines were made on a shared screen, ensuring all participants were aligned in real time. Once the process was completed, the DHET sent the approved marking guidelines to all relevant colleges and campuses for implementation.

The DHET utilised the same online platform for the standardisation of marking guideline meetings for NC(V) Level 4 (L4). These meetings were scheduled shortly after the question papers were written, prior to the commencement of marking at both centralised and decentralised marking centres. All appointed CMs, IMs, markers, and examiners responsible for setting the question papers were invited to the meetings. The online meetings provided a platform for more attendees to interact, discuss, and reach a consensus on the necessary amendments to the marking guidelines before their final approval. Umalusi's participation in these meetings was crucial in monitoring the quality and standard of the discussions. Their role was to ensure that the decisions made and amendments implemented would enhance the fairness, consistency, and validity of the marking process.

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

- a. All amendments to the marking guidelines were agreed upon after deliberations;
- b. All marking personnel had a common interpretation of the marking guidelines;
- c. Umalusi approves the final versions of the marking guidelines; and
- d. All possible alternative responses are included in the final marking guidelines to ensure that candidates are not unfairly advantaged or disadvantaged.

## 4.2 Scope and Approach

Umalusi's external moderators attended the marking guideline standardisation meetings for a sample of seven NC(V) L2 and L3 question papers, as listed in Table 5A below. For the NC(V) L4 question papers, Umalusi deployed 42 external moderators to attend the marking guideline discussion meetings for 43 subjects and 45 question papers, as listed in Table 4B below. All the marking guideline standardisation meetings were conducted on the online platform.

Umalusi moderators attended the meetings for the standardisation of the respective marking guidelines to monitor the proceedings, provide guidance where necessary, endorse final decisions, and sign off on the final marking guidelines.

### 4.2.1 NC(V) Level 2 and Level 3

Umalusi officials attended the online marking guideline standardisation meetings hosted by DHET on Microsoft Teams between 15 November and 3 December 2024. Members of the standardising committees participated in these meetings. Table 4A lists the question papers and the dates of the meetings attended by Umalusi during this period.

**Table 4A: NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi**

No.	Question Paper	Dates
1.	Business Practice L2	18/11/2024
2.	Governance L3	03/12/2024
3.	Hospitality Generics L3	20/11/2024
4.	Hospitality Services L2	25/11/2024
5.	Life Skills and Computer Literacy L2 Paper 1	15/11/2024
6.	Life Skills and Computer Literacy L3 Paper 1	26/11/2024
7.	Public Health L3	20/11/2024

During the online meetings Umalusi moderators used the amended instrument for the standardisation of marking guidelines. The instrument required Umalusi moderators to report on the findings based on the following criteria:

- Attendance of provincial/regional marking committee members;
- Punctuality of attendees;
- Duration of the meeting;
- Chairperson of the meeting;
- Preparations for the standardisation of marking guidelines;
- Standardisation of the marking guidelines;
- Adjustments and justification;
- Participation of members and the success of the online meetings; and
- Umalusi's role.

## 4.2.2 NC(V) Level 4

The Microsoft Teams online platform was used to facilitate the process during the standardization of marking guideline meetings. A total of 42 external moderators attended these meetings, which were scheduled for the November 2024 examinations. All the meetings were scheduled between 4 November and 2 December 2024.

Table 4B lists all the question papers and the dates of the marking guideline standardisation meetings for NC(V) L4 that Umalusi attended.

**Table 4B: List of NC(V) Level 4 standardisation of marking guideline meetings attended by Umalusi**

No.	Question Paper	Date
1.	Advanced Plant Production L4	13/12/2024
2.	Advertising and Promotions L4	20/11/2024
3.	Animal Production L4	18/11/2024
4.	Applied Engineering Technology L4	18/11/2024
5.	Business Practice L4	18/11/2024
6.	Client Services and Human Relations L4	18/11/2024
7.	Computer Integrated Manufacturing L4	21/11/2024
8.	Construction Planning L4	18/11/2024
9.	Construction Supervision L4	21/11/2024
10.	Early Childhood Development L4	25/11/2024
11.	Electrical Principles and Practice L4	19/11/2024
12.	Electrical Systems and Construction L4	25/11/2024
13.	Electrical Workmanship L4	21/11/2024
14.	Electronic Control and Digital Electronics L4	13/12/2024
15.	Electrotechnology L4	19/11/2024
16.	Engineering Processes L4	20/11/2024
17.	English First Additional Language (FAL) L4 Paper 1	11/11/2024
18.	Farm Planning and Mechanisation L4	21/11/2024
19.	Financial Management L4	27/11/2024
20.	Food Preparation L4	13/11/2024
21.	Freight Logistics L4	18/11/2024
22.	Hospitality Services L4	26/11/2024
23.	Human and Social Development L4	13/12/2024
24.	Law Procedures and Evidence L4	15/11/2024
25.	Life Skills and Computer Literacy L4 Paper 1	18/11/2024
26.	Life Skills and Computer Literacy L4 Paper 2	04/11/2024
27.	Management Practice L4	19/11/2024
28.	Marketing Communication L4	13/12/2024
29.	Materials L4	13/12/2024

No.	Question Paper	Date
30.	Mathematical Literacy L4 Paper 1	06/11/2024
31.	Mathematical Literacy L4 Paper 2	07/11/2024
32.	Mathematics L4 Paper 2	07/11/2024
33.	Multimedia Service L4	22/11/2024
34.	New Venture Creation L4	26/11/2024
35.	Office Data Processing L4	14/11/2024
36.	Office Practice L4	02/12/2024
37.	Process Control L4	20/11/2024
38.	Process Technology L4	19/11/2024
39.	Professional Engineering Practice L4	14/11/2024
40.	Public Health L4	21/11/2024
41.	Science of Tourism L4	14/11/2024
42.	Sustainable Tourism of SA and International Travel L4	21/11/2024
43.	Systems Analysis and Design L4	14/11/2024
44.	Tourism Operations L4	26/11/2024
45.	Transport Operations L4	21/11/2024

Umalusi moderators used the amended moderation instrument for the standardisation of marking guidelines. This instrument required Umalusi moderators to report their findings based on the following criteria:

- a. Attendance of IMs, CMs, and markers;
- b. Punctuality of attendees;
- c. Duration of discussions;
- d. Appointment of marking staff;
- e. Chairperson of the meeting;
- f. Standardisation of the marking guidelines;
- g. Participation of role players;
- h. Adjustments and justification;
- i. Umalusi's role;
- j. Challenges experienced during the meeting; and
- k. Approval of the final marking guidelines.

## 4.3 Summary of Findings

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

The external moderators participated in the online marking guideline standardisation meetings for a selected sample of three subjects at L2 and four subjects at L3. Umalusi's findings, captured on the moderation instrument during the standardisation process, are summarised in Table 4C.

**Table 4C: NC(V) Level 2 and Level 3 summary of findings**

Criteria	Findings	Question Papers
<b>Attendance of marking guideline meetings</b>	All lecturers' designated markers attended the meeting for all the question papers. Attendance ranged from three to five attendees per session. This is consistent with the lecturers' 100% attendance rate at the meetings for the November 2023 examinations.	
	Only one marker attended the Hospitality Generics L3 meeting.	Hospitality Generics L3
	None of the examiners and IMs attended the marking guideline discussions for all the question papers.	
	Only CMs attended the Hospitality Services L2 meeting.	Hospitality Services L2
<b>Punctuality</b>	The online meetings started on time for five (71%) sessions, consistent with November 2023.	Business Practice L2 Governance L3 Hospitality Generics L3 Life Skills and Computer Literacy L3 Paper 1 Public Health L3
	Two meetings were delayed due to administrative matters, such as waiting for the marking guidelines to be shared with attendees and fulfilling examination responsibilities at the campus before joining the meeting.	Hospitality Services L2 Life Skills and Computer Literacy L2 Paper 1
<b>Chairperson of the meeting</b>	The subject standardisation coordinator chaired two (29%) meetings, consistent with November 2023.	Hospitality Generics L3 Public Health L3
	In four (57%) of the meetings, the markers were chaired.	Business Practice L2 Governance L3 Life Skills and Computer Literacy L2 and L3 Paper 1
	The CM chaired the remaining meeting.	Hospitality Services L2
<b>Standardisation: Adjustments and justification</b>	Adjustments to the marking guidelines, including corrections, additions, and mark adjustments, were made in all the meetings, similar to the process followed in November 2023.	
	Adjustments to the marking guidelines were justified for all (100%) subjects as of November 2023.	

Criteria	Findings	Question Papers
	None of the amendments to the marking guidelines influenced the cognitive demand of the questions, consistent with November 2023.	
<b>Standardisation: Alternative answers added</b>	The members added alternative answers to the questions in six (86%) of the question papers, reflecting a 14% decrease compared to November 2023.	Business Practice L2 Hospitality Generics L3 Hospitality Services L2 Life Skills and Computer Literacy L2 and L3 Paper 1 Public Health L3
<b>Standardisation: Changes to mark allocation</b>	There were changes to the allocation of marks for three (43%) question papers. These adjustments included: (i) Addition to mark allocations; (ii) Addition of ticks; and (iii) Advise markers on where to deduct marks. This reflects a 29% increase compared to previous assessments.	Business Practice L2 Hospitality Generics L3 Public Health L3
<b>Approval of marking guidelines</b>	Umalusi signed off all seven (100%) of the marking guidelines, maintaining the same level of approval as in November 2023. Of these, two guidelines were verbally signed off.	
<b>Role of Umalusi</b>	External moderators took on the roles of observer, active participant, advisor, or guide on final decisions made, maintaining the same roles as in November 2023.	
<b>Effectiveness of online platform for the marking guideline discussions</b>	Umalusi concluded that 100% of the online meetings were professional and well-conducted. The process ran smoothly and allowed for interactive participation, reflecting a similar outcome to November 2023.	
	The Umalusi moderator noted that one meeting was convened too early, as the question paper had been written the day before. As a result, the attendees did not have enough time to prepare for the meeting properly.	Life Skills and Computer Literacy L2 Paper 1

#### 4.3.2 Summary of Findings for NC(V) Level 4

Umalusi attended online marking guideline discussion meetings for 43 subjects (45 question papers) between 4 November and 2 December 2024. Due to the nature of the virtual meetings, sample marking could not be conducted during the marking

guideline discussions; therefore, this criterion will not be accounted for in this section. The findings from the NC(V) L4 marking guideline standardisation meetings are summarised in Table 4D. These findings highlight both good practices and challenges encountered during the process.

**Table 4D: NC(V) L4 summary of findings**

Criteria	Findings	Question Papers
<b>Attendance: Online meetings</b>	<p>All meetings were attended. The attendees range from three (Process Technology) to 105 (Life Skills and Computer Literacy Paper 2).</p> <p>Although the Microsoft Teams platform allows the meeting convener to download the attendance register, only the convener can access it after the meeting. As a result, Umalusi moderators had to rely on attendees to provide their names, roles, and provinces either through the chat box or by verbally responding when prompted. In most meetings, the moderators faced difficulty identifying all delegates, their roles, and the provinces they represented.</p> <p>The instability of network connections, attendees' punctuality, non-responsiveness, technical audio issues, and the delayed availability of the approved marking guidelines made it difficult for Umalusi to track attendance effectively. Due to ill-preparedness, the Law Procedures and Evidence meeting had to be reconvened the following day.</p>	
<b>Attendance: Chief Markers</b>	<p>The CMs for four (9%) of the subjects did not attend the marking guideline standardisation meetings. The appointed CM for Computer Integrated Manufacturing was absent, and the CM for Public Health attended briefly before exiting without participating in the discussion.</p>	<p>Computer Integrated Manufacturing Construction Supervision Public Health Tourism Operations</p>



Criteria	Findings	Question Papers
	The attendance of the CM decreased to 91% (41 attended) in November 2024, compared to 96% in 2023.	Advanced Plant Production Advertising and Promotions Animal Production Applied Engineering Technology Business Practice Client Services and Human Relations Computer Integrated Manufacturing Construction Planning Early Childhood Development Electrical Principles and Practice Electrical Systems and Construction Electrical Workmanship Electronic Control and Digital Electronics Electrotechnology Engineering Processes English FAL Paper 1 Farm Planning and Mechanisation Financial Management Food Preparation Freight Logistics Hospitality Services Human and Social Development Law Procedures and Evidence Life Skills and Computer Literacy Papers 1 and 2 Management Practice Marketing Communication Materials Mathematical Literacy Papers 1 and 2 Mathematics Paper 2 Multimedia Service New Venture Creation Office Data Processing Office Practice Process Control Process Technology

Criteria	Findings	Question Papers
		Professional Engineering Practice Science of Tourism Sustainable Tourism in SA and International Travel Systems Analysis and Design Transport Operations
<b>Attendance: Internal Moderators</b>	The IM for five (11%) question papers did not attend the marking guideline discussions, marking a 2% decrease from November 2023.	Farm Planning and Mechanisation Financial Management Hospitality Services Mathematical Literacy Paper 1 Transport Operations
<b>Attendance: Markers</b>	Only two CMs and the IM attended the marking guideline discussion for one (2%) question paper. This represents a 2% decrease in marker attendance compared to 100% in 2023.	Multimedia Service
	In 15 subjects, the number of markers exceeded 10, reaching an estimated total of 105 markers (Life Skills and Computer Literacy Paper 2). This accounted for 33% of the sample. Marker attendance improved compared to November 2023, where more than 10 attendees were present in 22% of the sample.	Client Services and Human Relations Electrical Principles and Practice Electrical Workmanship Electronic Control and Digital Electronics English FAL Paper 1 Hospitality Services Life Skills and Computer Literacy Papers 1 and 2 Mathematical Literacy Papers 1 and 2 Mathematics Paper 2 New Venture Creation Office Data Processing Office Practice Professional Engineering Practice
	In three meetings, the moderator could not verify or record the number of markers because the attendees did not consistently indicate the capacity in which they were participating.	Construction Supervision Early Childhood Development Engineering Processes

Criteria	Findings	Question Papers
<b>Punctuality</b>	Twenty-five (56%) meetings started on time or were only a few minutes late, consistent with the performance observed in 2023.	Advertising and Promotions Business Practice Client Services and Human Relations Electrical Principles and Practice Electrical Systems and Construction Electrical Workmanship Electronic Control and Digital Electronics Electrotechnology Financial Management Food Preparation Human and Social Development Life Skills and Computer Literacy Papers 1 and 2 Management Practice Marketing Communication Materials Mathematical Literacy Papers 1 and 2 Office Data Processing Office Practice Process Technology Professional Engineering Practice Science of Tourism Sustainable Tourism in SA and International Travel Transport Operations
	Connectivity issues caused delays in the starting time of eight (18%) meetings, lasting up to 25 minutes.	Animal Production Early Childhood Development Farm Planning and Mechanisation Freight Logistics Law Procedures and Evidence Process Control Systems Analysis and Design Tourism Operations

Criteria	Findings	Question Papers
	Other factors contributing to delays in the starting time of meetings included undisciplined behaviour by attendees logging in late, technical challenges with presenting or reviewing the approved marking guidelines, and late attendance or ill-preparedness of the CM. Additionally, three meetings commenced late, but no specific reasons were provided for the delays.	<b>Late logging in:</b> Construction Supervision English FAL Paper 1 Hospitality Services Mathematics Paper 2 Multimedia Service New Venture Creation
		<b>Challenges with the marking guidelines:</b> Construction Planning Engineering Processes (received the marking guideline 20 minutes before the meeting) Process Control  <b>CM challenges:</b> Advanced Plant Production (the CM was late and left early) Law Procedures and Evidence (the CM was ill-prepared; thus, the meeting reconvened the next day)  <b>No reason provided:</b> Applied Engineering Technology Computer Integrated Manufacturing Public Health
<b>Duration of meetings</b>	The duration of the meetings varied, ranging from 50 minutes to 5 hours.	Computer Integrated Manufacturing (shortest) Tourism Operations (longest)
	Compared to 48% of the meetings in November 2023, 51% in November 2024 lasted between 1 and 2 hours. These meetings were typically characterised by well-prepared chairpersons (except for one) and attendees who came prepared and actively participated, with only a few exceptions.	Advertising and Promotions Construction Planning Construction Supervision Early Childhood Development Electrical Principles and Practice Electrical Workmanship Financial Management

Criteria	Findings	Question Papers
		Food Preparation Hospitality Services Human and Social Development Life Skills and Computer Literacy Paper 1 Management Practice Marketing Communication Materials Multimedia Service Office Practice Process Control Process Technology Public Health Science of Tourism Sustainable Tourism in SA and International Travel Systems Analysis and Design Transport Operations
	Eleven (24%) of the meetings in November 2024 lasted between 2 and 3 hours, compared to 37% in November 2023.	Advanced Plant Production Applied Engineering Technology Business Practice Client Services and Human Relations Electrical Systems and Construction Electrotechnology Farm Planning and Mechanisation Freight Logistics New Venture Creation Office Data Processing Professional Engineering Practice
	The marking guideline discussions of ten (22%) question papers in November 2024 exceeded 3 hours, compared to 13% in November 2023. This could be attributed to lengthy discussions regarding additional inclusions and the interpretation of the marking guidelines. The longest meeting lasted 5 hours.	Animal Production Electronic Control and Digital Electronics Engineering Processes English FAL Paper 1 Law Procedures and Evidence Life Skills and Computer Literacy Paper 2 Mathematical Literacy Papers 1 and 2 Mathematics Paper 2 Tourism Operations

Criteria	Findings	Question Papers
<b>Appointment of marking staff</b>	In 40 (89%) of the marking guideline discussions, marking staff received their appointment letters in October and November 2024. This represents an improvement of 26% compared to November 2023.	Advanced Plant Production Advertising and Promotions Animal Production Business Practice Client Services and Human Relations Computer Integrated Manufacturing Construction Planning Construction Supervision Early Childhood Development Electrical Principles and Practice Electronic Control and Digital Electronics Electrotechnology Engineering Processes English FAL Paper 1 Freight Logistics Human and Social Development Law Procedures and Evidence Life Skills and Computer Literacy Paper 1 Materials Mathematical Literacy Papers 1 and 2 Multimedia Service New Venture Creation Office Data Processing Office Practice Process Control Process Technology Science of Tourism Sustainable Tourism in SA and International Travel Systems Analysis and Design Tourism Operations Transport Operations

Criteria	Findings	Question Papers
	Marking staff for ten (22%) subjects received invitations to the marking guideline standardisation meetings, a decrease from 30% in November 2023. However, they had not received their appointment letters at the time of the meeting. They were informed that the letters would be provided at the marking centres.	Electrical Systems and Construction Farm Planning and Mechanisation Financial Management Food Preparation Hospitality Services Management Practice Marketing Communication Mathematics Paper 2 Professional Engineering Practice Public Health
	Due to the nature of the virtual meeting, the Umalusi moderators were unable to verify the appointment details of the marking staff for three of the question papers.	Applied Engineering Technology Electrical Workmanship Life Skills and Computer Literacy Paper 2
<b>Recruitment process</b>	The marking staff for 35 (78%) of the question papers followed the standard recruitment process, where staff responded to a DHET circular sent to colleges earlier in the year, and their appointment was primarily confirmed via email. This represents a decline in performance compared to 96% in 2023.	Advanced Plant Production Advertising and Promotions Animal Production Business Practice Client Services and Human Relations Computer Integrated Manufacturing Construction Planning Construction Supervision Electrical Principles and Practice Electrical Systems and Construction Electronic Control and Digital Electronics Engineering Processes English FAL Paper 1 Financial Management Food Preparation Freight Logistics Hospitality Services Human and Social Development Law Procedures and Evidence Life Skills and Computer Literacy Paper 1 Management Practice

Criteria	Findings	Question Papers
		Marketing Communication Materials Mathematics Paper 2 New Venture Creation Office Data Processing Office Practice Process Technology Professional Engineering Practice Public Health Science of Tourism Sustainable Tourism in SA and International Travel Systems Analysis and Design Tourism Operations Transport Operations
	Marking staff for three question papers were informed of their appointment through alternative means, such as telephonic requests or by noticing their names on the marking management plan.	Electrotechnology Farm Planning and Mechanisation Multimedia Service
	Umalusi could not verify the recruitment process for seven (16%) question papers, compared to 4% in November 2023.	Applied Engineering Technology Early Childhood Development Electrical Workmanship Life Skills and Computer Literacy Paper 2 Mathematical Literacy Papers 1 and 2 Process Control
<b>Chairperson of the meeting</b>	<p>Twenty-three (51%) examiners of the question papers chaired the meetings, a 3% increase compared to November 2023.</p> <p>The examiners were well-prepared, with only three experiencing difficulties in projecting and sharing the marking guidelines during the discussion.</p>	Advanced Plant Production Business Practice Client Services and Human Relations Electrical Principles and Practice Electrical Workmanship Electrotechnology English FAL Paper 1 Food Preparation Freight Logistics Hospitality Services Life Skills and Computer Literacy Papers 1 and 2 Management Practice



Criteria	Findings	Question Papers
		Marketing Communication Mathematical Literacy Papers 1 and 2 Mathematics Paper 2 New Venture Creation Office Data Processing Office Practice Professional Engineering Practice Sustainable Tourism in SA and International Travel Transport Operations
	In November 2024, nine (20%) meetings were chaired by the CM, compared to 22% in November 2023. Two CMs were noted as unprepared for their chairing responsibilities.	Applied Engineering Technology Construction Planning Electronic Control and Digital Electronics Engineering Processes Law Procedures and Evidence Materials (unprepared first meeting) Multimedia Service Process Control (unprepared) Systems Analysis and Design
	In seven (16%) meetings, the IM chaired the discussions, compared to 22% in November 2023. However, it was not always clear whether these chairpersons were the IM for marking or the IM for the setting of the question paper. For the Science of Tourism meeting, the IM of the question paper initially started the meeting until the examiner joined.	Advertising and Promotions Animal Production Construction Supervision Early Childhood Development Electrical Systems and Construction Financial Management Science of Tourism
	In four (9%) meetings, the markers effectively and efficiently acted as chairpersons. However, the designation of the chair was either unknown or involved in a dual capacity, with the role potentially being held by the CM or examiner.	Computer Integrated Manufacturing Farm Planning and Mechanisation Human and Social Development Tourism Operations
	The Umalusi external moderator chaired two meetings.	Process Technology Public Health

Criteria	Findings	Question Papers
<b>Standardisation: Amendments/ adjustments to marking guidelines</b>	The marking guideline for only one question paper was accepted without any adjustments. In the remaining 44 meetings, the adjustments made to the guidelines included corrections, the addition of alternative answers from various textbook resources, amendments for clarity, mark adjustments, marking directives, and minor formatting changes.	Process Control
<b>Standardisation: Justification for changes to marking guidelines</b>	All (100%) amendments to the marking guidelines were agreed upon as justified. These adjustments were intended to improve the quality of marking, broaden the scope of potential responses, and promote fairness and consistency in marking.	
<b>Standardisation: Effect of changes to the marking guidelines</b>	In 100% of cases where changes to the marking guidelines were effected, these adjustments did not affect the cognitive level of the responses, consistent with the findings in November 2023.	
<b>Conduct of marking staff</b>	In nine (20%) of the meetings, comments were raised about poor preparation and participation in the marking guideline discussions. Issues such as background noises, side conversations due to unmuted microphones, and late arrivals or early departures, disrupted the meetings and negatively impacted the professionalism of the discussions.	Advanced Plant Production Applied Engineering Technology Construction Supervision Early Childhood Development Electrical Principles and Practice English FAL Paper 1 Freight Logistics Multimedia Service Process Control
<b>Fairness of the question paper</b>	The fairness of five (11%) question papers was questioned due to ambiguity and the difficulty level of some questions. These issues were discussed and resolved, with appropriate adjustments made in the final marking guidelines.	Management Practice Mathematical Literacy Papers 1 and 2 New Venture Creation Tourism Operations

Criteria	Findings	Question Papers
<b>Approval of the marking guidelines</b>	The Umalusi moderator approved and signed off on all (100%) of the amended marking guidelines during the marking guideline standardisation meetings, reflecting a 4% improvement compared to 2023. The signing-off procedure was primarily conducted through a verbal agreement.	
	In two question paper discussions, the approved marking guidelines were not presented at the start of the meeting.	Client Services and Human Relations Human and Social Development
<b>Role of the Umalusi moderator in marking guideline discussions</b>	The Umalusi moderator assumed various roles during the meetings, including observer, guide or advisor, mediator, and final decision-maker. In addition to these roles, moderators were active participants, assisting the chairperson in controlling and directing the meeting. In two instances, they also took on the responsibility of chairing the meetings.	
<b>Comments and recommendations from Umalusi moderators</b>	The Umalusi moderators noted that all (100%) marking guideline discussions were productive and contributed positively to the marking process. The majority of meetings were characterised by the professionalism of the chairpersons in leading the discussions, as well as the preparedness and active participation of the attendees.	
	Key challenges included issues with the punctuality of attendees, connectivity problems, and technical difficulties such as unmuted microphones, audio issues, and screen-sharing problems. Of particular concern was the lack of punctuality among key personnel, such as the IM, CM, and examiner, which was noted as a significant issue.	

Criteria	Findings	Question Papers
	<p>Therefore, it is recommended that:</p> <ul style="list-style-type: none"> <li>(i) Timekeeping during discussions be improved;</li> <li>(ii) The attendance and roles of key players, such as the chairperson and moderators, should be highlighted and clarified in the meeting;</li> <li>(iii) Attendees submit their worked-out answer guidelines before the meeting to promote understanding and preparation. Stricter processes should be implemented with clear consequences for those who fail to attend or arrive late;</li> </ul>	
	(iv) The full marking complement will be present from the onset, including the examiner and IM of the question paper and CM and IM of marking.	
	A valid concern was raised regarding scheduling the marking guideline discussions for English papers 1 and 2 on the same date and time, which prevented the Umalusi moderator from attending both. It was recommended that these discussions be scheduled on separate days in the future.	English FAL Paper 1
	<p>The DHET should conduct sample marking of dummy scripts during the marking guideline discussions to:</p> <ul style="list-style-type: none"> <li>a. determine consistency in marking;</li> <li>b. help markers understand what constitutes a particular mark;</li> <li>c. help markers understand the marking guidelines and how they apply to different types of responses;</li> <li>d. ensure accuracy in marking;</li> <li>e. detect errors in a question or marking guideline;</li> <li>f. align the interpretation of the marking guideline; and</li> <li>g. ensure candidates are not advantaged or disadvantaged.</li> </ul>	

### 4.3.3 Concessions

Since the commencement of the November 2024 examinations, Umalusi received 19 NC(V) marking concessions, compared to 17 in 2023. Upon reviewing the reasons for these requests, it became evident that many could have been addressed during these marking guideline standardisation meetings for these subjects. Most marking concessions were requested for NC(V) L2 (8) and L3 (8), with three requests for NC(V) L4. Out of the 19 requests, eight marking concessions were not approved, while 11 were granted.

This increase in the number of marking concession requests indicates a gap in the thorough quality assurance of question papers for L2 and L3, as well as a lack of question/item analysis and robust marking guideline discussions at these levels. As per the policy, the technical errors should be addressed and resolved during the marking guideline discussion meetings.

## 4.4 Areas of Improvement

During the marking guideline standardisation meetings, the external moderators identified the following areas of improvement:

- a. All adjustments made to the marking guidelines were justified, contributing to enhanced marking quality and fairness; and
- b. Umalusi approved and signed off on all (100%) the amended marking guidelines during the meetings, reflecting a 4% increase.

## 4.5 Areas of Non-Compliance

The external moderator reports highlighted the following areas of non-compliance that could potentially compromise the examinations:

- a. The absence of the examiners and IMs for the question papers impacted the integrity and quality of the marking process;
- b. The attendance of CMs decreased to 91% (41 attended) in November 2024, compared to 96% in November 2023;
- c. The percentage of meetings chaired by IMs and/or examiners decreased from 22% in November 2023 to 16% in November 2024; and
- d. Poor preparation for and participation in the marking guideline discussions was noted in 20% of the meetings.

## 4.6 Directives for Compliance and Improvement

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

- a. The standardisation of marking guideline meetings starts on time and adheres strictly to schedules;
- b. Approved marking guidelines are made available beforehand and shared with the relevant officials;

- c. Designated chairpersons and key staff are punctual and attend meetings;
- d. The examiner and IM of the question paper chair and co-chair the meeting;
- e. CMs and IMs attend the meeting for marking so that markers can be well-prepared during sample marking and training;
- f. There is a designated effort to increase the professionalism of online meetings and limit technical issues;
- g. Sample marking is conducted to refine marking guidelines and resolve ambiguities during the standardisation meeting;
- h. The marking guidelines for subjects with papers 1 and 2 are standardised on different days to enable Umalusi's participation;
- i. There is consequence management for non-attendance by marking staff;
- j. During the marking guideline standardisation meetings, dummy scripts should be used to mark and develop solid decisions before signing off the marking guidelines; and
- k. A thorough analysis of the questions and robust marking guideline discussions are conducted.

## **4.7 Conclusion**

It was encouraging to note the progress and efforts made by the DHET to comply with requirements to ensure effective marking. Implementing the online platforms for the marking guideline standardisation meetings proved beneficial for streamlining the process and increasing accessibility. However, it is important that sample marking of dummy scripts should form part of the process. This will assist markers in identifying additional possible answers to ensure effective marking.

To maintain credibility and consistency in marking, the directives provided (such as improved time management, attendance, and consequence management) must be diligently implemented. Addressing these gaps will strengthen the integrity and efficiency of the marking processes, ensuring a more reliable and robust assessment system for national examinations.

## CHAPTER 5: VERIFICATION OF NC(V) MARKING

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### 5.1 Introduction

An assessment body must uphold a high standard in marking to ensure the credibility of student examination results. To verify the standard of assessment, the assessment body must check the accuracy and consistency of marking. Umalusi monitors the marking process through external verification to ensure marking is conducted according to established practices and standards. This process aims to ensure that marking is consistent, fair, accurate, and in line with agreed-upon protocols.

The purpose of verifying marking is to:

- Ensure that the approved marking guidelines are followed and applied consistently;
- Verify that mark allocation and calculations are accurate and consistent;
- Confirm that internal moderation takes place during the marking process;
- Identify any potential irregularities; and
- Ensure that marking is fair, reliable, and valid.

### 5.2 Scope and Approach

Umalusi conducted verification to assess the consistency of marking across a sample of scripts from selected subjects for NC(V) L2 - L4. This verification spanned across the nine provinces and involved a range of marking centres.

Lecturers teaching NC(V) L2 and L3 subjects marked the examination scripts at various colleges and campuses where the examinations were conducted. Umalusi identified specific subjects and requested that a sample of scripts be submitted to the Springs Campus of Ekurhuleni East TVET College marking centre for verification. This sample predominantly comprised fundamental subjects and included vocational subjects that had been identified as problematic during the November 2023 examinations and during the standardisation of marking guidelines meetings for the November 2024 examinations.

Examination scripts for NC(V) L4 were marked at eight centralised marking centres: Asherville Campus of Thekwini TVET College, Bloemfontein Campus of Motheo TVET College, East London Campus of Buffalo City TVET College, Nelspruit Campus of Ehlanzeni TVET College, Potchefstroom Campus of Vuselela TVET College, Seshego Campus of Capricorn TVET College, Springs Campus of Ekurhuleni East TVET College, and the Tygerberg Campus of Northlink TVET College.

The DHET appointed a chief marker, an internal moderator, and markers for each NC(V) L4 question paper. The number of markers appointed was determined by the expected number of scripts. To ensure manageable workloads, the maximum number of scripts assigned to each marker was set at 300. For question papers with larger volumes, such as Life Skills and Computer Literacy, two chief markers were appointed.

Umalusi also focused its verification efforts on the following marking centres: Asherville Campus of Thekwini TVET College, Bloemfontein Campus of Motheo TVET College, Springs Campus of Ekurhuleni East TVET College, and the Tygerberg Campus of Northlink TVET College.

Umalusi moderated a sample of five subjects for NC(V) L2, seven subjects for NC(V) L3, and 26 subjects (27 question papers) for NC(V) L4 in the November 2024 examinations. The list of subjects and question papers is provided in Tables 5A, 5B, and 5C.

**Table 5A: Level 2 question papers included in the verification of marking**

Number	Subject
1.	Applied Accounting L2
2.	English FAL L2 Paper 1
3.	Materials L2
4.	Mathematical Literacy L2 Paper 1
5.	Mathematics L2 Paper 2

The sample included both fundamental and vocational subjects. Compared to 2023, the sample size was reduced from six to five subjects. Materials L2 was added to the sample due to an alleged irregularity during the writing process.

**Table 5B: Level 3 question papers included in the verification of marking**

Number	Subject
1.	Electronics and Digital Concepts for Robotics L3 Paper 1
2.	English FAL L3 Paper 2
3.	Introduction to Robotics L3 Paper 2
4.	Introduction to Technical Programming L3 Paper 1
5.	Life Skills and Computer Literacy L3 Paper 2
6.	Mathematics L3 Paper 1
7.	Mathematical Literacy L3 Paper 2

The sample size for NC(V) L3 subjects increased from six subjects in 2023 to seven in 2024. The sample included both fundamental and vocational subjects.

**Table 5C: Level 4 question papers included in the verification of marking**

Number	Subject
1.	Advertising and Promotions L4
2.	Agribusiness L4
3.	Applied Accounting L4 Paper 2
4.	Applied Engineering Technology L4
5.	Applied Policing L4
6.	Business Practice L4
7.	Computer Programming L4
8.	Construction Planning L4



Number	Subject
9.	Consumer Behaviour L4
10.	Data Communication and Networking L4
11.	Electrical Principles and Practice L4
12.	Electrical Workmanship L4
13.	English FAL L4 Paper 1
14.	Governance L4
15.	Hospitality Services L4
16.	Life Skills and Computer Literacy L4 Paper 1
17.	Life Skills and Computer Literacy L4 Paper 2
18.	Marketing L4
19.	Mathematical Literacy L4 Paper 1
20.	Mathematics L4 Paper 2
21.	Mechatronic Systems L4
22.	Office Practice L4
23.	Operations Management L4
24.	Personal Assistance L4
25.	Pulp and Papermaking Technology L4
26.	Systems Analysis and Design L4
27.	Tourism Operations L4

Umalusi slightly increased the sample size from 24 subjects in 2023 to 26 subjects (27 question papers) in November 2024. However, due to budgetary constraints, Umalusi was unable to achieve the desired sample size of 71 subjects (78 question papers) as achieved in 2021.

The following three tables (5D–5F) provide detailed information on the question papers and the number of provinces and centres included in the Umalusi verification sample.

**Table 5D: NC(V) verification of marking Level 2: Question papers, number of provinces, and number of centres**

NC(V) subject	No of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Applied Accounting L2	7	1	0	0	4	3	2	2	4	1
English FAL L2 Paper 1	9	3	1	2	3	3	2	3	2	1
Mathematical Literacy L2 Paper 1	9	2	1	1	3	3	1	3	3	2
Mathematics L2 Paper 2	8	2	0	2	3	2	2	2	4	1
Materials L2	8	1	0	1	3	5	1	1	2	2

The focus of the verification of the NC(V) L2 was on both fundamental and vocational subjects, as shown in Table 5D:

- For two subjects in the sample that were verified, English FAL L2 Paper 1 and Mathematical Literacy L2 Paper 1, scripts were submitted from all nine provinces for verification;
- For two subjects, Mathematics L2 Paper 2 and Materials L2, the sample was submitted from eight provinces; and
- For Applied Accounting L2, the sample consisted of scripts from seven provinces.

**Table 5E: NC(V) verification of marking Level 3: Question papers, number of provinces, and number of centres**

NC(V) subject	NO of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
English FAL L3 Paper 2	3	4	1	0	1	0	0	0	0	0
Electronics and Digital Concepts for Robotics L3 Paper 1	5	2	0	0	0	2	0	1	2	3
Introduction to Robotics L3 Paper 2	4	2	0	0	0	2	0	0	1	3
Introduction to Technical Programming L3 Paper 1	4	2	0	0	0	2	0	1	2	0
Life Skills and Computer Literacy L3 Paper 2	9	4	1	3	3	2	1	1	2	1
Mathematics L3 Paper 1	7	3	0	1	0	2	1	2	3	2
Mathematical Literacy L3 Paper 2	8	5	1	3	2	2	2	1	4	0

The sample for verification of marking included fundamental subjects from various centres across the nine provinces. The distribution of these subjects was as follows:

- Life Skills and Computer Literacy L3 Paper 2: Represented in all nine provinces;
- Mathematics L3 Paper 1 and Mathematical Literacy L3 Paper 2: Scripts were received from seven and eight provinces, respectively;
- Electronics and Digital Concepts for Robotics L3 Paper 1: Scripts were obtained from five provinces;
- Introduction to Robotics L3 Paper 2 and Introduction to Technical Programming L3 Paper 1: Only four provinces submitted scripts; and
- English FAL L3 Paper 2: Only three provinces submitted scripts.

**Table 5F: NC(V) verification of marking Level 4: Question papers, number of provinces, and number of centres**

NC(V) subject	No of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Advertising and Promotions L4	4	0	0	0	0	0	2	3	5	2
Agribusiness L4	4	0	0	0	0	0	1	1	1	1
Applied Accounting L4 Paper 2	4	0	0	0	0	0	4	4	5	3
Applied Engineering Technology L4	4	0	0	0	0	0	2	2	2	2
Applied Policing L4	3	0	0	0	0	0	0	3	6	0
Business Practice L4	4	0	0	0	0	0	5	5	5	5
Computer Programming L4	3	0	0	0	0	0	1	3	4	0
Construction Planning L4	4	0	0	0	0	0	4	1	3	2
Consumer Behaviour L4	2	0	0	0	0	0	0	4	4	0
Data Communication and Networking L4	4	0	0	0	0	0	2	3	4	2
Electrical Principles and Practice L4	4	0	0	0	0	0	3	5	4	5
Electrical Workmanship L4	4	0	0	0	0	0	5	3	6	3
English FAL L4 Paper 1	2	0	3	7	0	0	0	0	0	0
Governance L4	2	0	0	0	0	0	0	3	5	0
Hospitality Services L4	4	0	0	0	0	0	3	2	8	2
Life Skills and Computer Literacy L4 Paper 1	2	0	1	6	0	0	0	0	0	0
Life Skills and Computer Literacy L4 Paper 2	1	0	0	0	0	14	0	0	0	0
Marketing L4	4	0	0	0	0	0	6	5	7	1
Mathematical Literacy L4 Paper 1	1	8	0	0	0	0	0	0	0	0
Mathematics L4 Paper 2	1	0	0	0	0	0	0	0	14	0
Mechatronic Systems L4	3	0	0	0	0	0	1	1	2	0
Office Practice L4	4	0	0	0	0	0	5	4	6	4
Operations Management L4	4	0	0	0	0	0	3	3	2	3
Personal Assistance L4	4	0	0	0	0	0	1	1	9	2
Pulp and Papermaking Technology L4	1	0	0	0	0	0	0	0	1	0
Systems Analysis and Design L4	4	0	0	0	0	0	6	5	4	1
Tourism Operations L4	4	0	0	0	0	0	3	2	3	2

Several factors influenced the number of centres and provinces that were verified. Gauteng's subjects (23) were marked at the Springs marking centre, where the focus was primarily on Mpumalanga, Limpopo, Gauteng, and North West provinces. Additionally, the enrolment figures for the related subjects were significantly higher to other regions in the country. As a result, Umalusi focused its efforts on the subjects marked at the Springs marking centre.

Umalusi also verified the marking of two subjects namely, English FAL L4 Paper 1 and Life Skills and Computer Literacy L4 Paper 1 at the Bloemfontein marking centre, which served the Free State and Northern Cape. One subject, Mathematical Literacy L4 Paper 1, was verified at the Tygerberg marking centre, representing the Western Cape. Lastly, Life Skills and Computer Literacy L4 Paper 2 was verified at the Asherville marking centre, which represented KwaZulu-Natal.

The number of marking centres also correlated with the enrolment figures for the specific subjects.

The following section summarises the findings from the verification of the marking processes.

### 5.3 Summary of Findings

#### NC(V) Level 2 and Level 3

Table 5G summarises the findings from the verification of L2 and L3 marking. The moderation sample included 13 question papers. Although the sample size is small, the moderation of each question paper was adequate to provide insight into marking practices across numerous centres.

**Table 5G: NC(V) findings: Level 2 and Level 3**

Criteria	Findings	Subject
<b>Delivery of scripts</b>	Umalusi reported that in one subject (8%), all the scripts were delivered on time.	Materials L2
	Reports indicated that in 75% of the subjects, not all expected scripts were delivered at the time of verification.	
	In the remaining subjects (17%), there was no evidence to confirm the status of the scripts' receipt.	English FAL L2 Paper 1 English FAL L3 Paper 2

Criteria	Findings	Subject
<b>Marking guideline standardisation</b>	Umalusi relied on the reports and documents accompanying the scripts to assess whether marking guidelines had been standardised. The evidence indicated that marking guideline standardisation meetings were held for six (50%) subjects, showing a 14% decrease compared to 64% in 2023.	English FAL L2 Paper 1 English FAL L3 Paper 2 Introduction to Robotics L3 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Materials L2 Mathematics L3 Paper 1
<b>Marking guideline changes</b>	Eleven (92%) of the subjects adhered to the official marking guidelines provided by DHET without making any further changes, reflecting a 37% improvement compared to the 55% achieved in November 2023.	
	Only two (17%) of the subjects saw changes to the official marking guidelines distributed by the DHET during the marking process, which was consistent with 2023.	English FAL L2 Paper 1 Mathematics L2 Paper 2
<b>Sample marking</b>	Umalusi noted that sample marking had been conducted in four of the (33%) subjects, while there was no evidence of sample marking in the remaining subjects.	Applied Accounting L2 Materials L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2
<b>Adherence to marking guidelines</b>	Adherence to the marking guidelines rated as good decreased by 5%, from 67% of the question papers in 2023 to 62% in November 2024.	Applied Accounting L2 English FAL L2 Paper 1 English FAL L3 Paper 2 Introduction to Robotics L3 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Materials L2 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1

Criteria	Findings	Subject
	Markers in two (17%) subjects showed average adherence to the marking guidelines.	Electronics and Digital Concepts for Robotics L3 Paper 1 Mathematical Literacy L2 Paper 1
	In two (17%) subjects, markers deviated from the marking, resulting in the marking being rated as poor.	Introduction to Technical Programming L3 Paper 1 Mathematics L2 Paper 2
<b>Marking approach</b>	The evidence showed that in 2024, whole-script marking was the preferred marking approach in 42% of the subjects, a significant shift from the question-wise marking used in 91% of subjects in 2023.	<b>Whole-Script</b> Applied Accounting L2 Electronics and Digital Concepts for Robotics L3 Paper 1 English FAL L2 Paper 1 Introduction to Technical Programming L3 Paper 1 Materials L2
	Question-wise marking was applied in three (25%) of the subjects.  In three (25%) subjects, both marking approaches were used.	<b>Question-wise</b> Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L3 Paper 1  <b>Both approaches</b> English FAL L3 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
	Umalusi was unable to determine the process followed in one (8%) of the subjects. The subject was marked internally.	Introduction to Robotics L3 Paper 2

Criteria	Findings	Subject
<b>Procedures to be followed when more than the required number of questions were answered</b>	Umalusi found that in all (100%) subjects, there were no choice questions or cases where students answered more than the required number of questions. However, markers were aware that only the first attempt should be marked, with subsequent attempts marked as duplicates and deleted.	
<b>Standard of marking</b>	The standard of marking was rated as good in eight (67%) of the question papers, which is a 15% decrease compared to 82% in November 2023.	Applied Accounting L2 English FAL L2 Paper 1 English FAL L3 Paper 2 Introduction to Robotics L3 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Materials L2 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1
	Umalusi rated the marking as average in two (17%) of the sampled question papers.	Electronics and Digital Concepts for Robotics L3 Paper 1 Mathematical Literacy L2 Paper 1
	Marking in two question papers (17%) was rated as poor due to inconsistencies in marking, failure to adhere to the marking guidelines, and an inability to correctly interpret the questions.	Introduction to Technical Programming L3 Paper 1 Mathematics L2 Paper 2
<b>Relationship between adherence to marking guidelines and standard of marking</b>	Umalusi's findings highlighted how adherence to the marking guidelines, consistency in mark allocation, and giving credit for expected performance were directly linked to the overall standard of marking.	

Criteria	Findings	Subject
<b>Administration: Mark indication</b>	Umalusi found that, with the exception of Mathematics L3 Paper 1, markers of all the sampled NC(V) subjects at L2 and L3 followed the prescribed procedure for recording marks per question on the cover page of the scripts. This resulted in 92% compliance, compared to the 100% recorded in November 2023.	
<b>Administration: Mistake indication</b>	In 11 (92%) of the NC(V) L2 and L3 subjects, the internal moderator, chief marker, or examination assistants clearly indicated mistakes. This represents an 8% decrease in compliance compared to the 100% achieved in 2023.	Introduction to Technical Programming L3 Paper 1
<b>Administration: Transfer of marks</b>	As of 2023, Umalusi reported that in 100% of the subjects, marks were accurately transferred to the cover pages and mark sheets in 2024.	
<b>Administration: Indicating marks as three digits</b>	Adherence to this criterion improved from 73% in 2023 to 83% in 2024. However, two markers (17%) in the sample still indicated marks using two digits instead of the three digits prescribed by DHET.	Applied Accounting L2 English FAL L3 Paper 2
<b>Control: Marker identification</b>	All markers for the L2 and L3 subjects clearly indicated their names on the cover pages of the question papers, achieving 100% compliance, consistent with 2023.	



Criteria	Findings	Subject
<b>Standard of internal moderation</b>	Internal moderation was conducted for all the question papers in the sample, maintaining the same 100% compliance as in 2023.	
	The standard of internal moderation was rated as good in six (50%) subjects, showing a 14% decrease compared to 64% in 2023.	Applied Accounting L2 English FAL L2 Paper 1 Introduction to Robotics L3 Materials L2 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1
	The standard of internal moderation was rated as average in 33% of the question papers, which is 2% higher than the 31% in 2023.	Electronics and Digital Concepts for Robotics L3 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L2 Paper 1
	The internal moderation of the remaining subjects (17%) was rated as poor.	Introduction to Technical Programming L3 Paper 1 Mathematics L2 Paper 2
	No evidence of shadow marking was detected in any of the subjects, maintaining the 100% compliance observed in 2023. Umalusi also confirmed that internal moderation focused on enhancing the quality of the assessment rather than simply serving as a procedural compliance exercise.	

Criteria	Findings	Subject
<b>Candidates' responses</b>	Umalusi reported that in 83% of the question papers, candidates performed as expected, finding the easier questions straightforward and the more difficult ones more challenging. This marked a significant improvement of 28% compared to 55% in 2023.	
	In two subjects, 17% of candidates found all the questions in the question papers challenging.	Applied Accounting L2 Mathematics L3 Paper 1
<b>Questions that were deemed unfair, beyond the students' level, or inaccurately presented</b>	<p>In NC(V) L2, Umalusi identified a question paper that contained both an unfair question and a question that was beyond the students' level.</p> <p>In one subject, markers considered a question to be inaccurately presented.</p>	<p><b>Unfair and beyond students' level</b> Mathematical Literacy L2 Paper 1</p> <p><b>Inaccurately presented</b> Applied Accounting L2</p>

## NC(V) Level 4

Table 5H summarises the findings from the verification of the L4 marking process. These findings were analysed and compiled from the moderation of 27 question papers across five marking centres.

**Table 5H: NC(V) Level 4 findings of verification of marking**

Criteria	Findings	Subjects
<b>Script reception</b>	At the time of verification, all centres had received the expected batches of scripts for all subjects. As verified against the control sheets at the marking centres, no outstanding scripts existed. Compared to the 84% submission in 2023, the submission rate in 2024 improved by 16%.	All subjects
<b>Marking guideline discussion</b>	Although marking guidelines were standardised before marking, marking personnel had to engage in a final discussion to finalise them if necessary.	Agribusiness L4 Construction Planning L4 Consumer Behaviour L4 Life Skills and Computer

Criteria	Findings	Subjects
	<p>Umalusi reported that these discussions took place at all the centres where more than one marker was appointed. It should be noted that changes to the marking guidelines were only made in five (19%) of the subjects. The changes included:</p> <p>Agribusiness L4 – A concession was requested to mark the question paper out of 145 instead of 150 due to changes in the mark allocation for two questions.</p> <p>Additional answers were added to Construction Planning L4 and Personal Assistance L4.</p> <p>In Consumer Behaviour L4, an instruction was added to markers to accept any applicable answer.</p> <p>In Life Skills and Computer Literacy L4 Paper 2, changes were made regarding spelling and layout, but not content.</p> <p>Umalusi did not report on this criterion in 2023.</p>	<p>Literacy L4 Paper 2 Personal Assistance L4</p>
<b>Training for the marking process</b>	<p>Umalusi noted that marking training did not take place for Mechatronic Systems L4, which constitutes 4% of the verified sample. This result is consistent with 2023, when marking training occurred in 96% of the sample.</p>	<p>Mechatronic Systems L4</p>
<b>Sample marking</b>	<p>Sample marking was conducted in 24 (96%) of the subjects. The only subject where no evidence of sample marking was found was Applied Policing L4, which was consistent with the results in 2023.</p> <p>The sample size for sample marking ranged from one to three scripts, depending on how quickly markers achieved consistency in marking.</p>	<p>Applied Policing L4</p>

Criteria	Findings	Subjects
<b>Marking procedure</b>	Umalusi found that question-wise marking remained the most popular method for subjects marked by a team of marking staff.	
	<p>The 70% of subjects that used question-wise marking was higher than the 64% in 2023, showing a 6% increase. This approach enhances the consistency and reliability of the marking. After the sample marking, the CM and IM allocated specific questions to markers based on their performance and preferences during the sample marking. In some cases, the more complex and demanding questions were allocated to experienced markers, while the shorter and simpler questions were allocated to less experienced markers.</p> <p>These questions were subsequently marked in all the batches. This approach was particularly applied to question papers with a high number of enrolments.</p> <p>The number of markers and questions per question paper determined how the questions were allocated to the markers.</p>	<p><b>Question-wise marking only</b></p> <p>Applied Accounting L4 Paper 2</p> <p>Applied Engineering Technology L4</p> <p>Business Practice L4</p> <p>Computer Programming L4</p> <p>Construction Planning L4</p> <p>Data Communication and Networking L4</p> <p>Electrical Principles and Practice L4</p> <p>Electrical Workmanship L4</p> <p>English FAL L4 Paper 1</p> <p>Hospitality Services L4</p> <p>Life Skills and Computer Literacy L4 Paper 1 and Paper 2</p> <p>Marketing L4</p> <p>Mathematical Literacy L4 Paper 1</p> <p>Mathematics L4 Paper 2</p> <p>Office Practice L4</p> <p>Operations Management L4</p> <p>Personal Assistance L4</p> <p>Systems Analysis and Design L4</p>
	In five (19%) subjects, whole-script marking was used. The number of scripts in these subjects warranted the use of one or two markers.	<p><b>Whole-script marking</b></p> <p>Agribusiness L4</p> <p>Applied Policing L4</p> <p>Mechatronic Systems L4</p> <p>Pulp and Papermaking Technology L4</p> <p>Tourism Operations L4</p>
	In three (11%) subjects, both methods were used. The IM and CM marked the full script, while the markers applied the question-wise marking method.	<p><b>Both procedures</b></p> <p>Advertising and Promotions L4</p> <p>Consumer Behaviour L4</p> <p>Governance L4</p>

Criteria	Findings	Subjects
<b>Procedure followed when a candidate answered more than the required number of questions</b>	<p>In 24 (89%) of the subjects, marking personnel confirmed that the question paper did not contain multiple-choice questions; therefore, this criterion did not apply.</p>	<p>Mathematics L4 Paper 2 Personal Assistance L4 Tourism Operations L4</p>
	<p>In three (11%) subjects, markers marked the first answer, drew a line through the second answer, and disregarded the second answer, in accordance with the generally accepted practice.</p>	
	<p>Umalusi reports indicated that in 15 (56%) subjects, markers stated that in the case of duplicated answers, they would mark the first answer and disregard the second.</p> <p>In two (7%) subjects, the markers would mark both answers and select the best result.</p> <p>The remaining 37% indicated that there were no instances of duplication.</p>	<p><b>Markers marked the first answer in</b></p> <p>Advertising and Promotions L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Construction Planning L4 Consumer Behaviour L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Life Skills and Computer Literacy L4 Paper 1 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 2 Personal Assistance L4 Pulp and Papermaking Technology L4 Systems Analysis and Design L4 Tourism Operations L4</p> <p><b>Both questions were marked, and the best taken</b></p> <p>Life Skills and Computer Literacy L4 Paper 2 Marketing L4</p>

Criteria	Findings	Subjects
<b>Procedure followed for the scripts coming from the centres where the markers are employed</b>	<p>After identifying potential bias from some markers towards scripts from their own centres, a decision was made in 2023 to prevent markers from marking scripts from the centres where they are employed. This measure was implemented to ensure consistency and fairness in the marking process.</p> <p>Umalusi reported that all markers adhered to this guideline. In cases where necessary, the CM and/or the IM would take over the marking or redistribute it among the markers.</p>	
<b>Adherence to marking guideline</b>	<p>Good adherence to the marking guideline decreased by 3%, from 88% in 2023 to 85% in 2024.</p> <p>The remaining four (15%) subjects demonstrated average adherence to the marking guidelines.</p>	<p>English FAL L4 Paper 1 Hospitality Services L4 Marketing L4 Mechatronic Systems L4</p>
<b>Standard of marking</b>	<p>With the exception of one subject, there was a direct correlation between adherence to marking guidelines and the standard of marking. In 22 (81%) subjects, where there was good adherence to the marking guidelines, the markers displayed a high standard of marking. They were able to correctly interpret the answers and allocate marks accordingly, ensuring fairness and consistency. There was minimal or no difference in mark allocation between the markers and moderation.</p>	
	<p>Marking in five (19%) of the question papers was rated as average due to inaccuracies and/or substantial differences in the marks allocated by the marker/internal moderator and external moderator. These included:</p> <ol style="list-style-type: none"> <li>Marks not allocated according to the marking guidelines;</li> <li>Markers being unable to interpret questions and failing to give credit for correct answers;</li> </ol>	<p>English FAL L4 Paper 1 Hospitality Services L4 Marketing L4 Mechatronic Systems L4 Tourism Operations L4</p>

Criteria	Findings	Subjects
	<ul style="list-style-type: none"> <li>c. Inconsistent allocation of marks by the markers;</li> <li>d. Incorrect answers being marked as correct, and vice versa; and</li> <li>e. Inaccuracies in the calculation and transfer of marks.</li> </ul>	
<b>Administration: Recording marks on scripts and mark indication</b>	<p>Only one subject (4%) did not adhere to the prescribed procedure for recording marks on the front page of the scripts.</p> <p>Markers of Agribusiness L4 did not indicate marks per question as required.</p> <p>Overall compliance decreased by 4% compared to the levels of compliance in 2022 and 2023.</p>	<p>Mechatronic Systems L4</p> <p>Agribusiness L4</p>
<b>Administration: Mistakes identified by the IM and CM were clearly indicated</b>	<p>In 85% of the subjects, the IM and CM clearly indicated mistakes that they detected. This represented a 1% improvement compared to 2023.</p> <p>In four (15%) of the subjects, mistakes identified by the IM and CM were not clearly indicated.</p>	<p>Applied Policing L4</p> <p>Hospitality Services L4</p> <p>Mechatronic Systems L4</p> <p>Pulp and Papermaking Technology L4</p>
<b>Administration: Correct transfer of marks</b>	<p>Despite the control systems in place, errors were detected in the transfer of marks in two (7%) of the subjects. This resulted in a 93% compliance rate in 2024, compared to 92% in 2023.</p>	<p>Hospitality Services L4</p> <p>Mechatronic Systems L4</p>
<b>Administration: Mark sheet Completion: Refraining from using correction fluid and leaving no blank spaces on the mark sheet</b>	<p>Correct completion of mark sheets entailed refraining from using correction fluid, indicating marks as three digits, leaving no blank spaces, and indicating the chief marker's name.</p> <p>At the time of verification, the marker of Mechatronic Systems L4 had not yet transferred marks or completed the mark sheets. Umalusi could not verify whether the criteria had been met at the end of the marking process. This resulted in 96% of subjects adhering to the requirements of not using correction fluid, leaving no blank spaces, and the CM signing the mark sheet. This was lower than the 100% adherence in 2023.</p>	<p>Mechatronic Systems L4</p>

Criteria	Findings	Subjects
<b>Administration: Mark sheet Completion: Marks are indicated as three digits on the mark sheet</b>	In 2024, Umalusi found that there were still subjects where the marks were indicated as two digits instead of the prescribed three digits. This resulted in a compliance rate of 85% in 2024, compared to 88% in 2023.	Consumer Behaviour L4 Mathematical Literacy L4 Paper 1 Mechatronic Systems L4 Tourism Operations L4
<b>Administration: Initials and surname of the examination assistant</b>	<p>The EA play an important role in ensuring the accuracy of calculations and the transfer of marks to mark sheets. The signature of the EA on the mark sheet should serve as proof that the correct procedures were followed. Adherence to this requirement declined by 14%, from 88% in 2023 to 74% in 2024.</p> <p>In seven (26%) subjects, the EM did not sign the mark sheet.</p>	<p>Computer Programming L4 Hospitality Services L4 Marketing L4 Mechatronic Systems L4 Personal Assistance L4 Systems Analysis and Design L4 Tourism Operations L4</p>
<b>Control: Marker identification</b>	<p>Umalusi found that in 96% of the subjects, the names of the markers appeared on the cover pages of the scripts next to the questions they had marked. This was lower than the 100% compliance in 2024.</p> <p>In one subject, DHET appointed only one marker who took on both the roles of marker and CM. The different roles the marker had to fulfil could have affected the accurate completion of documents.</p>	Pulp and Papermaking Technology L4
<b>Control: The name of the chief marker appears on the moderated scripts</b>	The name of the CM appeared on 25 (93%) of the moderated scripts. Two subjects (7%) did not comply.	Mechatronic Systems L4 Pulp and Papermaking Technology L4
<b>Control: The initials or signature of the examination assistant are clearly indicated on the scripts that were checked</b>	<p>The signature of the EA was clearly indicated on the scripts checked in 21 (78%) subjects.</p> <p>The remaining scripts (22%) that were checked were not initialled or signed by the EA. The findings are consistent with those from 2023.</p>	<p>Applied Accounting L4 Paper 2 Hospitality Services L4 Marketing L4 Mechatronic Systems L4 Personal Assistance L4 Pulp and Papermaking Technology L4</p>



Criteria	Findings	Subjects
<b>Internal moderation</b>	<p>At the time of verification, Umalusi found that no internal moderation had taken place in two (7%) subjects where DHET appointed only one marker.</p> <p>In the remainder of the subjects (93%), internal moderation was conducted throughout the marking process. The appointed CM and IM shared this task. Compared to 2023, this represented a decrease of 3% and 7% compared to the 100% in 2023.</p> <p>The sample selection for internal moderation included scripts across all performance levels. All internal moderators performed whole-script moderation.</p>	<p>Mechatronic Systems L4 Pulp and Papermaking Technology L4</p>
	<p>Umalusi reported that 78% of the sample had been moderated from all centres at the time of verification, which marked a 10% decrease compared to 2023.</p> <p>In contrast, two (7%) of the subjects had not yet started internal moderation, and four (15%) subjects had undergone internal moderation. However, in these four subjects, there was no evidence that all centres were represented in the sample selected by the internal moderators.</p>	<p><b>No moderation yet</b> Mechatronic Systems L4 Pulp and Papermaking Technology L4</p> <p><b>Not all centres</b> Applied Accounting L4 Paper 2 Computer Programming L4 Construction Planning L4 Life Skills and Computer Literacy L4 Paper 1</p>
<b>Standard of moderation</b>	<p>The findings showed a 6% decrease in the number of subjects where the standard of internal moderation was regarded as good, dropping from 84% in 2023 to 78% in 2024.</p> <p>The good standard of internal moderation in these subjects was attributed to adherence to the marking guidelines, consistency in moderation with no signs of shadow marking, and consistency in judgments.</p>	<p>Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Business Practice L4 Computer Programming L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4</p>

Criteria	Findings	Subjects
		Electrical Principles and Practice L4 Governance L4 Life Skills and Computer Literacy L4 Paper 1 and Paper 2 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 2 Office Practice L4 Operations Management L4 Personal Assistance L4 Systems Analysis and Design L4
	In 2024, five (12%) of the moderated scripts were rated as having average internal moderation, which was consistent with the result in 2023. The internal moderation in these cases was deemed to be of an acceptable standard, with only a few minor deviations in moderation decisions.	Electrical Workmanship L4 English FAL L4 Paper 1 Hospitality Services L4 Marketing L4 Tourism Operations L4
	Two (7%) of the subjects had not undergone internal moderation at the time of the marking verification.	Mechatronic Systems L4 Pulp and Papermaking Technology L4
<b>Fairness of the question paper</b>	<p>Umalusi assessed the fairness of the question paper by examining whether any questions were:</p> <ol style="list-style-type: none"> <li>Unfair;</li> <li>Beyond the level of the paper; and/or</li> <li>Inaccurately presented.</li> </ol> <p>Only one subject's marker identified a question as being unfair. However, this was the exception, as 96% of the question papers were judged by both the marking and moderation teams to be fair and in line with expectations. This was an improvement of 4% compared to 2023.</p>	<p><b>Unfair questions</b> Tourism Operations L4</p> <p><b>Inaccurately presented questions</b> Life Skills and Computer Literacy L4 Paper 1 Tourism Operations L4</p>

Criteria	Findings	Subjects
	<p>All (100%) of the question papers were deemed to be pitched at the correct level, which is consistent with the findings in 2023.</p> <p>Two (7%) of the question papers contained incorrectly presented questions in 2024. This marked an improvement over 2023, where 16% of question papers had inaccurately presented questions.</p>	
<b>Candidate performance</b>	<p>Umalusi's selected sample of scripts provided a comprehensive overview of candidates' performance per subject. The findings revealed that in 62% of the sampled subjects, the candidates' performance aligned with expectations. The results included candidates who excelled, performed well, were average, and those who could not meet the demands of the questions.</p> <p>The seven (26%) subjects where the best-performing candidates had results higher than 80% were:</p> <ol style="list-style-type: none"> <li>Business Practice L4: Results ranged between 25% and 85%;</li> <li>Electrical Workmanship L4: Results ranged between 16% and 81%;</li> <li>Life Skills and Computer Literacy L4 Paper 1: Results ranged between 39% and 80%;</li> <li>Life Skills and Computer Literacy L4 Paper 2: Results ranged between 29% and 97%;</li> <li>Marketing L4: Results ranged between 29% and 83%;</li> <li>Mathematical Literacy L4 Paper 1: Results ranged between 27% and 83%; and</li> <li>Operations Management L4: Results ranged between 21% to 96%</li> </ol>	<p><b>Well-performing (Best performance exceeds 80%)</b></p> <p>Business Practice L4 Electrical Workmanship L4 Life Skills and Computer Literacy L4 Paper 1 and Paper 2 Marketing L4 Mathematical Literacy L4 Paper 1 Operations Management L4</p>

Criteria	Findings	Subjects
	<p>In eight (30%) of the subjects, the best performance was between 70% and 79%.</p> <p>In the remaining 44% of the subjects, the highest performing candidates obtained between 56% and 69%.</p>	<p><b>Average (Best performance between 70% and 79%)</b></p> <p>Applied Accounting L4 Paper 2</p> <p>Applied Policing L4 Construction Planning L4 Electrical Principles and Practice L4 Governance L4 Mathematics L4 Paper 2 Office Practice L4 Personal Assistance L4</p> <p><b>Best performance (Between 56% and 69%)</b></p> <p>Advertising and Promotions L4 Agribusiness L4 Applied Engineering Technology L4 Computer Programming L4 Consumer Behaviour L4 Data Communication and Networking L4 English FAL L4 Paper 1 Hospitality Services L4 Mechatronic Systems L4 Pulp and Papermaking Technology L4 Systems Analysis and Design L4 Tourism Operations L4</p>
<b>Irregularities found and reported</b>	Four (15%) of the subjects detected irregularities during the marking process and subsequently reported these issues to the marking centre manager. This was a 9% decrease from the 24% of subjects with reported irregularities in 2023.	<p>Advertising and Promotions L4 Business Practice L4 Electrical Principles and Practice L4 Tourism Operations L4</p>
<b>Discipline</b>	<p>Umalusi measured the discipline at the marking centres by evaluating the following key aspects:</p> <ol style="list-style-type: none"> <li>Cell phones switched off during marking;</li> <li>Attendance registers signed daily; and</li> <li>Marking staff remaining at the marking centres during the day.</li> </ol>	

Criteria	Findings	Subjects
	Umalusi found that all marking officials signed attendance registers daily, which helped maintain an accurate record of their presence. However, Umalusi had difficulty verifying whether markers actually remained at the marking centre for the entire duration of the day.	

## 5.4 Areas of Improvement

Several areas of improvement were identified during the verification of marking:

### A. NC(V) Level 2 and Level 3

- As in 2023, the prescribed procedure for recording marks was followed in 100% of the question papers;
- In 2024, marking personnel continued best practices by indicating mistakes detected by the moderator in 100% of the sampled question papers;
- Umalusi reported that marking personnel upheld a standard of 100% compliance in accurately transferring subject marks to the cover pages and mark sheets in 2024;
- There was an improvement of 10% from 73% in 2023 to 83% in recording marks as three digits instead of two digits;
- Internal moderation was conducted in all the subjects as of 2023; and
- In 83% of the question papers, candidates performed as predicted, finding the easier questions straightforward and the more difficult questions challenging. This resulted in a remarkable improvement of 28% compared to 55% in 2023.

### B. NC(V) Level 4

- There was a 16% increase in scripts delivered on time at the centres, rising from 84% in 2023 to 100% in 2024;
- Marking and moderation teams reported that 96% of the question papers met all fairness criteria, a 4% improvement from 2023;
- Only two (7%) subjects in 2024 contained inaccurately presented questions, compared to 16% in 2023; and
- In 2024, 15% of irregularities were detected and reported, a 9% decrease from the 24% in 2023.

## 5.5 Areas of Non-Compliance

While some areas of compliance improved compared to the November 2023 examination, other areas showed a decline. These areas of non-compliance detract from the overall success of the marking process and compromise the quality and standard of marking.

### **A. NC(V) Level 2 and Level 3**

Some areas of non-compliance were noted from the external moderators' reports during the verification of the marking of L2 and L3:

- a. In November 2023, 64% of the sample showed documented evidence of marking guideline discussions, whereas in 2024, only 50% could provide evidence of such discussions;
- b. There was a 5% decrease in adherence to the marking guidelines, from 67% of the question papers in 2023 to 62% in November 2024;
- c. The standard of marking was rated as good in eight (67%) of the question papers. This rating was 15% lower than the 82% in November 2023; and
- d. The standard of internal moderation was rated as good in six (50%) subjects, a 14% decrease from the 64% in 2023.

### **B. NC(V) Level 4**

Areas of non-compliance at L4 were observed in some question papers across certain centres:

- a. Despite the control measures in place, errors were detected in the transfer of marks for two (7%) subjects. This led to a compliance rate of 93% in 2024, compared to 92% in 2023;
- b. In 2024, Umalusi identified that some subjects still had marks recorded as two digits instead of the prescribed three digits, resulting in a compliance rate of 85% in 2024, compared to 88% in 2023;
- c. Umalusi reported that 78% of the sample had moderated scripts from all centres at the time of verification, which was 10% lower than in 2023; and
- d. The findings indicated a 6% decrease in the number of subjects where the standard of moderation was considered good compared to 2023.

## **5.6 Directives for Compliance and Improvement**

Compliance and improvement would enhance the marking process, strengthen the DHET examination mechanisms, and benefit the TVET colleges.

### **A. NC(V) Level 2 and Level 3**

The DHET is required to ensure that:

- a. The process for the submission of marked scripts for verification is streamlined;
- b. Marking guideline standardisation meetings and assessment training sessions are conducted before marking commences. The focus should be on the following areas: adherence to marking guidelines, the interpretation of questions, giving credit for correct answers, and the correct completion of script covers and mark sheets;
- c. Marking and moderation staff are adequately prepared for the administration tasks involved in the marking process;

- d. Lecturing staff at colleges receive support in interpreting and preparing students for the learning outcomes, assessment criteria, and demands of assessment; and
- e. The training of internal moderators and chief markers is strengthened, with a focus on detecting non-adherence to marking guidelines and ensuring that reports are of high quality.

## **B. NC(V) Level 4**

The DHET is required to ensure that:

- a. Marking and moderation staff are adequately prepared for the administration tasks involved in the marking process;
- b. The training of internal moderators and chief markers is strengthened, with a focus on detecting non-adherence to marking guidelines and ensuring the writing of high-quality reports; and
- c. College lecturing staff receive support in interpreting and preparing students for the learning outcomes, assessment criteria, and assessment demands.

## **5.7 Conclusion**

Overall, the marking process for the NC(V) L2 - L4 November 2024 examinations was successfully implemented. While the marking was generally fair, there are still areas for improvement that could enhance the process if all role players make a concerted effort. The administration and control at the marking centres were well-managed, and the atmosphere was generally conducive to marking. The success of the NC(V) programme relies on the effective implementation of the curriculum, the related assessment processes, and the active participation of all role players. Therefore, the DHET must ensure that lecturing staff are adequately prepared to assess students against the learning outcomes and assessment criteria.

## CHAPTER 6: STANDARDISATION AND RESULTING OF NC(V)

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### 6.1 Introduction

Standardisation is a process based on evidence presented through both qualitative and quantitative reports. The primary goal of standardisation is to achieve an optimal level of consistency within each context, taking into account sources of variability beyond the student's ability and knowledge. Variability can arise from factors such as the quality of question papers, the conduct of the examinations, the standard of marking, and other related factors. For this reason, examination results are standardised to minimise variability across different examination sittings.

In broad terms, standardisation involves verifying subject structures, monitoring the capturing of marks, conducting dry run tests for system alignment, developing and validating norms, and reviewing standardisation booklets in preparation for standardisation meetings. Standardisation decisions are informed by various factors, including Umalusi's principles of standardisation, qualitative inputs from internal and external moderators, examination monitors, and intervention reports from assessment bodies. The process concludes with the approval of mark adjustments for each subject, statistical moderation, and the subsequent steps.

### 6.2 Scope and Approach

Umalusi quality assured the results of 270 NC(V) L2 - L4 subjects for the November 2024 examinations, administered by the DHET, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms), checked for outlier years, conducted dry run testing, and processed and validated the standardisation datasets and e-booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) reviewed quantitative data and qualitative inputs to make standardisation decisions for each subject. Following the standardisation meeting, Umalusi verified the accuracy of the adjustments made to each subject and subsequently reviewed and approved the resulting files at the subject level.

### 6.3 Summary of Findings

The following section presents the key results and decisions made before, during, and after the standardisation meetings.



### 6.1.1 Development of Norms

The norms for the NC(V) L2 - L4 examinations were developed based on the previous five examination sittings in preparation for the November 2024 examinations. Once this was completed, and in accordance with policy requirements, the DHET submitted the norms to Umalusi for verification and approval. Umalusi developed interim norms for the new L3 subjects introduced, namely, Electronics and Digital Concepts for Robotics, Introduction to Robotics, and Introduction to Technical Programming. The interim norm for the Instrumentation Technology subject under NC(V) L4 was also developed. Analysis of the norms' datasets revealed three subjects with outlier years for the November 2024 NC(V) L2 - L4 examinations. Table 6A below presents the subjects with outlier years for the November 2024 NC(V) L2 - L4 examinations:

**Table 6A: List of subjects with outlier years for the November 2024 NC(V) L2 - L4**

Level	Code	Subjects	Outlier year
NQF 2	12041042	Renewable Energy Technologies	202311
NQF 4	12050694	Mechanical Draughting and Technology	202211
	10040154	Stored Programme Systems	202011

### 6.1.2 Dry Runs and Verification of the NC(V) System

In preparation for the November 2024 standardisation processes, Umalusi and the DHET initiated a process to verify systems through dry run testing. The purpose of the dry run testing was to ensure the alignment and readiness of the mainframe system for data processing in November 2024. The testing focused on verifying the following aspects:

- The formulae used for data processing were compatible;
- The historical data on both systems were accurate; and
- The systems could verify the existence of an ICASS mark for each repeater candidate.

The process also assessed the compatibility of the data and formulae used for data processing. The DHET took part in the dry run testing to ensure system readiness.

### 6.1.3 Electronic Datasets and Standardisation Booklets

The DHET submitted the standardisation datasets to Umalusi for verification. The submitted datasets and booklets for the NC(V) L2 - L4 examinations complied with the Requirements and Specification for Standardisation, Statistical Moderation, and Resulting Guideline document. Both the datasets and the booklets were verified and subsequently approved.

#### 6.1.4 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NC(V) L2 - L4 examinations on 3 and 4 January 2025. A range of factors, including both qualitative and quantitative data, informed the ASC's adjustment decisions. The qualitative input included issues arising from the moderation of question papers, discussions on marking guidelines regarding potential advantages or disadvantages to candidates, and Evidence-Based Reporting (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was considered in accordance with the established standardisation principles. The standardisation adjustment decisions for the NC(V) L2 - L4 November 2024 examinations are outlined in Tables 6B, 6C, and 6D below:

**Table 6B: List of standardisation decisions for the November 2024 NC(V) L2**

Description	Total
Number of subjects presented	<b>90</b>
Raw marks	68
Adjusted (mainly upwards)	7
Adjusted (downwards)	14
Unstandardised	01
Number of subjects standardised	89

**Table 6C: List of standardisation decisions for the November 2024 NC(V) L3**

Description	Total
Number of subjects presented	<b>90</b>
Raw marks	63
Adjusted (mainly upwards)	12
Adjusted (downwards)	15
Unstandardised	00
Number of subjects standardised	90

**Table 6D: List of standardisation decisions for the November 2024 NC(V) L4**

Description	Total
Number of subjects presented	<b>89</b>
Raw marks	51
Adjusted (mainly upwards)	18
Adjusted (downwards)	20
Unstandardised	00
Number of subjects standardised	89

Once the ASC was satisfied with the reliability of the information provided, 268 of the 269 subjects presented were standardised. For the November 2024 NC(V) L2 - L4 examinations, the ASC accepted the raw marks for 182 subjects. The marks for 37 subjects were adjusted upwards, while those for 49 subjects were adjusted downwards. The DHET administered an incorrect question paper for Materials L2; consequently, the subject was not standardised. Considering the factors discussed at the standardisation meeting, the ASC remains concerned about the curriculum and assessment issues raised through qualitative inputs.

#### **6.1.5 Post-Standardisation**

Umalusi approved the adjustment of marks and verified the statistical moderation and resulting processes after the standardisation meeting. Umalusi confirmed the accuracy of the adjustments made to each subject and subsequently verified and approved the resulting files at the subject level.

#### **6.4 Areas of Improvement**

None.

#### **6.5 Areas of Non-Compliance**

The DHET submitted inaccurate NC(V) L2 - L3 resulting datasets, which were approved only after the sixth submission.

#### **6.6 Directives for Compliance and Improvement**

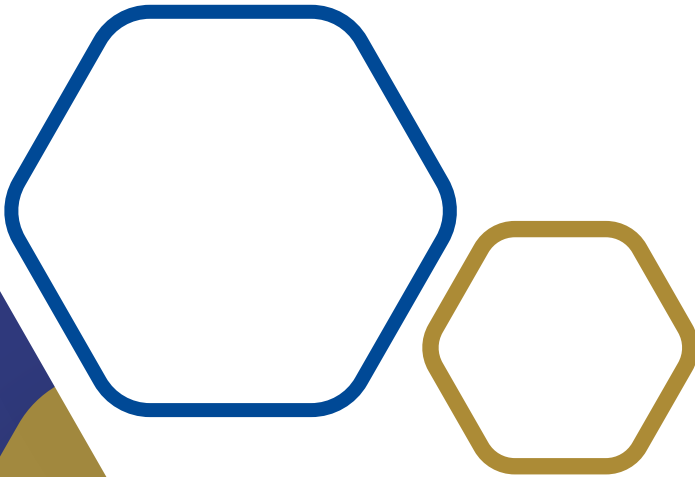
The DHET must ensure that the NC(V) L2 - L3 resulting datasets are verified for accuracy before being submitted to Umalusi. This verification process will help prevent multiple rejections and reduce the risk of failing to complete the resulting process within the stipulated timeframes.

#### **6.7 Conclusion**

The standardisation decisions were based on sound educational reasoning. As a result, Umalusi can conclude that the standardisation process was conducted in a fair, transparent, and reliable manner.

# **PART B:**

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



## CHAPTER 7: MODERATION OF NATED REPORT 190/191 QUESTION PAPERS

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### 7.1 Introduction

Umalusi conducts external moderation of question papers set nationally and moderated internally by the DHET. The external moderation of examination question papers and marking guidelines ensure that quality and standards are maintained throughout all the NATED Report 190/191 Engineering Studies N2-N3 examination cycles.

The moderation of question papers is critical to ensuring assessment quality. The external moderation process confirms that the question papers have been developed with rigour and comply with Umalusi's criteria, as well as the curriculum and assessment policy documents of the assessment body.

The DHET is expected to appoint examiners and internal moderators with the requisite content knowledge of the specific instructional offerings to set and internally moderate the question papers before they are presented to Umalusi for external moderation. The question papers and marking guidelines should also be print-ready at this stage. The internal moderators are responsible for ensuring that the question papers and marking guidelines meet acceptable standards.

To maintain public confidence in the national examination system, the question papers must be seen to be:

- a. Fair;
- b. Reliable;
- c. Representative of an adequate sample of the curriculum;
- d. Representative of relevant conceptual domains; and
- e. Representative of relevant levels of cognitive demand.

### 7.2 Scope and Approach

Umalusi moderated and approved 50 question papers and marking guidelines for 50 instructional offerings of the November 2024 NATED Report 190/191 Engineering Studies N2-N3 examinations. External moderation was conducted off-site, with the question papers, marking guidelines, assessment frameworks, and internal moderators' reports forwarded electronically to the external moderators. The external moderators then prepared assessment frameworks to assess the cognitive demand and weightings of the syllabi topics, evaluating the question papers against the specified criteria.

Table 7A indicates the instructional offerings moderated, broken down per level.

**Table 7A: Instructional offerings moderated by Umalusi**

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
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	N2 and N3
Instrument Trade Theory	N2 and N3
Logic Systems	N2 and N3
Mathematics	N2 and N3
Mechanotechnology	N3
Motor Electrical Theory	N2
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 Theory	N2 and N3
Radio and Television Theory	N2 and N3
Refrigeration Trade Theory	N2 and 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 2024 examinations, the DHET administered 59 instructional offerings for N2 and N3, of which Umalusi sampled 50 for moderation. Table 7B indicates the number of instructional offerings moderated by Umalusi per level, along with the corresponding percentages.

**Table 7B: Instructional offerings included in the sample of question papers**

Level	Number of instructional offerings offered	Number of instructional offerings moderated	Percentage of instructional offerings moderated
N2	32*	25	78%
N3	27*	25	93%
Total	59	50	85%

\*according to the DHET 2024 examination timetable

The question papers and marking guidelines were moderated according to the following ten criteria, or detailed quality indicators, prescribed by Umalusi:

- Technical aspects and presentation of the question papers and marking guidelines;
- Effectiveness of internal moderation in improving the quality of question papers;
- Adherence to the syllabus with respect to content coverage;
- Types of questions, formulation of questions, and clarity of questions to achieve the desired response;
- Distribution of marks across cognitive levels;
- Consistency and appropriateness of mark allocation;
- Relevance and correctness of the marking guidelines;
- Appropriateness of language register, correct use of grammar in question papers, and marking guidelines and content that is free from bias;
- Degree of predictability of questions and innovation in question papers; and
- Overall evaluation of the question papers for their suitability for the level assessed.

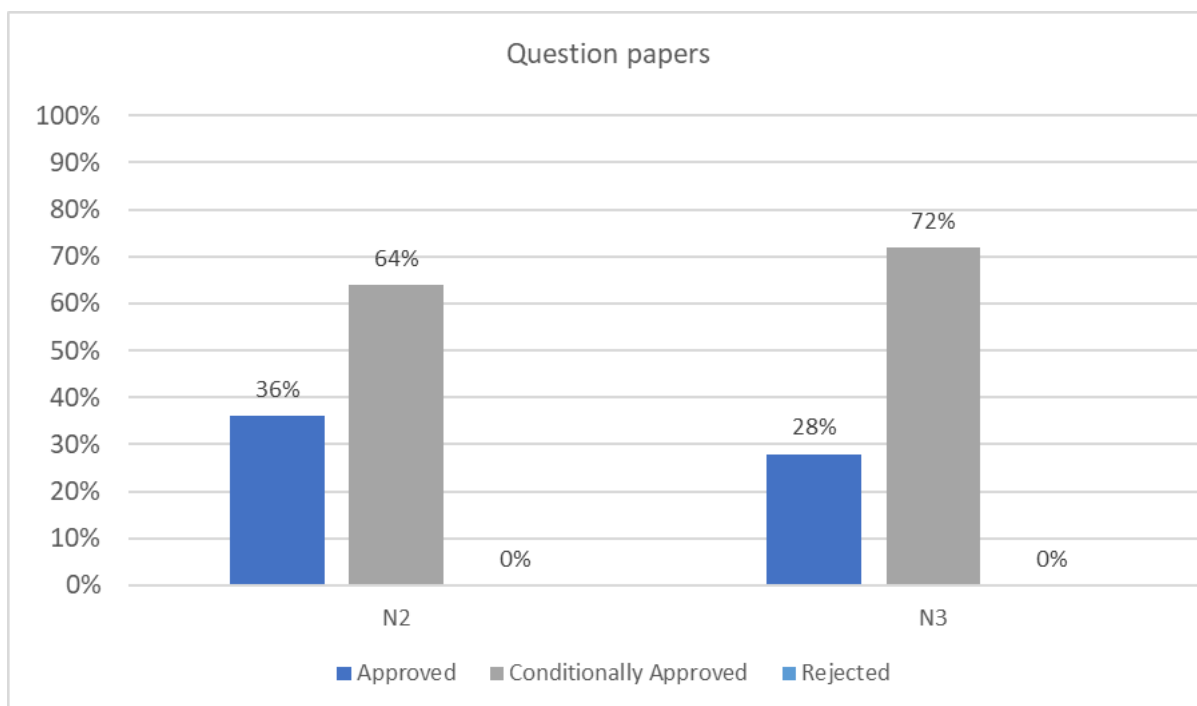
### 7.3 Summary of Findings

Table 7C indicates the findings of the preliminary moderation process of the 50 sampled question papers.

**Table 7C: Approval status of question papers and marking guidelines after first moderation**

November 2024 examination				
Report 190/191: Engineering Studies N2-N3	Number of question papers moderated by Umalusi	Number of question papers approved	Number of question papers conditionally approved	Number of question papers rejected
N2	25	9	16	0
N3	25	7	18	0
Total	50	16	34	0

Figure 7A summarises the findings after the first moderation of the question papers and their marking guidelines, as captured in the external moderators' reports.



**Figure 7A: Approval status of the NATED Report 190/191 Engineering Studies question papers and marking guidelines after the first moderation**

Table 7D summarises the most significant findings from the moderation of the November 2024 examination question papers and marking guidelines. The table outlines the key findings and instructional offerings in the moderation process for the 50 sampled instructional offerings.

**Table 7D: Summary of findings of the first moderation of question papers**

Criterion	Findings	Instructional offerings
<b>Technical criteria</b>		
<b>Submission of supporting documents to the external moderator</b>	The internal moderation report was not completed for 2% of the question papers, compared to 12% in the November 2023 examinations.	Industrial Organisation and Planning N3
<b>Layout of the question paper</b>	For 2% of the question papers, the cover pages did not contain all relevant details, such as the logo, name of the instructional offering, time allocation, number of pages, and additional information. This represents a 6% decrease from the 8% recorded in the November 2023 examinations.	Aircraft Maintenance Theory N3



Criterion	Findings	Instructional offerings
<b>Instructions to candidates</b>	Instructions to candidates were clear in all question papers, showing a significant improvement compared to the 8% observed in the November 2023 examinations.	
<b>Header and footer</b>	The headers and footers in all question papers were consistent and adhered to the required format, representing an improvement from the 4% noted in the November 2023 examinations.	
<b>Font type and size</b>	The fonts were not consistently appropriate in 2% of the question papers, marking a 4% decrease from the 6% recorded in the November 2023 examinations.	Industrial Organisation and Planning N3
<b>Mark and time allocation</b>	Four percent of the question papers did not indicate the mark allocation, which was 6% in the November 2023 examinations.	Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2
	There was a lack of correlation between the question paper and the marking guideline, and the mark allocation was absent in the marking guideline in 4% of the question papers, which is consistent with the 4% observed in the November 2023 examinations.	Industrial Organisation and Planning N3 Water Treatment Practice N3
<b>Quality of graphics and illustrations</b>	The quality of illustrations, graphs, and tables was substandard in 16% of question papers, with unclear graphs and tables, errors, and content that was not print-ready. This represents a 4% increase compared to the 12% recorded in the November 2023 examinations.	Bricklaying and Plastering Theory N2 Building Science N3 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N3 Water Treatment Practice N3
<b>Format requirements for the syllabus</b>	Two percent of the question papers did not adhere to the syllabus' format requirements, consistent with the percentage observed in the November 2023 examinations.	Fitting and Machining Theory N2

Criterion	Findings	Instructional offerings
<b>Internal moderation</b>		
<b>Internal moderators' reports match the question paper</b>	In 4% of the question papers, the report failed to match the question paper, as it replicated a previous report with no connection to the current examination paper. This represents an improvement of 10% compared to the 14% observed in the November 2023 examinations.	Engineering Drawing N3 Radio and Television Theory N2
<b>Quality and standard of internal moderation report</b>	In 32% of the question papers, the internal moderators' reports were lacking in appropriate and justifiable comments, failed to identify glaring errors, contained errors made by the internal moderator in an attempt to correct the question paper, did not highlight incorrect responses, lacked a signature at the approval point, showed no correlation between the analysis grid and the question paper, and contained incorrect cognitive levels. This represents an 18 % increase from the 14% recorded in the November 2023 examinations.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Diesel Trade Theory N3 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Mathematics N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N2 Radio and Television Theory N3 Water Treatment Practice N3 Water and Waste-water Treatment Practice N2
	The internal moderators' reports were not up to standard for 32% of the question papers, an increase from 22% in the November 2023 examinations.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Diesel Trade Theory N3 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Mathematics N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N2 Radio and Television Theory N3 Water Treatment Practice N3 Water and Waste-water Treatment Practice N2

Criterion	Findings	Instructional offerings
	The internal moderators' reports were irrelevant in 6% of the question papers, marking a 12% decrease from the 18% recorded in the November 2023 examinations.	Engineering Drawing N3 Radio and Television Theory N2 Radio and Television Theory N3
Content coverage		
Coverage of the syllabus	All the question papers adequately covered the syllabi, improving from the 4% non-compliance recorded in the November 2023 examinations.	
	Six percent of the question papers did not comply with the prescribed topic weightings, consistent with the percentage observed in the November 2023 examinations.	Aircraft Maintenance Theory N3 Fitting and Machining Theory N2 Mechanotechnology N3
	Two percent of the question papers did not appropriately cover the topics, consistent with the percentage observed in the November 2023 examinations.	Mathematics N3
	Four percent of the question papers did not represent the latest developments in the respective fields of the instructional offerings, reflecting an improvement of 10% compared to the 14% recorded in the November 2023 examinations.	Aircraft Maintenance Theory N3 Mathematics N3
	In 6% of the question papers, questions were outside the broad scope of the syllabus, which is consistent with the percentage recorded in the November 2023 examinations.	Engineering Science N3 Fitting and Machining Theory N2 Refrigeration Trade Theory N2

Criterion	Findings	Instructional offerings
<b>Types and quality of questions</b>		
<b>Types of questions</b>	Four percent of the question papers did not include various types of questions, such as multiple-choice, paragraph, data/source-based response, essay, real-life scenario, and real-life problem-solving questions. This represents a 2% improvement compared to the 6% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Logic Systems N2
	There was no correlation between mark allocation, level of difficulty, and time allocation in 8% of the question papers, a decrease from 12% in the November 2023 examinations.	Fitting and Machining Theory N2 Mathematics N3 Radio and Television Theory N2 Refrigeration Trade Theory N2
<b>Quality of questions</b>	In 16% of the question papers, the problems were vaguely defined, and the wording included ambiguous, extraneous, or irrelevant information and unintentional clues to the expected answers, marking an improvement from 18% in the November 2023 examinations.	Fitting and Machining Theory N2 Motor Trade Theory N2 Plumbing Theory N2 Radio and Television Theory N3 Refrigeration Trade Theory N2 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
	Fourteen percent of the question papers did not provide clear instructional keywords/verbs, representing a 4% increase from the percentage recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Mathematics N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
	Eight percent of the question papers contained questions that failed to provide adequate information to elicit appropriate responses, marking a 2% decrease from the 10% noted in the November 2023 examinations.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Engineering Drawing N2 Mathematics N3

Criterion	Findings	Instructional offerings
	There were questions containing factual errors and/or misleading information in 8% of the question papers, double the 4% recorded in the previous equivalent examinations.	Engineering Science N2 Logic Systems N3 Mathematics N3 Radio and Television Theory N2
<b>Cognitive skills</b>		
<b>Analysis grid</b>	In 20% of the question papers, the analysis grid did not indicate the cognitive level of each question or sub-question, there was no correlation between the levels and the grid, or the grid was absent altogether. This represents a 2% increase from the 18% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Electrical Trade Theory N3 Engineering Drawing N3 Engineering Science N2 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Radio Theory N2 Radio Theory N3
	In 8% of the question papers, there was no appropriate distribution of cognitive levels (Bloom's or other applicable taxonomy), consistent with the percentage recorded in the November 2023 examinations.	Fitting and Machining Theory N2 Logic Systems N2 Mathematics N3 Mechanotechnology N3
	Choice questions that failed to maintain an equal level of difficulty were identified in 6% of the question papers, marking a 2% increase from the 4% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3
	Twelve percent of the question papers contained questions that failed to align with the specified cognitive level instruction, such as "discuss," "identify," etc.	Logic Systems N3 Mathematics N3 Radio and Television Theory N2 Radio and Television Theory N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
<b>Assessment of latest developments</b>	Four percent of the question papers did not represent the latest developments in the subject knowledge fields, marking a decrease of 10% compared to the 14% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Motor Electrical Theory N2

Criterion	Findings	Instructional offerings
<b>Marking guidelines</b>		
<b>Accuracy of marking guidelines</b>	Eight percent of the marking guidelines did not align with the questions in the question papers, which is the same as in the November 2023 examinations.	Industrial Organisation and Planning N3 Mathematics N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
	The answers to 28% of the marking guidelines were inaccurate, compared to 26% in the November 2023 examinations.	Aircraft Maintenance Theory N3 Bricklaying and Plastering Theory N2 Building Science N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Electrical Trade Theory N3 Engineering Drawing N2 Engineering Drawing N3 Industrial Electronics N2 Logic Systems N3 Mathematics N3 Radio and Television Theory N2 Supervision in Industry N3 Waste-water Treatment Practice N3
	Ten percent of the marking guidelines did not accommodate alternative responses, where applicable, compared to 6% in the November 2023 examinations.	Building and Civil Technology N3 Industrial Electronics N2 Logic Systems N2 Motor Electrical Theory N2 Water Treatment Practice N3
<b>Mark allocation</b>	In 2% of the marking guidelines, the mark allocations did not align with those in the question papers. This represents an improvement from the 4% recorded in the November 2023 examinations.	Industrial Organisation and Planning N3
	Ten percent of the marking guidelines had incomplete mark allocation and distribution for each question, consistent with the figures from the November 2023 examinations.	Radio and Television Theory N2 Supervision in Industry N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
<b>Prescribed macros</b>	Two percent of the marking guidelines were not laid out according to the prescribed macros, which is consistent with the figures from the previous corresponding examinations.	Industrial Organisation and Planning N3

Criterion	Findings	Instructional offerings
<b>Language and bias</b>		
<b>Grammar</b>	In 12% of the question papers, the language contained subtleties that could have created confusion for candidates, compared to 14% recorded in the November 2023 examinations. This reflects a 2% improvement.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Industrial Organisation and Planning N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2 Water Treatment Practice N3
	Twelve percent of the question papers contained grammatically incorrect language, compared to 14% recorded in the November 2023 examinations.	Industrial Organisation and Planning N3 Logic Systems N3 Plating and Structural Steel Drawing N3 Plumbing Theory N2 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Two percent of the question papers contained overly complicated sentence structures, compared to 6% recorded in the November 2023 examinations.	Industrial Organisation and Planning N3
<b>Predictability</b>		
<b>Repetition of questions from previous examinations</b>	Some questions could easily be spotted or predicted in 10% of the question papers, which represents a decrease of 6% from the 16% recorded in the November 2023 examinations.	Aircraft Maintenance Theory N3 Industrial Orientation N3 Mathematics N3 Radio and Television Theory N2 Radio and Television Theory N3
	Fourteen percent of the question papers contained questions from examination question papers of the past three years, marking a 2% decrease compared to the November 2023 examinations.	Electrical Trade Theory N2 Electrical Trade Theory N3 Fitting and Machining Theory N2 Mathematics N3 Motor Electrical Theory N2 Radio and Television Theory N2 Radio and Television Theory N3
<b>Innovation</b>	Ten percent of the question papers lacked an appropriate degree of originality, compared to 6% in the November 2023 examinations, indicating a 4% increase.	Aircraft Maintenance Theory N3 Mathematics N3 Motor Electrical Theory N2 Radio and Television Theory N2 Radio and Television Theory N3

Criterion	Findings	Instructional offerings
<b>Overall impression</b>		
<b>Standard of question papers</b>	Four percent of the question papers were not in line with the relevant, current syllabus, which is consistent with the November 2023 examinations.	Fitting and Machining Theory N2 Mathematics N3
	Two percent of the question papers did not assess the curriculum/syllabus outcomes, consistent with the November 2023 examinations.	Fitting and Machining Theory N2
	Twelve percent of the question papers did not meet the appropriate standard, consistent with the previous corresponding examinations.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N3 Radio and Television Theory N2 Radio and Television Theory N3
	Fourteen percent of the question papers did not compare favourably with the previous years' examination question papers, reflecting an increase of 4% from the 10% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N3 Motor Electrical Theory N2 Radio and Television Theory N2 Radio and Television Theory N3
	Six percent of the question papers assessed skills, knowledge, attitudes, values, and reasoning in an unbalanced manner, an increase from the 4% recorded in the November 2023 examinations.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Logic Systems N2

## 7.4 Areas of Improvement

The following areas of improvement were identified during the first moderation of question papers for the sampled instructional offerings:

- a. In respect of technical criteria, there was general progress across several categories. The cover pages of 98% of the November 2024 question papers contained all relevant details, compared to 92% in November 2023. Supporting documents were received for 98% of the November 2024 question papers, up from 88% in the previous year. Instructions were clear in 100% of the November 2024 question papers, compared to 92% in November 2023. Additionally, mark and time allocations improved, with 98% compliance in November 2024, up from 94% in November 2023;



- b. With regard to the internal moderator reports, there was a 10% improvement in the alignment between the reports and the question papers and a 12% improvement in the relevance of the reports compared to the November 2023 examinations;
- c. Compliance with syllabus coverage improved by 4%, rising from 96% in November 2023 to 100% in November 2024. Additionally, questions reflecting the latest developments showed a notable improvement of 10%, increasing from 86% in the previous examinations to 96% in 2024;
- d. There was an average increase of 2%, from 94% in November 2023 to 96% in November 2024, in the variety and quality of question types. Questions were better formulated to provide the necessary information to elicit the desired responses. Additionally, questions that failed to assess the latest developments dropped to 4%, a significant improvement from the 14% recorded in the November 2023 examinations;
- e. Regarding grammar, 88% of the question papers were free from language subtleties and confusing terminology, marking a 2% improvement from the 86% recorded in the previous corresponding examinations; and
- f. Ninety percent of the papers were deemed unpredictable, reflecting a 6% improvement compared to the 84% observed in the November 2023 examinations.

## 7.5 Areas of Non-Compliance

The Umalusi moderators' reports revealed the following areas of non-compliance:

- a. The quality and standard of internal moderator reports were flagged as inadequate in 32% of the question papers, compared to 14% in the November 2023 examinations. Additionally, internal moderator reports deemed to be of an inappropriate standard were observed in 32% of the papers, marking a 10% increase compared to the previous examination cycle;
- b. The quality of graphs and illustrations continues to be a challenge, with 16% of the question papers affected in November 2024, compared to 12% in the November 2023 examinations;
- c. Unclear instructional verbs were found in 14% of the question papers, compared to 10% in the previous examination cycle. Of more significant concern, the occurrence of questions containing factual errors and misleading information doubled, rising from 4% in November 2023 to 8% in the November 2024 question papers;
- d. Analysis grids that failed to reflect all cognitive levels and lacked correlation between the grid and the levels were noted at 18% of the question papers, marking a 2% increase compared to the previous corresponding examinations;
- e. Choice questions that failed to align with the level of difficulty were found in 6% of the question papers, an increase from 4% in the previous examinations;
- f. There were incorrect answers in 28% of the marking guidelines, an increase from 26% in the previous examinations. Additionally, in 10% of the marking guidelines, there was no provision made for such alternative responses, marking a 4% increase compared to the November 2023 examinations; and
- g. Ten percent of the question papers lacked innovation, reflecting a 4% increase compared to the previous corresponding examinations. Additionally, 14% of the question papers failed to compare favourably with those from the past year, a 4% increase from the 10% recorded in the November 2023 examinations.

## 7.6 Directives for Compliance and Improvement

Based on the findings in the external moderators' reports, the following directives are issued for the DHET to improve the quality of question papers and marking guidelines:

The DHET must ensure that:

- a. Appointed internal moderators are appropriately qualified and receive professional training to effectively uphold the quality and standards required in internal moderation reports;
- b. Examiners and internal moderators pay particular attention to using instructional verbs, ensure precise grammar, verify the accuracy of information, and use language appropriate for the candidates being assessed. Additionally, they should ensure that marking guidelines are thorough, detailed; and
- c. Examination papers demonstrate originality, avoid predictability and maintain an equitable standard compared to previous years, particularly in terms of required skills and prescribed cognitive levels.

## 7.7 Conclusion

The moderation of the November 2024 NATED Report 190/191 Engineering Studies N2-N3 question papers underscores a commitment to ensuring the integrity and quality of the assessment process. Umalusi confirmed substantial improvements in several key areas, including technical aspects, syllabus coverage and the variety of question types, compared to previous examination cycles through external moderation. These advancements highlight the concerted efforts made by the DHET to align question papers with rigorous standards, ensuring fair assessment practices.

Nevertheless, areas of non-compliance, such as the quality of graphs and illustrations, inaccuracies in marking guidelines, and shortcomings in internal moderation reports, highlight persistent challenges that require immediate attention. Addressing these challenges is crucial to safeguarding the credibility of the examination system. The ultimate aim is to maintain standards and fairness for every student cohort who takes these instructional offerings.

## CHAPTER 8: MODERATION OF THE CONDUCT OF NATED REPORT 190/191 INTERNAL CONTINUOUS ASSESSMENT

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### 8.1 Introduction

The moderation of internal continuous assessment (ICASS) is a key quality assurance process used by Umalusi to ensure the consistent application of standards to strengthen the credibility of the examinations. In the NATED Report 190/191 Engineering Studies N2-N3 programme, the ICASS contributes 40% towards the final mark for each instructional offering. Umalusi moderated the students' portfolios of evidence (PoE) and the lecturers' portfolios of assessment (PoA) in selected instructional offerings of the November 2024 NATED Report 190/191 N2 and N3 examinations. This external moderation is conducted to verify the quality and standard of ICASS as administered by the Department of Higher Education and Training (DHET).

The main objectives of moderating the ICASS are to:

- a. Verify that lecturers' PoAs adhere to the ICASS guidelines;
- b. Ensure that appropriate ICASS evidence is 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 NATED Report 190/191 Engineering Studies N2-N3 ICASS is effectively maintained.

The purpose of this section of the report is to:

- i. Outline the scope and approach followed in the moderation of ICASS;
- ii. Provide an overview of critical findings related to the quality and standard of the ICASS;
- iii. Highlight areas of improvement and those requiring attention; and
- iv. Issue directives and recommendations for improvement to enhance the quality of internal assessment.

### 8.2 Scope and Approach

Umalusi external moderators were deployed to all nine provinces from 18–21 November 2024 to moderate the N2 and N3 ICASS for 41 NATED Report 190/191 instructional offerings. The external moderators drafted reports on their findings from the sampled sites. In November 2024, 41 instructional offerings were sampled, compared to 25 in November 2023. External moderation was conducted at 32 sites (25 in November 2023), of which 24 (seven in November 2023) were at public Technical and Vocational Education and Training (TVET) colleges, seven (17 in November 2023) were at private Further Education and Training (FET) colleges, and one was at a correctional services centre.

Table 8A summarises information on the sampled instructional offerings, sites, and provinces involved in the external moderation of the NATED Report 190/191 Engineering Studies N2-N3 ICASS during November 2024.

**Table 8A: Instructional offerings sampled for the November 2024 ICASS moderation**

No.	Instructional offering	College	Campus/site	Province
1.	Aircraft Maintenance Theory N3	Motho TVET	Hillside View (1)	FS
2.	Bricklaying and Plastering N2	Denver Technical	Pretoria	GP
3.	Building and Civil Technology N3	Central Johannesburg TVET	Highveld	GP
4.	Building Drawing N2	Mthashana TVET	Nongoma	KZN
5.	Building Drawing N3	Majuba TVET	Dundee	KZN
6.	Building Science N2	South West Gauteng TVET	Molapo (1)	GP
7.	Building Science N3	Central Johannesburg TVET	Johannesburg (1)	GP
8.	Carpentry and Roof Work N2	Port Elizabeth TVET	Iqhayiya (1)	EC
9.	Diesel Trade Theory N2	Central Johannesburg TVET	Alexandra	GP
10.	Diesel Trade Theory N3	Ekurhuleni West TVET	Kempton	GP
11.	Electrical Trade Theory N2	Rustenburg Prison	Rustenburg	NW
12.	Electrical Trade Theory N3	Northlink TVET	Goodwood (1)	WC
13.	Electrotechnology N3	Letaba TVET	Maake	MP
14.	Engineering Drawing N2	Ekurhuleni East TVET	Benoni	GP
15.	Engineering Drawing N3	Ekurhuleni West TVET	Germiston	GP
16.	Engineering Science N2	Tshwane South TVET	Centurion (1)	GP
17.	Engineering Science N3	Mthashana TVET	Nquthu	KZN
18.	Industrial Electronics N2	College of Cape Town TVET	Pinelands (1)	WC
19.	Industrial Electronics N3	Port Elizabeth TVET	Iqhayiya (2)	EC
20.	Industrial Organisation and Planning N3	Oaklands Institute of Technology	Pretoria	GP
21.	Industrial Orientation N3	Saint Ignatius	Pretoria	GP
22.	Instrument Trade Theory N2	Central Johannesburg TVET	Johannesburg (2)	GP
23.	Instrument Trade Theory N3	Central Johannesburg TVET	Johannesburg (3)	GP
24.	Logic Systems N2	Tshwane South TVET	Centurion (2)	GP
25.	Logic Systems N3	Northlink TVET	Goodwood (2)	WC
26.	Mathematics N2	Capricorn TVET	Seshego	LP
27.	Mathematics N3	Tshwane North TVET	Mamelodi	GP
28.	Mechanotechnology N3	Tshwane North TVET	Rosslyn	GP
29.	Motor Electrical Theory N2	Global Technology TIVET	Rustenburg	NW

No.	Instructional offering	College	Campus/site	Province
30.	Motor Trade Theory N2	Motheo TVET	Hillside View (2)	FS
31.	Motor Trade Theory N3	Motheo TVET	Hillside View (3)	FS
32.	Plant Operation Theory N3	Flavius Mareka TVET	Sasolburg (1)	FS
33.	Plater's Theory N2	Dru-A Professional FET Training	Kimberley (1)	NC
34.	Plating and Structural Steel Drawing N2	Dru-A Professional FET Training	Kimberley (2)	NC
35.	Plating and Structural Steel Drawing N3	Flavius Mareka TVET	Sasolburg (2)	FS
36.	Plumbing Theory N2	South West Gauteng TVET	Molapo (2)	GP
37.	Refrigeration Trade Theory N2	College of Cape Town TVET	Pinelands (2)	WC
38.	Supervision in Industry N3	IYC Technical	Benoni	GP
39.	Water and Waste-Water Treatment Practice N2	Majuba TVET	Majuba Technology Centre	KZN
40.	Water Treatment Practice N3	South West Gauteng TVET	Roodepoort West	GP
41.	Welder's Theory N2	Kempton Park FET	Kempton Park	GP

### 8.3 Summary of Findings

Table 8B summarises the findings reported by the external moderators on implementing ICASS in the Engineering Studies instructional offerings.

**Table 8B: Findings observed in the November 2024 moderation of internal assessment**

Criterion	Findings	College/Site
<b>Physical resources</b>	The facilities at 100% of the sites visited (up from 92% in November 2023) were adequate for the number of enrolled students.	
	The textbooks and teaching materials were available at 93% of the sites visited when the classes commenced at the beginning of the academic year, compared to 72% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Goodwood Campus (1) Goodwood Campus (2)

Criterion	Findings	College/Site
		Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Roodepoort West Campus Rosslyn Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	Thirty-seven percent of the sites visited exposed students to the practical implementation of the subject's theory component at the learning site, compared to 76% in November 2023.	Alexandra Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dundee Campus Germiston Campus Goodwood Campus (1) Highveld Campus Hillside View Campus (1) Kempton Campus Kempton Park FET College Maake Campus Roodepoort West Campus Seshego Campus

Criterion	Findings	College/Site
	Computers and printers were available for the students at 78% of the sites visited, allowing them to complete assignments, case studies, and research. This represents a 2% decrease from 80% in November 2023.	Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (2) Johannesburg Campus (3) Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
<b>Human Resources</b>	The college identified training needs for staff at 71% of the sites visited, a 1% decrease from 72% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dundee Campus Germiston Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus

Criterion	Findings	College/Site
		Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Nongoma Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The college had a staff training plan at 71% of the sites visited, an increase of 7% from 64% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dundee Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Majuba Technology Centre Mamelodi Campus Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus



Criterion	Findings	College/Site
	Evidence showed that the training plan was implemented at 68% of the sites visited, an increase of 16% from 52% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Dru-A Professional FET Training College (1) Dundee Campus Germiston Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Majuba Technology Centre Mamelodi Campus Molapo Campus (2) Nongoma Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	Lecturers indicated that they needed further training at 78% of the sites visited, an increase of 14% compared to 64% in November 2023.	Alexandra Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1)

Criterion	Findings	College/Site
		Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Mamelodi Campus Molapo Campus (2) Nongoma Campus Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The educators were exposed to the workplace environment/relevant industry at 16% of the sites visited, a 16% decrease from 32% in November 2023.	Alexandra Campus Centurion Campus (1) Dru-A Professional FET Training College (1) Dundee Campus Goodwood Campus (1) Goodwood Campus (2) IYC Technical College Kempton Park FET College Maake Campus Majuba Technology Centre Nongoma Campus Nquthu Campus Pinelands Campus (2) Rosslyn Campus Sasolburg Campus (1) Sasolburg Campus (2)
<b>Internal Assessment Policies and Systems</b>	There was an up-to-date college assessment policy at 83% of the sites visited, an increase of 11% from the 72% in November 2023.	Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus

Criterion	Findings	College/Site
		Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	There was evidence of a plan for monitoring assessment at the learning site at 80% of the sites visited, which is on par with the 80% achieved in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College

Criterion	Findings	College/Site
		Maake Campus Majuba Technology Centre Mamelodi Campus Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Rosslyn Campus Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	<p>There was evidence of an instructional offering monitoring report per lecturer at 73% of the sites visited, a decrease of 9% from 64% in November 2023.</p>	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Majuba Technology Centre Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

Criterion	Findings	College/Site
	A plan was in place for developing the assessment tasks at 88% of the sites visited, which is on par with the 88% achieved in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The tasks were developed according to the assessment plan at 85% of the sites visited, an increase of 9% from 76% in November 2023.	Alexandra Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2)

Criterion	Findings	College/Site
		Dundee Campus Germiston Campus Global Technology TIVET College Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	At 88% of the sites visited (84% in November 2023), systems were in place to ensure that tasks were of an acceptable standard.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1)

Criterion	Findings	College/Site
		Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	Irregularity registers were found at 61% of the sites visited, a 15% decrease from 76% in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (2) Global Technology TIVET College Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (2) Johannesburg Campus (2) Johannesburg Campus (3) Maake Campus Majuba Technology Centre Mamelodi Campus Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Rosslyn Campus Sasolburg Campus (1)

Criterion	Findings	College/Site
		Sasolburg Campus (2) Seshego Campus
	Internal assessment irregularities were recorded in the register at 44% of the sites visited, an increase of 16% from 28% in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (2) Goodwood Campus (2) Highveld Campus Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Majuba Technology Centre Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
<b>Lecturer files</b>	Ninety-eight percent of the sites visited had lecturer files that contained all of the following relevant documents: a. Name; b. Certified copies of qualifications; c. SACE registration; d. Teaching and lecturing experience; and e. Workplace experience. This was an increase of 50% from 48% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College



Criterion	Findings	College/Site
		Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The lecturer file contained the syllabus of the instructional offering at 100% of the sites visited, an increase of 28% compared to 72% in November 2023.	
	The subject file contained lesson plans at 85% of the sites visited, an 11% decrease from 96% in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (2)

Criterion	Findings	College/Site
		Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	<p>The assessment file contained all the relevant documents at 98% (72% in November 2023) of the sites visited, namely:</p> <ol style="list-style-type: none"> <li>Assessment schedules;</li> <li>Assessment instruments and tools;</li> <li>Evidence of pre-assessment moderation;</li> <li>Evidence of post-assessment moderation; and</li> <li>Mark sheets of all groups.</li> </ol>	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1)

Criterion	Findings	College/Site
		Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Rustenburg Prison Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	Assessment scores were recorded accurately on the mark sheet at 88% of the sites visited, an increase of 8% compared to 80% in November 2023.	Alexandra Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

Criterion	Findings	College/Site
<b>Content coverage</b>	Ninety-eight percent of the sites visited (92% in November 2023) ensured that a substantial amount of work had been covered in both tests.	<p>Alexandra Campus  Benoni Campus  Centurion Campus (1)  Centurion Campus (2)  Denver Technical College  Dru-A Professional FET Training College (1)  Dru-A Professional FET Training College (2)  Dundee Campus  Germiston Campus  Global Technology TIVET College  Goodwood Campus (1)  Goodwood Campus (2)  Highveld Campus  Hillside View Campus (1)  Hillside View Campus (2)  Hillside View Campus (3)  Iqhayiya Campus (1)  Iqhayiya Campus (2)  IYC Technical College  Johannesburg Campus (1)  Johannesburg Campus (2)  Johannesburg Campus (3)  Kempton Campus  Kempton Park FET College  Maake Campus  Majuba Technology Centre  Mamelodi Campus  Molapo Campus (1)  Molapo Campus (2)  Nongoma Campus  Nquthu Campus  Oaklands Institute of Technology  Pinelands Campus (1)  Pinelands Campus (2)  Roodepoort West Campus  Rosslyn Campus  Saint Ignatius College  Sasolburg Campus (1)  Sasolburg Campus (2)  Seshego Campus</p>

Criterion	Findings	College/Site
	The weighting and spread of content of the topic(s) in both tests were appropriate at 93% of the sites visited, compared to 92% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The type of questions aligned with the stipulated content at 98% of the sites visited, an increase of 2% from 96% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College

Criterion	Findings	College/Site
		Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

Criterion	Findings	College/Site
<b>Cognitive demand and difficulty levels</b>	The two tasks varied in the level of difficulty, were pitched at the right level, and assessed a variety of knowledge and skills at 88% of the sites visited, a significant increase of 12% from 76% in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

Criterion	Findings	College/Site
<b>Internal moderation of task</b>	Eighty-eight percent of the sites visited (up from 80% in November 2023) had evidence of moderation of marking in both tests, with a minimum sample of 10% of the scripts being reviewed.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The sample of both tests that were internally moderated included the full range of performance, i.e. high, average, and low-scoring students, at 83% of the sites visited, compared to 84% in November 2023.	Benoni Campus Centurion Campus (1) Centurion Campus (2) Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus



Criterion	Findings	College/Site
		Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
<b>Technical aspects</b>	Ninety-eight percent of the sites visited contained all relevant information, compared to 60% in November 2023. The information included: <ul style="list-style-type: none"> <li>a. The name of the subject;</li> <li>b. The level of a subject;</li> <li>c. Time allocation;</li> <li>d. Content covered;</li> <li>e. Number of tests; and</li> <li>f. Date.</li> </ul>	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2)

Criterion	Findings	College/Site
		Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	Students were clearly instructed on both tasks at 90% of the sites visited, a 6% increase from 84% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1)

Criterion	Findings	College/Site
		Johannesburg Campus (2) Johannesburg Campus (3) Kempton Park FET College Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The language and terminology used were appropriate and relevant in both tests at 100% of the sites visited, which is on par with the 100% attained in November 2023.	
	The mark allocation was clearly indicated for each question in both tests at 98% of the sites visited, compared to 96% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3)

Criterion	Findings	College/Site
		Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The mark allocation on the test matched the marking guideline for both tests at 98% of the sites visited, an improvement compared to 96% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre

Criterion	Findings	College/Site
		Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The test numbering was accurate at 98% of the sites visited, a decrease of 2% from 100% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus

Criterion	Findings	College/Site
		Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The time allocation was realistic for administering the tests at 95% of the sites visited, a reduction of 1% from the 96% attained in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2)

Criterion	Findings	College/Site
		Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
<b>Marking guidelines</b>	The marking guidelines facilitated marking and were easy to use in both tests at 90% of the sites visited, showing a significant increase of 30% compared to 60% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

Criterion	Findings	College/Site
<b>Student performance</b>	The students interpreted questions correctly and answered all or most of the questions in the tests at 93% of the sites visited, a significant increase of 29% compared to 64% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (2) Seshego Campus
<b>Quality of marking</b>	Marking was consistent with the marking guidelines at 90% of the sites visited, compared to 68% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Denver Technical College Dru-A Professional FET Training College (1)



Criterion	Findings	College/Site
		Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The mark allocated accurately reflected the students' performance in both tests at 88% of the sites visited, compared to 60% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Goodwood Campus (2) Highveld Campus Hillside View Campus (1)

Criterion	Findings	College/Site
		Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The totalling of marks and transfer of marks to the mark sheet was accurate at 98% of the sites visited, an increase of 13% compared to 85% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Denver Technical College Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (1) Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College

Criterion	Findings	College/Site
		Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Rosslyn Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
<b>Internal moderation of marking</b>	Evidence showed that the students' work had been moderated internally at 90% of the sites visited, compared to 88% in November 2023.	Alexandra Campus Benoni Campus Centurion Campus (1) Centurion Campus (2) Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Germiston Campus Global Technology TIVET College Goodwood Campus (2) Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) IYC Technical College Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus

Criterion	Findings	College/Site
		Majuba Technology Centre Mamelodi Campus Molapo Campus (1) Molapo Campus (2) Nongoma Campus Nquthu Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus
	The quality and standard of internal moderation were acceptable at 71% of the sites visited, compared to 60% in November 2023.	Alexandra Campus Centurion Campus (1) Dru-A Professional FET Training College (1) Dru-A Professional FET Training College (2) Dundee Campus Highveld Campus Hillside View Campus (1) Hillside View Campus (2) Hillside View Campus (3) Iqhayiya Campus (1) Iqhayiya Campus (2) Johannesburg Campus (1) Johannesburg Campus (2) Johannesburg Campus (3) Kempton Campus Kempton Park FET College Maake Campus Majuba Technology Centre Molapo Campus (1) Molapo Campus (2) Nongoma Campus Oaklands Institute of Technology Pinelands Campus (1) Pinelands Campus (2) Roodepoort West Campus Saint Ignatius College Sasolburg Campus (1) Sasolburg Campus (2) Seshego Campus

## 8.4 Compliance check of additional instructional offerings

External moderators were also requested to conduct compliance checks on documents pertaining to three additional instructional offerings at the sites visited. These additional offerings, totalling 115, were selected from the enrolments received from the DHET for each site. The sites were not informed in advance about the monitoring of these additional instructional offerings. The unannounced request for evidence of the additional instructional offerings aimed to prevent any suspected window-dressing of the tasks and accompanying documents.

The sites were requested to provide evidence of the additional instructional offerings' marked tests and mark sheets. The status of the sites visited regarding compliance with the ICASS requirements, as outlined in the 2024 DHET ICASS Instructions, is listed in Table 8C.

**Table 8C: Evidence of one or both tests accompanied by the mark sheet**

No.	College	Campus / Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
1.	Capricorn TVET College	Seshego	Water Treatment Practice N3	✓	✓	✓
			Electrical Trade Theory N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
2.	Central Johannesburg TVET College	Johannesburg	Electro-Technology N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Industrial Electronics N2	✓	✓	✓
			Building Drawing N3	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
3.	Central Johannesburg TVET College	Alexandra	Mathematics N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Industrial Electronics N2	✓	✓	✓
4.	Central Johannesburg TVET College	Highveld	Engineering Science N3	✓	✓	✓
			Electro-Technology N3	✓	✓	✓
			Engineering Science N2	X	X	X
5.	College of Cape Town TVET	Pinelands	Engineering Science N3	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Engineering Drawing N3	✓	✓	✓
			Mathematics N2	✓	✓	✓
6.	Denver Technical College	Pretoria	Mathematics N3	✓	✓	✓
			Electrical Trade Theory N3	✓	✓	✓
			Diesel Trade Theory N2	✓	✓	✓

No.	College	Campus / Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
7.	Dru-A Professional FET Training College	Kimberley	Industrial Electronics N2	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Engineering Drawing N2	✓	✓	✓
			Diesel Trade Theory N2	X	X	X
8.	Ekurhuleni East TVET College	Benoni	Mathematics N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Fitting and Machining Theory N2	✓	✓	✓
9.	Ekurhuleni West TVET College	Germiston	Industrial Electronics N3	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
10.	Ekurhuleni West TVET College	Kempton	Mathematics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Engineering Drawing N3	✓	✓	✓
11.	Flavius Mareka TVET College	Sasolburg	Electro-Technology N3	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Industrial Electronics N2	✓	✓	✓
			Engineering Drawing N2	✓	✓	✓
			Engineering Science N3	✓	✓	✓
12.	Global Technology TIVET College	Rustenburg	Mathematics N2	X	X	X
			Engineering Science N2	X	X	X
			Electrical Trade Theory N2	X	X	X
13.	IYC Technical College	Benoni	Mathematics N3	X	X	X
			Engineering Science N2	X	X	X
			Mechanotechnology N3	X	X	X
14	Kempton Park FET College	Kempton Park	Engineering Drawing N3	X	X	X
			Mathematics N2	X	X	X
			Engineering Science N2	X	X	X
15.	Letaba TVET College	Maake	Mathematics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Diesel Trade Theory N3	✓	✓	✓
16.	Majuba TVET College	Dundee	Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Electro-Technology N3	✓	✓	✓
17.	Majuba TVET College	Majuba Technology Centre	Platers' Theory N2	✓	✓	✓
			Building Science N2	✓	✓	✓
			Electro-Technology N3	✓	✓	✓

No.	College	Campus / Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
18.	Motheo TVET College	Hillside View	Mathematics N2	✓	✓	✓
			Building and Civil Technology N3	✓	✓	✓
			Carpentry and Roofing Theory N2	✓	✓	✓
			Diesel Trade Theory N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
19.	Mthashana TVET College	Nquthu	Mathematics N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Industrial Electronics N2	✓	✓	✓
20.	Mthashana TVET College	Nongoma	Mathematics N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
21.	Northlink TVET College	Goodwood	Engineering Science N3	✓	✓	✓
			Radio Theory N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Electro-Technology N3	✓	✓	✓
22.	Oaklands Institute of Technology	Pretoria	Supervision in Industry N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Engineering Science N2	✓	✓	✓
23.	Port Elizabeth TVET College	Iqhayiya	Building Science N3	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Fitting and Machining Theory N2	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
24.	Rustenburg Prison	Rustenburg	Building Drawing N2	✓	✓	✓
			Mathematics N2	✓	✓	✓
			Building Science N2	✓	✓	✓
25.	Saint Ignatius College	Pretoria	Industrial Electronics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Mathematics N2	✓	✓	✓

No.	College	Campus / Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
26.	South West Gauteng TVET College	Molapo	Diesel Trade Theory N2	✓	✓	✓
			Engineering Science N2	✓	✓	✓
			Fitting and Machining Theory N2	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	X	X	X
			Mechanotechnology N3	✓	✓	✓
27.	South West Gauteng TVET College	Roodepoort West	Mathematics N3	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
28.	Tshwane North TVET College	Rosslyn	Mathematics N3	X	X	X
			Engineering Science N2	✓	✓	X
			Diesel Trade Theory N3	✓	✓	X
29.	Tshwane North TVET College	Mamelodi	Electro-Technology N3	✓	X	X
			Industrial Electronics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
30.	Tshwane South TVET College	Centurion	Mathematics N3	✓	✓	✓
			Electrical Trade Theory N2	✓	✓	✓
			Industrial Electronics N2	✓	✓	✓
			Engineering Drawing N2	✓	✓	✓
			Radio and Television Theory N2	X	✓	✓
			Diesel Trade Theory N3	✓	✓	✓

Seven sites experienced challenges with the sampled instructional offerings, including non-compliance with marked tests and mark sheets. The sites that faced challenges in complying with the ICASS requirements, as per the 2024 DHET ICASS Instructions, are listed in Table 8D.

**Table 8D: Sites that experienced challenges in ICASS compliance**

College	Campus	Instructional Offering
Central Johannesburg TVET College	Highveld	Engineering Science N2
Dru-A Professional FET Training College	Kimberley	Diesel Trade Theory N2
Global Technology TIVET College	Rustenburg	Mathematics N2
		Engineering Science N2
		Electrical Trade Theory N2
IYC Technical College	Benoni	Mathematics N3
		Engineering Science N2
		Mechanotechnology N3



College	Campus	Instructional Offering
Kempton Park FET College	Kempton Park	Engineering Drawing N3
		Mathematics N2
		Engineering Science N2
South West Gauteng TVET College	Molapo	Mathematics N3
Tshwane North TVET College	Rosslyn	Mathematics N3

## 8.5 Areas of Improvement

The following improvements were observed:

- The available facilities at 100% (92% in November 2023) of the sites visited were sufficient for the number of enrolled students;
- The textbooks/teaching material at 93% of the sites visited were available when the classes commenced at the beginning of the academic year, compared to 72% in November 2023;
- Evidence showed that the training plan was implemented at 68% of the sites visited, an increase of 16% from 52% in November 2023;
- Lecturers indicated that they needed further training at 78% of the sites visited, an increase of 14% compared to 64% in November 2023;
- There was an up-to-date college assessment policy at 83% of the sites visited, an increase of 11% from 72% in November 2023;
- Internal assessment irregularities were recorded in the register at 44% of the sites visited, an increase of 16% from 28% in November 2023;
- Ninety-eight percent of the sites visited had lecturer files that contained all relevant documents, an increase of 50% from 48% in November 2023;
- The lecturer file contained the instructional offering syllabus at 100% of the sites visited, an increase of 28% compared to 72% attained in November 2023;
- The assessment file contained all relevant documents at 98% of the sites visited, compared to 72% in November 2023;
- The two tasks varied in the level of difficulty, were pitched at the right level, and assessed a variety of knowledge and skills at 88% of the sites visited, showing a significant increase of 12% compared to 76% in November 2023;
- Marking guidelines facilitated marking and were easy to use in both tests at 90% of the sites visited, a significant increase of 30% compared to 60% in November 2023;
- The students interpreted questions correctly and were able to answer all or most of the questions in the tests at 93% of the sites visited, a significant increase of 29% compared to 64% in November 2023;
- Marking was consistent with the marking guidelines at 90% of the sites visited, compared to 68% in November 2023;
- The mark allocated was a true reflection of the student's performance in both tests at 88% of the sites visited, compared to 60% in November 2023;
- The totalling and transfer of marks to the mark sheet were accurate at 98% of the sites visited, an increase of 13% compared to 85% in November 2023; and
- The quality and standard of internal moderation were acceptable at 71% of the sites visited, compared to 60% in November 2023.

## 8.6 Areas of Non-compliance

There were also several concerns that were noted, these include:

- a. Students at 37% of the sites visited were exposed to the practical implementation of the theory component of the subject at the site of learning, compared to 76% in November 2023;
- b. Educators were exposed to the workplace environment/relevant industry at 16% of the sites visited, a 16% decrease from 32% in November 2023;
- c. There was evidence of an instructional offering monitoring report per lecturer at 73% of the sites visited, a decrease of 9% from 64% in November 2023;
- d. The college had an irregularity register at 61% of the sites visited, a decrease of 15% from 76% in November 2023; and
- e. The subject file contained lesson plans at 85% of the sites visited, reflecting an 11% decrease compared to 96% in November 2023.

## 8.7 Directives for Compliance and Improvement

The DHET must address the following directives for compliance and improvement to ensure effective teaching, learning, and assessment of the Engineering Studies' instructional offerings at the colleges by ensuring that:

- a. Students are exposed to the practical implementation of the theory component of the subject at the site of learning;
- b. Educators are exposed to the workplace environment/relevant industry;
- c. There is evidence of an instructional offering monitoring report per lecturer;
- d. The college has an irregularity register; and
- e. The subject file contains lesson plans.

## 8.8 Conclusion

Although the NATED Report 190/191 Engineering Studies N2–N3 programmes are being phased out, they remain a popular choice amongst students at both private FET and public TVET colleges. It is essential for the DHET to make a concerted effort to support and monitor the implementation of ICASS. Additionally, the practical application of theoretical components is crucial to preparing students for the industry. ICASS plays a pivotal role in ensuring students are well-prepared for the final examination. Therefore, the DHET must continuously monitor the implementation of ICASS at teaching and learning sites to ensure the holistic development of students, equipping them for the workplace and/or further studies.

## CHAPTER 9: STANDARDISATION OF NATED REPORT 190/191 MARKING GUIDELINES

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### 9.1 Introduction

The process of standardising marking guidelines provides a platform for the DHET to facilitate discussions among markers, examiners, internal moderators, and external moderators from Umalusi. These discussions aim to reach a consensus on responses for each question before Umalusi approves the final marking guidelines.

The purpose of standardisation is to ensure that the personnel involved in the marking process have a shared understanding and interpretation of the marking guidelines. Additionally, this process allows for the inclusion of alternative responses in the final marking guidelines before implementation. Umalusi participates in the finalisation of the marking guidelines to ensure credibility, verify fairness, and report on the following:

- a. Preparedness of markers, chief markers, and internal moderators for the marking guideline discussions;
- b. Thoroughness of the marking guideline discussions;
- c. Standard and quality of the marking guidelines; and
- d. Consistency in the application of the marking guidelines across the marking centres

The standardisation of marking guideline meetings was conducted using online platforms. In some cases, the meetings were chaired by the examiner or internal moderator responsible for setting the question paper, while in others, they were led by various chief markers and internal moderators appointed for the process. There were a few instances where only the chief marker, internal moderator, and Umalusi moderator were present. All appointed officials were responsible for actively participating in the marking guideline discussion sessions.

### 9.2 Scope and Approach

Umalusi deployed 17 external moderators to attend the marking guideline discussion meetings for 17 instructional offerings, as listed in Tables 9B and 9C. Umalusi officials actively participated in the online marking guideline standardisation meetings hosted by the DHET on the Microsoft Teams platform, which took place from 20 November to 05 December 2024.

During the standardisation of the marking guideline meetings, Umalusi moderators offered guidance, monitored the proceedings, endorsed final decisions, and approved the marking guidelines to be used during the marking process.

Table 9A presents the criteria and quality indicators used to evaluate the finalisation of the marking guideline process for NATED N2-N3 instructional offerings. Umalusi moderators applied this standardised instrument to report their findings based on the following criteria:

**Table 9A: Evaluation criteria and quality indicators for marking guideline discussions**

Criterion	Quality indicator
Attendance by marking staff	The level of attendance of appointed markers, chief markers, internal moderators, and external moderators. Adherence to punctuality.
Participation by attendees	The level of participation by attendees.
Preparedness of chairpersons	The extent to which individuals who chaired the meeting were prepared.
Final version of marking guideline	Verification pertaining to whether the marking guideline presented is the final version approved by Umalusi.
Adjustments to the marking guidelines during the marking guideline discussions	Indication of adjustments made to the marking guidelines.
Justification for changes to the marking guidelines	The extent to which changes made to the marking guidelines were justified.
Impact of changes to the marking guidelines 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.
Complaints about questions beyond the scope of candidates	To determine whether the questions were within the scope of candidates and free from ambiguity, etc.
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	The general conduct of attendees.
Signing off on the marking guidelines	The extent to which external moderators verbally signed off on the marking guidelines.
Comments and recommendations	Comments and recommendations pertaining to the general conduct of the marking guideline discussions.

Tables 9B (N2) and 9C (N3) list the instructional offerings and marking guideline meetings attended by Umalusi and the dates on which these meetings were held.

**Table 9B: NATED N2 marking guideline discussion meetings conducted**

No.	Instructional offerings	Date	Marking centre
1.	Bricklaying and Plastering Theory	02/12/2024	Online
2.	Building Drawing	22/11/2024	Online
3.	Carpentry and Roofing Theory	03/12/2024	Online
4.	Electrical Trade Theory	03/12/2024	Online
5.	Fitting and Machining Theory	26/11/2024	Online

No.	Instructional offerings	Date	Marking centre
6.	Logic Systems	26/11/2024	Online
7.	Mathematics	20/11/2024	Online
8.	Plant Operation Theory	04/12/2024	Online
9.	Platers' Theory	04/12/2024	Online
10.	Plating and Structural Steel Drawing	05/12/2024	Online
11.	Radio and Television Theory	04/12/2024	Online

**Table 9C: NATED N3 marking guideline discussion meetings conducted**

No.	Instructional offerings	Date	Marking centre
1.	Building Drawing	29/11/2024	Online
2.	Engineering Drawing	02/12/2024	Online
3.	Industrial Orientation	21/11/2024	Online
4.	Instrument Trade Theory	27/11/2024	Online
5.	Mechanotechnology	27/11/2024	Online
6.	Refrigeration Trade Theory	02/12/2024	Online

### 9.3 Summary of Findings

According to Umalusi moderators, the participants were well-prepared for the meetings, which facilitated thorough discussions and the finalisation of the marking guidelines. A consensus was reached on the changes made to the guidelines, as reflected in Tables 9D and 9E, which present the findings from the standardisation process.

**Table 9D: Findings from the standardisation of marking guidelines for NATED N2 instructional offerings**

Evaluation criteria	Findings and challenges	Instructional offerings
<b>Attendance by marking staff</b>	Chief markers, internal moderators, and markers attended the marking guideline discussions for 73% of the instructional offerings, compared to 89% in the November 2023 meetings.	Bricklaying and Plastering Theory N2 Building Drawing N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2
	In one instructional offering, the chief marker chaired a meeting without the examiner, internal moderator, and markers.	Radio and Television Theory N2
	In two instructional offerings, only the chief marker and the internal moderator of each offering attended the meetings.	Carpentry and Roofing Theory N2 Logic Systems N2

<b>Evaluation criteria</b>	<b>Findings and challenges</b>	<b>Instructional offerings</b>
<b>Chairperson of meetings</b>	The chairperson in all (100%) of the instructional offerings was either a chief marker or an internal moderator.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Radio and Television Theory N2
<b>Participants on time</b>	Sixty-four percent of the participants were punctual.	Carpentry and Roofing Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Radio and Television Theory N2
	In 36% of the instructional offerings, participants arrived late.	Bricklaying and Plastering Theory N2 Building Drawing N2 Electrical Trade Theory N2 Fitting and Machining Theory N2
<b>The question papers and marking guidelines align with those approved by Umalusi</b>	In all (100%) of the instructional offerings, the question papers and marking guidelines used were the approved version, consistent with the findings of the November 2023 meetings.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Radio and Television Theory N2
<b>Participation in the marking guideline discussions</b>	82% of the instructional offerings involved active engagement in discussions, a decrease from the 88% recorded in the November 2023 examinations.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2

<b>Evaluation criteria</b>	<b>Findings and challenges</b>	<b>Instructional offerings</b>
	The two instructional offerings did not yield meaningful discussion, as only one participant attended one meeting and two participants attended the other.	Logic Systems N2 Radio and Television Theory N2
<b>Chief marker/ internal moderator preparedness</b>	The chief marker and internal moderator were adequately prepared for the discussions in 91% of the instructional offerings.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2
	In one instructional offering, the chief marker was not adequately prepared for the discussion.	Radio and Television Theory N2
<b>Adjustments to the marking guidelines</b>	Ninety-one percent of the marking guidelines saw adjustments, including alternative responses, changes to rubrics, and reallocation of marks. This represents an increase from the 76% recorded in the November 2023 meetings.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2
	No adjustments to the marking guideline were made in one instructional offering.	Radio and Television Theory N2
<b>Changes to marking guidelines were justified</b>	All changes made to 91% of the instructional offerings where adjustments were implemented were justified, consistent with the justification provided for changes in the previous equivalent examination.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2

<b>Evaluation criteria</b>	<b>Findings and challenges</b>	<b>Instructional offerings</b>
<b>Impact on the cognitive level of questions due to changes in the marking guidelines</b>	The changes to 91% of the marking guidelines for the sampled instructional offerings did not impact the cognitive level of expected responses, consistent with the November 2023 meetings.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2
<b>Complaints about questions that were ambiguous or beyond the scope and level of candidates</b>	In 100% of the instructional offerings, there were no complaints about ambiguous questions outside the syllabus or beyond the scope of candidates.	All instructional offerings
<b>Signing off the marking guidelines</b>	Umalusi signed off verbally on marking guidelines for all (100%) sampled instructional offerings, a 6% increase from 94% in the November 2023 meetings.	All instructional offerings
<b>Role of the external moderator in the marking guideline discussions</b>	In all (100%) instructional offerings, the external moderator played the role of observer and mentor, facilitated the meeting to reach a consensus, and generally provided support and guidance. This is consistent with the outcomes of the November 2023 meetings.	All instructional offerings
<b>Conduct of attendees</b>	No concerns were raised about attendees' conduct in 82% of the instructional offerings, compared to 86% in the November 2023 meetings.	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Plant Operation Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Radio and Television Theory N2



Evaluation criteria	Findings and challenges	Instructional offerings
	Two instructional offerings noted issues with late arrivals and failure to switch off microphones and cameras, which contributed to unnecessary disturbances during the marking guideline discussions.	Bricklaying and Plastering Theory N2 Building Drawing N2
<b>Comments and recommendations</b>	The external moderator for the Fitting and Machining Theory N2 recommended that the DHET provide Umalusi with a list of appointed markers and moderators before the meeting. This would enable the external moderator to verify whether all markers, chief markers, and internal moderators from each marking centre were present for the discussions. Having this information in advance would assist in assessing the fairness of the marking process across different centres.	

**Table 9E: Findings from the standardisation of marking guidelines for NATED N3 instructional offerings**

Evaluation criteria	Findings and challenges	Instructional offering
<b>Attendance by marking staff</b>	Chief markers, internal moderators, and markers attended the marking guideline discussion for 83% of the instructional offerings, compared to 90% in the November 2023 meetings.	Building Drawing N3 Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
	Only one participant was present in one instructional offering. Two attendees logged on for 10 minutes and exited thereafter.	Industrial Orientation N3
<b>Chairperson of meetings</b>	The chairperson in all (100%) instructional offerings was either the chief marker or the internal moderator.	Building Drawing N3 Engineering Drawing N3 Industrial Orientation N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
<b>Participants on time</b>	Only 50% of attendees were punctual.	Engineering Drawing N3 Instrument Trade Theory N3 Refrigeration Trade Theory N3
	Attendees who joined the meeting late were registered at 50%.	Building Drawing N3 Industrial Orientation N3 Mechanotechnology N3

<b>Evaluation criteria</b>	<b>Findings and challenges</b>	<b>Instructional offering</b>
<b>The question papers and marking guidelines align with those approved by Umalusi</b>	The question papers and marking guidelines were the same in all instructional offerings as the approved version, a 19% improvement from 81% in the November 2023 meetings.	
<b>Participation in the marking guideline discussion</b>	Eighty-three percent of attendees participated in the discussion, compared to 88% in the November 2023 meetings.	Building Drawing N3 Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
	There was no participation in one instructional offering, as only one attendee was present.	Industrial Orientation N3
<b>Chief marker/ internal moderator preparedness</b>	The chief markers and internal moderators were prepared for the discussions in 67% of the instructional offerings, a 27% decrease from 94% recorded in the previous corresponding meeting.	Engineering Drawing N3 Industrial Orientation N3 Instrument Trade Theory N3 Refrigeration Trade Theory N3
	In 33% of the discussions, the chief marker and internal moderator were unprepared to chair the meetings.	Building Drawing N3 Mechanotechnology N3
<b>Adjustments to the marking guidelines</b>	In 67% of the instructional offerings, adjustments were made to the marking guidelines, a decrease of 33% compared to 100% in the November 2023 meetings.	Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
	No adjustments were made to 33% of the marking guidelines.	Building Drawing N3 Industrial Orientation N3
<b>Changes justified</b>	The changes were justified in 67% of the instructional offerings affected.	Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
<b>Impact on the cognitive level of questions due to changes in the marking guidelines</b>	Adjusting the marking guidelines in 67% of the offerings concerned did not impact any cognitive levels.	Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3

<b>Evaluation criteria</b>	<b>Findings and challenges</b>	<b>Instructional offering</b>
<b>Complaints about questions that were ambiguous, beyond the scope and level of the candidates</b>	There were no complaints in all (100%) instructional offerings regarding ambiguity or questions beyond the scope of candidates. This marks a 12% improvement from the 88% noted in the previous corresponding examinations.	
<b>Signing off on the marking guidelines</b>	Marking guidelines for all (100%) sampled instructional offerings were signed off verbally, consistent with the statistics of the November 2023 discussions.	
<b>Role of the external moderator in the marking guideline discussions</b>	In all (100%) instructional offerings, the external moderator served as an observer, contributed to discussions and facilitated reaching consensus where applicable.	
<b>Conduct of attendees</b>	There were no adverse reports on the conduct of attendees in 67% of the meetings, a 14% improvement compared to 81% in the November 2023 meetings.	Engineering Drawing N3 Instrument Trade Theory N3 Mechanotechnology N3 Refrigeration Trade Theory N3
	In 33% of the instructional offerings, the issue of uncontrolled microphones and cameras was cited as disturbing, and the failure of marking personnel to join the meeting was also a cause for concern.	Building Drawing N3 Industrial Orientation N3

Evaluation criteria	Findings and challenges	Instructional offering
Comments and recommendations	<ul style="list-style-type: none"> <li>i. The meeting for Industrial Electronics N3 was cause for concern because attendees failed to join the meeting. The meeting proceeded with only one person, an internal moderator. It was disconcerting that two participants joined for only ten minutes and then chose to leave.</li> <li>ii. The DHET should conduct sample marking of dummy scripts during the marking guideline discussions: <ul style="list-style-type: none"> <li>a. to determine consistency in marking;</li> <li>b. to help markers understand what constitutes a particular mark;</li> <li>c. to help markers understand the marking guidelines and how they apply to different types of responses;</li> <li>d. to ensure accuracy in marking;</li> <li>e. for error detection in a question or marking guideline; and</li> <li>f. to align the interpretation of the marking guideline and ensure candidates are not advantaged or disadvantaged.</li> </ul> </li> </ul>	

## 9.4 Areas of Improvement

The following areas of improvement were noted:

- a. One hundred percent of the marking guidelines in the N2 offerings were signed off verbally by the external moderators, marking an improvement of 6% compared to the 94% recorded in the November 2023 examinations;
- b. The good conduct of attendees in the N2 and N3 discussions showed an improvement of 4% and 14%, respectively;
- c. The number of adjustments to the marking guidelines in N3 declined from 100% in November 2023 to 67% in November 2024; and
- d. There were no complaints about questions cited as beyond the scope of students in 100% of the question papers in N3, signifying an improvement of 12% from the previous corresponding examinations.

## 9.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Seventy-three percent of the N2 marking personnel attended the marking guideline discussion meetings, reflecting a decline from the 88% attendance recorded during the November 2023 examinations. Additionally, 36% of the instructional offerings reported concerns related to late arrivals;
- b. Regarding personnel participation, 82% of N2 personnel and 83% of N3 personnel actively participated, marking a decline of 6% for N2 and 5% for N3 compared to previous years;
- c. Attendance of marking personnel for N3 instructional offerings was recorded at 83%, a decline from 90% in the November 2023 examinations. A particular concern was the case of only one participant joining the meeting, as well as the increased number of individuals failing to attend on time and

- d. The level of preparedness of chief markers and internal moderators in the N3 discussions was recorded at 67%, indicating a decline of 27% from the 94% observed in the November 2023 examinations.

## **9.6 Directives for Compliance and Improvement**

The following directives for compliance and improvement are issued, and the DHET must:

- a. Promote professionalism among marking personnel, particularly in areas such as attendance, punctuality, and online meeting etiquette;
- b. Ensure that all personnel are well-prepared for the discussions and actively participate so that the final marking guidelines meet the required standards;
- c. Develop strategies to ensure that all appointed participants attend the meetings, with the understanding that failure to attend will result in the withdrawal of their appointments;
- d. Provide Umalusi with a list of marking personnel for all instructional offerings prior to the marking guideline discussions. This will enable external moderators to assess the level of attendance and ensure representation from all marking centres. This information is crucial for addressing the equitability of marking across all centres;
- e. Ensure that marking guidelines standardisation meetings include the marking of dummy scripts, allowing for informed decision-making before the final approval and signing off of the marking guidelines; and
- f. Ensure a thorough analysis and comprehensive discussions during the marking guideline meetings.

## **9.7 Conclusion**

The marking guideline discussion meetings for the November 2024 NATED N2 and N3 examinations were successfully concluded. The goal of standardising the marking guidelines for consistent marking across all provinces was achieved. These discussions provided a collaborative platform where chief markers, internal moderators, and external moderators worked together to finalise and approve marking guidelines.

Additionally, the discussions highlighted areas for improvement, such as enhancing the preparedness and professionalism of marking personnel, as well as addressing issues of non-compliance in attendance and participation. This process not only emphasises the commitment to maintaining fairness, consistency, and credibility in the evaluation of student responses, but also reaffirms the stakeholders' dedication to upholding the quality of the marking process, ensuring that the outcomes accurately reflect the intended standards.

# CHAPTER 10: VERIFICATION OF NATED REPORT 190/191 MARKING

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## 10.1 Introduction

Umalusi ensures the quality of the marking process by verifying its consistency and accuracy. It also assesses whether both marking and internal moderation are conducted in line with the established standards and practices. This quality assurance process confirms the standard and quality of the marking.

Umalusi quality assured the marking processes for the November 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations by verifying samples of instructional offerings. The purpose of this verification was to:

- a) Assess whether the approved marking guidelines are followed by markers and consistently applied across instructional offerings and marking centres;
- b) Verify if any changes are made to the marking guidelines at the marking centres and ensure that due process was followed;
- c) Ensure that mark allocation and calculations are done accurately and consistently;
- d) Evaluate the accuracy of the transfer and recording of marks from scripts to mark sheets;
- e) Confirm whether internal moderation of the required percentage of scripts is conducted during marking; and
- f) Ensure that marking is fair, reliable, and valid.

The marking verification was conducted at seven marking centres: Hillside View, Mpondozankomo, Northdale, Pretoria West, Seshego, Struandale, and Thornton campuses.

This chapter reports on:

- i. The reliability and viability of the systems, processes, and procedures planned and implemented during the marking of the November 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations;
- ii. The quality and standard of marking and internal moderation;
- iii. The performance of candidates;
- iv. The identification of areas of compliance and non-compliance; and
- v. Directives for ensuring compliance.

## 10.2 Scope and Approach

Umalusi quality assured the marking processes for the November 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations by verifying the marking of a sample of 25 instructional offerings. This verification assessed the adherence of the marking to the approved standardised marking guidelines.

Umalusi sampled 25 instructional offerings from seven marking centres for on-site monitoring and verification of marking. The sample included 12 N2 and 13 N3 instructional offerings. These instructional offerings are listed in Tables 10B and 10C below.

Umalusi deployed 20 external moderators across seven marking centres to verify the standard and quality of marking as part of the verification process, ensuring that the marking is fair, reliable, and valid. Table 10A outlines the distribution of verified instructional offerings across these marking centres.

**Table 10A: Distribution of verified instructional offerings across marking centres**

No.	Marking Centre	Number of Instructional Offerings
1.	Hillside View Campus	3
2.	Mpondozankomo Campus	2
3.	Northdale Campus	5
4.	Pretoria West Campus	7
5.	Seshego Campus	3
6.	Struandale Campus	2
7.	Thornton Campus	3
<b>TOTAL</b>		<b>25</b>

Table 10B lists the 12 sampled N2 instructional offerings, including the dates and marking centres where on-site verification of marking was conducted.

**Table 10B: Sampled N2 instructional offerings**

No.	Instructional Offering	Date	Marking Centre
1.	Building Drawing N2	12/12/2024	Pretoria West Campus
2.	Building Science N2	11/12/2024	Hillside View Campus
3.	Carpentry and Roof Work N2	13/12/2024	Mpondozankomo Campus
4.	Diesel Trade Theory N2	12/12/2024	Struandale Campus
5.	Electrical Trade Theory N2	13/12/2024	Pretoria West Campus
6.	Engineering Drawing N2	11/12/2024	Thornton Campus
7.	Engineering Science N2	11/12/2024	Northdale Campus
8.	Fitting and Machining Theory N2	12/12/2024	Pretoria West Campus
9.	Industrial Electronics N2	15/12/2024	Thornton Campus
10.	Logic Systems N2	13/12/2024	Northdale Campus
11.	Mathematics N2	12/12/2024	Pretoria West Campus
12.	Motor Trade Theory N2	12/12/2024	Seshego Campus

Table 10C lists the 13 sampled N3 instructional offerings, including the dates and marking centres where on-site verification of marking was conducted.

**Table 10C: Sampled N3 instructional offerings**

No.	Instructional Offering	Date	Marking Centre
1.	Building Drawing N3	13/12/2024	Pretoria West Campus
2.	Building Science N3	13/12/2024	Hillside View Campus
3.	Electrotechnology N3	11/12/2024	Pretoria West Campus
4.	Engineering Drawing N3	12/12/2024	Thornton Campus
5.	Engineering Science N3	12/12/2024	Mpondozankomo Campus
6.	Industrial Electronics N3	12/12/2024	Struandale Campus
7.	Instrument Trade Theory N3	12/12/2024	Pretoria West Campus
8.	Logic Systems N3	13/12/2024	Northdale Campus
9.	Mathematics N3	10/12/2024	Hillside View Campus
10.	Mechanotechnology N3	13/12/2024	Seshego Campus
11.	Motor Trade Theory N3	13/12/2024	Seshego Campus
12.	Plating and Structural Steel Drawing N3	13/12/2024	Northdale Campus
13.	Radio and Television Theory N3	11/12/2024	Northdale Campus

During the November 2023 examinations, Umalusi sampled 44 instructional offerings for the verification of the marking process. For the November 2024 examinations, the sample size decreased to 25 instructional offerings. While this represents a smaller sample, it still falls within the accepted range when compared to previous verifications of the marking process.

Tables 10D and 10E provide a breakdown of the number of provinces and examination centres for the N2 and N3 moderated instructional offerings, respectively.

**Table 10D: Verification of marking for N2: Instructional offerings, number of provinces, and moderated scripts**

Instructional Offering	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Building Drawing N2	3								10	8	2
Building Science N2	2		2	18							
Carpentry and Roof Work N2	1						2				
Diesel Trade Theory N2	1				18						
Electrical Trade Theory N2	3								9	8	3
Engineering Drawing N2	1	20									
Engineering Science N2	1					20					
Fitting and Machining Theory N2	3								11	6	3
Industrial Electronics N2	1	20									
Logic Systems N2	1					20					
Mathematics N2	3								13	5	2
Motor Trade Theory N2	1							20			

Province 10\* represents examination centres located outside the borders of South Africa.



**Table 10E: Verification of marking for N3: Instructional offerings, number of provinces, and moderated scripts**

Instructional Offering	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu - Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Building Drawing N3	3								15	3	2
Building Science N3	2		2	18							
Electrotechnology N3	3								12	7	1
Engineering Drawing N3	1	20									
Engineering Science N3	1						20				
Industrial Electronics N3	1				23						
Instrument Trade Theory N3	4							3	9	5	3
Logic Systems N3	1					5					
Mathematics N3	2		4	16							
Mechanotechnology N3	2							20			
Motor Trade Theory N3	1							4			
Plating and Structural Steel Drawing N3	1					20					
Radio and Television Theory N3	2								15	1	

Each external moderator purposively sampled and verified up to 20 marked scripts, assessing student performance across low, average, and high levels. The selected scripts included those from various provinces and examination centres available at the marking centre.

### 10.3 Summary of Findings

This section presents and interprets the key results and compares the verification of marking for the November 2024 N2 - N3 examinations with the corresponding results from the November 2023 N2 - N3 examinations.

Table 10F summarises the findings from the verification of the marking process for the 12 N2 instructional offerings.

**Table 10F: Findings from the verification of marking for N2 instructional offerings**

Criteria	Findings	Instructional Offerings
<b>Availability of scripts</b>	Twelve (83%) instructional offerings received all expected scripts at the time of moderation, reflecting a 51% increase from 32% in the November 2023 examinations.	Building Drawing N2 Building Science N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2
<b>Training for marking</b>	<p>Training of markers was conducted for nine (75%) of the sampled instructional offerings, showing a decrease of 2% from the 77% in the November 2023 examinations.</p> <p>Training primarily involves following procedures and protocols at marking centres, reviewing marking guidelines, and participating in sample marking discussions.</p>	Building Drawing N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2
<b>Sample marking</b>	<p><b>Marking consistency</b></p> <p>After training, each marker marked a copy of the same script to establish consistency in marking. This approach was used for 10 (83%) instructional offerings, reflecting a 6% increase compared to 77% in the November 2023 examinations.</p>	Building Drawing N2 Building Science N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Motor Trade Theory N2
	<p><b>Sampling from different centres</b></p> <p>For nine (75%) instructional offerings, a sample of scripts from various centres were selected for marking, indicating a 2% decrease from the 77% in the November 2023 examinations.</p>	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 Mathematics N2 Motor Trade Theory N2

Criteria	Findings	Instructional Offerings						
	<p><b>Adhering to marking guidelines</b></p> <p>Adherence to the marking guidelines was observed during sample marking for 92% of the sampled instructional offerings, showing a 10% improvement from the 82% in the November 2023 examinations.</p>	<p>Building Drawing N2</p> <p>Building Science N2</p> <p>Carpentry and Roof Work N2</p> <p>Diesel Trade Theory N2</p> <p>Electrical Trade Theory N2</p> <p>Engineering Drawing N2</p> <p>Engineering Science N2</p> <p>Fitting and Machining Theory N2</p> <p>Industrial Electronics N2</p> <p>Mathematics N2</p> <p>Motor Trade Theory N2</p>						
<b>Marking of question papers</b>	<p><b>Adherence to the marking guideline</b></p> <p>Markers' adherence to the marking guidelines was considered good for ten (83%) instructional offerings, reflecting a 3% decrease compared to 86% in the November 2023 examinations.</p> <p>The table below provides a breakdown of the different adherence categories:</p> <table><tr><th>Good</th><th>Average</th><th>Poor</th></tr><tr><td>10</td><td>2</td><td>0</td></tr></table>	Good	Average	Poor	10	2	0	<p><b>Good</b></p> <p>Building Drawing N2</p> <p>Building Science N2</p> <p>Carpentry and Roof Work N2</p> <p>Diesel Trade Theory N2</p> <p>Electrical Trade Theory N2</p> <p>Engineering Science N2</p> <p>Industrial Electronics N2</p> <p>Logic Systems N2</p> <p>Mathematics N2</p> <p>Motor Trade Theory N2</p> <p><b>Average</b></p> <p>Engineering Drawing N2</p> <p>Fitting and Machining Theory N2</p>
	Good	Average	Poor					
10	2	0						
	<p><b>Standard of marking</b></p> <p>Seven (53%) of the instructional offerings used a question-wise approach, while five (42%) employed a whole-script marking approach.</p> <p>The standard of marking was rated as good for 11 (92%) instructional offerings, reflecting a 10% increase compared to 82% in the November 2023 examinations.</p>	<p><b>Good</b></p> <p>Building Science N2</p> <p>Carpentry and Roof Work N2</p> <p>Diesel Trade Theory N2</p> <p>Electrical Trade Theory N2</p> <p>Engineering Drawing N2</p> <p>Engineering Science N2</p> <p>Fitting and Machining Theory N2</p> <p>Industrial Electronics N2</p> <p>Logic Systems N2</p> <p>Mathematics N2</p> <p>Motor Trade Theory N2</p> <p><b>Average</b></p> <p>Building Drawing N2</p>						

Criteria	Findings	Instructional Offerings						
	<p>The table below provides a breakdown of the different marking standard ratings:</p> <table> <tr> <th>Good</th><th>Average</th><th>Poor</th></tr> <tr> <td>11</td><td>1</td><td>0</td></tr> </table> <p>Although the marking was rated as good for one offering (Engineering Drawing N2), the external moderator noted potential marking errors that could affect candidates' performance and inflate marks.</p>	Good	Average	Poor	11	1	0	
Good	Average	Poor						
11	1	0						
Administration	<p><b>Recording of marks</b></p> <p>All 12 (100%) instructional offerings followed the prescribed procedure for recording marks on the front page of the script, consistent with the November 2023 examinations.</p>							
	<p><b>Indicating mark per question</b></p> <p>Marks were indicated per question in all 12 (100%) scripts from the sampled instructional offerings, reflecting a 5% increase compared to the November 2023 examinations.</p>							
	<p><b>Indicating errors</b></p> <p>Ten (83%) of the sampled instructional offerings indicated mistakes/errors identified by moderators and/or examination assistants, showing a 17% decline from full compliance in the November 2023 examinations.</p>	<p>Building Drawing N2  Building Science N2  Carpentry and Roof Work N2  Diesel Trade Theory N2  Electrical Trade Theory N2  Engineering Drawing N2  Engineering Science N2  Industrial Electronics N2  Logic Systems N2  Mathematics N2</p>						
	<p><b>Transfer of marks to cover page</b></p> <p>Transferring marks accurately to the cover page was fully compliant (100%), consistent with the November 2023 examinations.</p>							

Criteria	Findings	Instructional Offerings
	<p><b>Correct completion of mark sheets</b> Mark sheets were completed correctly for all 12 (100%) sampled instructional offerings, consistent with the November 2023 examinations.</p> <p>The three instances of non-compliance included failing to record marks as three digits, leaving blank spaces, and a chief marker not signing the relevant documents.</p>	
	<p><b>Note keeping</b> Markers kept notes throughout the marking process for 11 (92%) of the instructional offerings, reflecting a 10% improvement compared to 82% in the November 2023 examinations.</p>	Building Drawing N2 Building Science N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2
<b>Control</b>	<p><b>Marker identification</b> Markers for all sampled instructional offerings indicated their code/name in red ink on the cover page of the scripts, showing 100% compliance compared to 95% in the November 2023 examinations.</p>	
	<p><b>Chief marker identification</b> The chief markers for ten (83%) of the instructional offerings clearly recorded their names on the moderated scripts, reflecting a 12% decline in compliance compared to 95% in the November 2023 examinations.</p>	Building Drawing N2 Building Science N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Industrial Electronics N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2

Criteria	Findings	Instructional Offerings
	<b>Examination assistant identification</b> Examination assistants for nine (75%) of the sampled instructional offerings clearly recorded their initials/ signatures on the checked scripts.	Building Drawing N2 Building Science N2 Carpentry and Roof Work N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2
Internal moderation	<b>Evidence of moderation</b> Internal moderation of scripts from all marking centres was evident for eight (66%) of the instructional offerings, reflecting an 11% improvement compared to 55% in the November 2023 examinations.  Reasons for non-compliance include: <ul style="list-style-type: none"> <li>i. Moderation was not required as there was only one marker for the two scripts.</li> <li>ii. Scripts from all marking centres were not moderated.</li> <li>iii. An internal moderator was not appointed for the instructional offering.</li> </ul>	<b>Compliance</b> Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2  <b>Non-compliance</b> Carpentry and Roof Work N2 (only one marker) Electrical Trade Theory N2 (not all centres) Logic Systems N2 (not all centres) Motor Trade Theory N2 (no IM)
	<b>Sampling of scripts</b> Ten instructional offerings were internally moderated by randomly selecting scripts from high, average, and underperforming candidates, reflecting improved compliance compared to 86% in the November 2023 examinations.  Two instructional offerings were not internally moderated, making the findings not applicable to these offerings.	<b>Compliance</b> 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 Logic Systems N2 Mathematics N2  <b>Non-compliance</b> Carpentry and Roof Work N2 Motor Trade Theory N2

Criteria	Findings	Instructional Offerings						
	<p><b>Approach</b></p> <p>All 10 instructional offerings were internally moderated using a whole-script moderation approach, compared to 91% in the November 2023 examinations.</p> <p>The table below provides a breakdown of the different moderation approaches:</p> <table><tr><th>Question-wise</th><th>Whole-script</th></tr><tr><td>0</td><td>10</td></tr></table> <p>Two instructional offerings were not internally moderated; therefore, the moderation processes were not applicable to these offerings.</p>	Question-wise	Whole-script	0	10	<p>Building Drawing N2</p> <p>Building Science N2</p> <p>Diesel Trade Theory N2</p> <p>Electrical Trade Theory N2</p> <p>Engineering Drawing N2</p> <p>Engineering Science N2</p> <p>Fitting and Machining Theory N2</p> <p>Industrial Electronics N2</p> <p>Logic Systems N2</p> <p>Mathematics N2</p> <p><b>Not Applicable</b></p> <p>Carpentry and Roof Work N2 (one marker)</p> <p>Motor Trade Theory N2 (no IM)</p>		
Question-wise	Whole-script							
0	10							
	<p><b>Standard of internal moderation</b></p> <p>The standard of internal moderation for eight (80%) of the 10 moderated instructional offerings was rated as good, representing a significant improvement compared to the November 2023 examinations, where 68% of offerings were rated average.</p> <p>The table below provides a breakdown of the different moderation ratings:</p> <table><tr><th>Good</th><th>Average</th><th>Poor</th></tr><tr><td>8</td><td>2</td><td>0</td></tr></table> <p>Two instructional offerings were not internally moderated; therefore, the moderation processes were not applicable.</p>	Good	Average	Poor	8	2	0	<p><b>Good</b></p> <p>Building Drawing N2</p> <p>Building Science N2</p> <p>Diesel Trade Theory N2</p> <p>Electrical Trade Theory N2</p> <p>Engineering Science N2</p> <p>Industrial Electronics N2</p> <p>Logic Systems N2</p> <p>Mathematics N2</p> <p><b>Average</b></p> <p>Engineering Drawing N2</p> <p>Fitting and Machining Theory N2</p> <p><b>Not Applicable</b></p> <p>Carpentry and Roof Work N2 (one marker)</p> <p>Motor Trade Theory N2 (no IM)</p>
Good	Average	Poor						
8	2	0						
<b>Candidates' performance</b>	<p><b>Level of difficulty</b></p> <p>Candidates found the question papers for all 12 instructional offerings to be fair. The cognitive demand and level of difficulty met the expected standard.</p>							

Criteria	Findings	Instructional Offerings						
	<p><b>Candidate performance</b></p> <p>The table below provides a breakdown of student performance:</p> <table border="1"> <thead> <tr> <th>Good</th><th>Average</th><th>Below average</th></tr> </thead> <tbody> <tr> <td>1</td><td>9</td><td>2</td></tr> </tbody> </table> <p>Although the paper was considered fair, most candidates performed at an average level or below. For one instructional offering (8%), candidates' performance was rated as good.</p> <p>The performance of candidates in nine (75%) instructional offerings was rated as average. For two (17%) of the instructional offerings, candidates' performance was below average.</p>	Good	Average	Below average	1	9	2	<p><b>Good performance:</b></p> <p>Building Science N2</p> <p><b>Average Performance:</b></p> <p>Building Drawing N2            Diesel Trade Theory N2            Electrical Trade Theory N2            Engineering Drawing N2            Engineering Science N2            Industrial Electronics N2            Logic Systems N2            Mathematics N2            Motor Trade Theory N2</p> <p><b>Below Average Performance:</b></p> <p>Carpentry and Roof Work N2            Fitting and Machining Theory N2</p>
Good	Average	Below average						
1	9	2						
<b>Fairness of the question papers</b>	The question papers for all (100%) instructional offerings did not contain any unfair questions.							
<b>Prevention and management of irregularities</b>	Irregularities were reported in the marking of five (42%) of the sampled instructional offerings, showing an improvement from the 100% non-compliance in the November 2023 examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2						
<b>The general quality of the marking process</b>	<p>Marking was deemed to be of good standard and consistent for all 12 (100%) instructional offerings.</p> <p>Inconsistencies and errors in marking were identified in two offerings: Engineering Drawing N2 and Fitting and Machining Theory N2.</p> <p>The chief markers were found to be effectively managing the process. The centres and organisational processes were of good standard and discipline, with most centres reported as clean and well-maintained. However, the marking centre for Building Science N2 had facilities that required attention.</p>							



**Table 10G: Findings from the verification of marking for N3 instructional offerings**

Criteria	Findings	Instructional Offerings
<b>Availability of scripts</b>	Ten(77%) instructional offerings received all expected scripts at the time of moderation, showing an increase of 27% from the 50% in the November 2023 examinations.	Building Drawing N3 Building Science N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3
<b>Training for marking</b>	<p>Training for markers was conducted for nine (69%) of the sampled instructional offerings, a decrease of 17% compared to 86% in the November 2023 examinations.</p> <p>Training primarily involved following procedures and protocols at marking centres, reviewing marking guidelines, and engaging in sample marking discussions.</p>	Building Drawing N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3
<b>Sample marking</b>	<p><b>Marking consistency</b></p> <p>After training, each marker marked a copy of the same script to establish consistency in marking. Same-copy marking was conducted for nine (69%) instructional offerings, reflecting a decrease of 10% compared to 79% in the November 2023 examinations.</p>	Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3
	<p><b>Sampling from different centres</b></p> <p>For ten (77%) of the instructional offerings, a sample of scripts from a range of centres was selected for marking, reflecting a decrease of 2% compared to 79% in the November 2023 examinations.</p>	Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Radio and Television Theory N3

Criteria	Findings	Instructional Offerings						
	<p><b>Adhering to marking guidelines</b></p> <p>Adherence to the marking guidelines was observed during sample marking for 11 (85%) of the sampled instructional offerings, representing a 2% improvement compared to 83% in the November 2023 examinations.</p>	<p>Building Drawing N3</p> <p>Building Science N3</p> <p>Electrotechnology N3</p> <p>Engineering Drawing N3</p> <p>Engineering Science N3</p> <p>Industrial Electronics N3</p> <p>Instrument Trade Theory N3</p> <p>Logic Systems N3</p> <p>Mechanotechnology N3</p> <p>Motor Trade Theory N3</p> <p>Plating and Structural Steel Drawing N3</p>						
<b>Marking of question papers</b>	<p><b>Adherence to the marking guideline</b></p> <p>Markers' adherence to the marking guidelines was rated as good for ten (77%) instructional offerings, showing a decrease of 14% compared to 91% in the November 2023 examinations.</p> <p>The table below provides a breakdown of the different adherence to the marking guideline categories:</p> <table><tr><th>Good</th><th>Average</th><th>Poor</th></tr><tr><td>10</td><td>1</td><td>2</td></tr></table>	Good	Average	Poor	10	1	2	<p><b>Good</b></p> <p>Building Drawing N3</p> <p>Electrotechnology N3</p> <p>Engineering Drawing N3</p> <p>Engineering Science N3</p> <p>Industrial Electronics N3</p> <p>Instrument Trade Theory N3</p> <p>Logic Systems N3</p> <p>Mechanotechnology N3</p> <p>Motor Trade Theory N3</p> <p>Plating and Structural Steel Drawing N3</p> <p><b>Average</b></p> <p>Building Science N3</p> <p><b>Poor</b></p> <p>Mathematics N3</p> <p>Radio and Television Theory N3</p>
	Good	Average	Poor					
10	1	2						
<p><b>Standard of marking</b></p> <p>Six (46%) of the instructional offerings used a question-wise approach, while seven (54%) employed a whole-script marking approach.</p> <p>The table below provides a breakdown of the different marking standard ratings:</p> <table><tr><th>Good</th><th>Average</th><th>Poor</th></tr><tr><td>9</td><td>2</td><td>2</td></tr></table>	Good	Average	Poor	9	2	2	<p><b>Good</b></p> <p>Building Drawing N3</p> <p>Electrotechnology N3</p> <p>Engineering Science N3</p> <p>Industrial Electronics N3</p> <p>Instrument Trade Theory N3</p> <p>Logic Systems N3</p> <p>Mechanotechnology N3</p> <p>Motor Trade Theory N3</p> <p>Plating and Structural Steel Drawing N3</p> <p><b>Average</b></p> <p>Building Science N3</p> <p>Engineering Drawing N3</p>	
Good	Average	Poor						
9	2	2						

Criteria	Findings	Instructional Offerings
	<p>The standard of marking was rated as good for nine (69%) instructional offerings, showing a decrease of 13% compared to 82% in the November 2023 examinations.</p> <p>Reasons for poor marking include lack of expertise, misinterpretation of questions, and inconsistency in marking.</p>	<p><b>Poor</b></p> <p>Mathematics N3</p> <p>Radio and Television Theory N3</p>
<b>Administration</b>	<p><b>Recording of marks</b></p> <p>All 13 (100%) instructional offerings followed the prescribed procedure for recording marks on the front page of the script, consistent with the November 2023 examinations.</p>	
	<p><b>Indicating mark per question</b></p> <p>Marks were indicated per question in all 13 (100%) of the scripts from the sampled instructional offerings, consistent with the November 2023 examinations.</p>	
	<p><b>Indicating errors</b></p> <p>Mistakes/errors identified by internal moderators and/or examination assistants were indicated in all 13 (100%) of the sampled instructional offerings, consistent with the November 2023 examinations.</p>	
	<p><b>Transfer of marks to cover page</b></p> <p>There was 100% compliance in transferring marks accurately to the cover page, reflecting a 5% improvement compared to 95% in the November 2023 examinations.</p>	
	<p><b>Correct completion of mark sheets</b></p> <p>Mark sheets were completed correctly for all 13 (100%) of the sampled instructional offerings, consistent with the November 2023 examinations.</p> <p>Instances of non-compliance included not recording the marks as three digits and leaving blank spaces.</p>	

Criteria	Findings	Instructional Offerings
	<p><b>Note keeping</b> Markers kept notes throughout the marking process for ten (77%) of the instructional offerings, showing an 11% decline compared to 86% in the November 2023 examinations.</p>	Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3
Control	<p><b>Marker identification</b> Markers for all sampled instructional offerings indicated their code/name in red ink on the cover page of the scripts, indicating 100% compliance. This reflects a 5% increase compared to 95% in the November 2023 examinations.</p>	
	<p><b>Chief marker identification</b> Chief markers for 100% of the instructional offerings clearly recorded their names on the moderated scripts, reflecting a 9% improvement in compliance compared to 91% in the November 2023 examinations.</p>	
	<p><b>Examination assistant identification</b> Examination assistants for eight (62%) of the sampled instructional offerings clearly recorded their initials/ signatures on checked scripts.</p>	Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3
Internal moderation	<p><b>Evidence of moderation</b> Seven (54%) of the instructional offerings had internal moderation of scripts from all marking centres, representing a 5% decline compared to 59% in the November 2023 examinations.</p>	Building Drawing N3 Building Science N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3

Criteria	Findings	Instructional Offerings				
	Reasons for non-compliance include: <ul style="list-style-type: none"><li>i. Not required, as there was only one marker.</li><li>ii. Moderation was not conducted for all marking centres.</li><li>iii. An IM was not appointed for Motor Trade Theory N3.</li></ul>					
	<b>Sampling of scripts</b> <p>Ten instructional offerings were internally moderated by randomly selecting scripts from high, average, and underperforming candidates, showing improved compliance compared to 59% in the November 2023 examinations. Three instructional offerings were not internally moderated; therefore, the moderation processes were not applicable.</p>	<b>Internally moderated</b> <p>Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3</p> <b>Not applicable</b> <p>Logic Systems N3 Motor Trade Theory N3 Radio and Television Theory N3</p>				
	<b>Approach</b> <p>A whole-script moderation approach was adopted for eight (80%) of the internally moderated instructional offerings, reflecting a 12% improvement compared to 68% in the November 2023 examinations.</p> <p>The table below reflects a breakdown of the different moderation approaches.</p> <table><tr><th>Question-wise &amp; Whole-script</th><th>Whole-script</th></tr><tr><td>2</td><td>8</td></tr></table> <p>Three instructional offerings were not internally moderated; therefore, the moderation processes were not applicable.</p>	Question-wise & Whole-script	Whole-script	2	8	<b>Whole-script moderation</b> <p>Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3</p> <b>Both approaches</b> <p>Building Drawing N3 Mathematics N3</p> <b>Not applicable</b> <p>Logic Systems N3 Motor Trade Theory N3 Radio and Television Theory N3</p>
Question-wise & Whole-script	Whole-script					
2	8					

Criteria	Findings	Instructional Offerings						
	<p><b>Standard of internal moderation</b></p> <p>The standard of internal moderation for seven (70%) of the 10 moderated instructional offerings was rated as good, reflecting a 2% improvement compared to 68% in the November 2023 examinations.</p> <p>The table below provides a breakdown of the different moderation ratings:</p> <table> <tr> <th>Good</th><th>Average</th><th>Poor</th></tr> <tr> <td>7</td><td>2</td><td>1</td></tr> </table> <p>Three instructional offerings were not internally moderated; therefore, the moderation processes were not applicable.</p>	Good	Average	Poor	7	2	1	<p>Good</p> <p>Building Drawing N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3</p> <p>Average</p> <p>Building Science N3 Engineering Drawing N3</p> <p>Poor</p> <p>Mathematics N3</p> <p>Not applicable</p> <p>Logic Systems N3 Motor Trade Theory N3 Radio and Television Theory N3</p>
Good	Average	Poor						
7	2	1						
<b>Candidates' performance</b>	<p><b>Level of difficulty</b></p> <p>Candidates found the question papers for all 13 instructional offerings to be fair. The cognitive demand and level of difficulty met the expected standard.</p>							
	<p><b>Candidate performance</b></p> <p>The performance of candidates in 11 (85%) instructional offerings was rated as average.</p> <p>The table below provides a breakdown of student performance by instructional offering:</p> <table> <tr> <th>Good</th><th>Average</th><th>Poor</th></tr> <tr> <td>0</td><td>11</td><td>2</td></tr> </table> <p>Although the paper was considered fair, most candidates performed at an average level or below.</p> <p>For two (15%) of the instructional offerings, candidates' performance was rated below average.</p>	Good	Average	Poor	0	11	2	<p>Average Performance:</p> <p>Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3</p> <p>Below Average Performance:</p> <p>Mathematics N3 Radio and Television Theory N3</p>
Good	Average	Poor						
0	11	2						

Criteria	Findings	Instructional Offerings
<b>Fairness of the question papers</b>	The question papers for all 13 (100%) instructional offerings did not contain any unfair questions.	
<b>Prevention and management of irregularities</b>	Irregularities were reported in the marking of four (33%) of the sampled instructional offerings, showing an improvement of 62% compared to 95% non-compliance in the November 2023 examinations.	
<b>The general quality of the marking</b>	<p>Marking was deemed to be of good standard and consistent for ten (77%) of the instructional offerings.</p> <p>Key issues identified included:</p> <ul style="list-style-type: none"> <li>i. Knowledge gaps among markers.</li> <li>ii. Adherence to the marking guidelines.</li> <li>iii. Consistency in marking, particularly for alternative answers.</li> <li>iv. Equality in marking load and question allocation.</li> <li>v. No internal moderators appointed.</li> </ul> <p>These issues were observed in the marking of three instructional offerings.</p> <p>The chief markers for all 12 offerings were found to be managing the process well. The centre and organisational processes were of good standard and discipline, and most centres were reported as clean and well-maintained. However, the marking centre for Building Science N3 was in poor condition, lacking electricity and with non-functional air conditioning.</p>	<p>Building Drawing N3</p> <p>Electrotechnology N3</p> <p>Engineering Drawing N3</p> <p>Engineering Science N3</p> <p>Industrial Electronics N3</p> <p>Instrument Trade Theory N3</p> <p>Logic Systems N3</p> <p>Motor Trade Theory N3</p> <p>Plating and Structural Steel Drawing N3</p> <p>Mathematics N3</p> <p>Mechanotechnology N3</p> <p>Radio and Television Theory N3</p>

## 10.4 Areas of Improvement

The findings from the verification of marking for the November 2024 N2 - N3 examinations identified the following areas of improvement:

- a. At the time of moderation, ten instructional offerings were received for both N2 and N3, reflecting a 51% increase for N2 and a 27% increase for N3 compared to the November 2023 examinations;
- b. Compliance with sample marking standards improved for N2 instructional offerings, with adherence to the marking guidelines increasing by 10%. For N3 instructional offerings, adherence increased by 2%;
- c. The marking standard for the majority of N2 instructional offerings was rated as good, showing a 10% improvement compared to the November 2023 examinations;
- d. The control of script compliance for N3 instructional offerings showed overall improvement compared to the performance in the November 2023 examinations;
- e. Compliance with internal moderation of scripts throughout the marking process was evident and rated as good for the majority of N2 and N3 instructional offerings, indicating improvement compared to the November 2023 examinations; and
- f. The handling of irregularities for both N2 and N3 instructional offerings showed improvement compared to the November 2023 examinations.

## 10.5 Areas of Non-Compliance

The findings from the verification of marking identified several instances of non-compliance that may affect future marking processes.

- a. Training for the marking of some N2 and N3 instructional offerings was not conducted, showing a decrease of 2% for N2 and 17% for N3 compared to the November 2023 examinations;
- b. Compliance with sample marking standards for N3 instructional offerings decreased compared to the November 2023 examinations. Non-compliance was observed in the marking of the same copy, as well as in the selection of scripts from different centres for sampling;
- c. Adherence to the marking guidelines was rated as good for both N2 and N3 instructional offerings. However, this reflects a decline of 3% for N2 and 14% for N3 compared to the November 2023 examinations;
- d. Although the marking standard was rated as good for the majority of N3 instructional offerings, this indicates a 13% decline in performance compared to the November 2023 examinations;
- e. Administrative non-compliance for N2 instructional offerings included errors that were not indicated, showing a 17% decline compared to 2023. For N3 offerings, non-compliance was related to the addition of notes in the marking, reflecting an 11% decline compared to 2023; and
- f. Control compliance regarding chief marker identification for N2 instructional offerings decreased by 12% compared to the November 2023 examinations.



## 10.6 Directives for Compliance and Improvement

To improve the standard and quality of marking, the DHET is required to:

- a. Review models for the distribution of scripts to ensure all scripts are received on time by the marking centres;
- b. Ensure that all instructional offerings sampled by Umalusi for verification of marking are available at the allocated marking centre, and communicate any changes to Umalusi;
- c. Ensure that all markers participate in marking guideline discussions and sample marking to improve the standard and quality of marking;
- d. Include the examiner and internal moderator in marking guideline discussions;
- e. Ensure that scripts from all centres are moderated, regardless of the number of scripts;
- f. Improve training on administrative duties for markers, moderators, and examination assistants to prevent administrative errors and ensure accurate completion of documents;
- g. Provide improved training to ensure all moderators and markers maintain high marking and moderation standards; and
- h. Appoint essential marking staff, such as chief markers and internal moderators, prior to the commencement of marking sessions.

## 10.7 Conclusion

The marking and moderation of scripts for the November 2024 NATED Report 190/191 Engineering studies N2 - N3 examinations were consistent and accurate. Internal moderation demonstrated improvement. The question papers were generally regarded as fair, with an enhanced cognitive balance across the assessments. While candidates' performance was rated as average, there were few distinctions. External moderators identified several areas of concern, including poor examination preparation by students, limited exposure to practical or experiential learning opportunities, and an increasing trend of examination-only enrolment, driven by the phase-out of the N2 and N3 instructional offerings. Overall, the quality of the marking process showed an improvement.

# CHAPTER 11: STANDARDISATION AND RESULTING OF NATED REPORT 190/191

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## 11.1 Introduction

Standardisation is a process based on evidence presented through both qualitative and quantitative reports. The primary goal of standardisation is to achieve an optimum level of consistency within each context, taking into account sources of variability beyond the student's ability and knowledge. Variability can arise from factors such as the quality of question papers, the conduct of the examinations, the standard of marking, and other related factors. For this reason, examination results are standardised to minimise variability across different examination sittings.

In broad terms, standardisation involves verifying instructional offering structures, monitoring the capturing of marks, conducting dry run tests for system alignment, developing and validating norms, and reviewing standardisation booklets in preparation for standardisation meetings. Standardisation decisions are informed by various factors, including Umalusi's principles of standardisation, qualitative inputs from internal and external moderators, examination monitors, and intervention reports from assessment bodies. The process concludes with the approval of mark adjustments for each instructional offering, statistical moderation, and the subsequent steps.

## 11.2 Scope and Approach

Umalusi quality assured the results of 55 NATED Report 190/191 Engineering studies N2 – N3 instructional offerings for the November 2024 examinations, administered by the DHET, through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms), checked for outlier years, conducted dry run testing, and processed and validated the standardisation datasets and e-booklet. During the pre-standardisation meeting, the ASC reviewed quantitative data and qualitative inputs to make standardisation decisions for each instructional offering. Following the standardisation meeting, Umalusi verified the accuracy of the adjustments made to each instructional offering and subsequently reviewed and approved the resulting files at the instructional offering level.

## 11.3 Summary of Findings

The following section presents the key results and decisions made before, during, and after the standardisation meetings.

### 11.3.1 Development of Norms

The norms for the NATED Report 190/191 Engineering studies N2 – N3 examinations were developed based on the previous six examination sittings in preparation for the November 2024 examinations. Once this was completed, and in accordance with policy requirements, the DHET submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets revealed three instructional offerings with outlier years for the November 2024 NATED Report 190/191 Engineering studies N2 – N3 examinations. Table 11A below presents the instructional offerings with outlier years for the November 2024 NATED Report 190/191 Engineering studies N2 – N3 examinations:

**Table 11A: List of instructional offerings with outlier years for the November 2024 NATED N2 - N3**

Level	Code	Instructional offerings	Outlier year
NQF 2	11020202	Toolmakers Theory	202304
	11040572	Motor Bodywork Theory	202404
	11040862	Radio Theory	202404
NQF 3	11040873	Radio Theory	202211
	11041583	Refrigeration Trade Theory	202408

### 11.3.2 Electronic Datasets and Standardisation Booklets

The DHET submitted the standardisation datasets to Umalusi for verification. The submitted datasets and booklets for the NATED Report 190/191 N2 – N3 engineering studies examinations complied with the Requirements and Specification for Standardisation, Statistical Moderation, and Resulting Guideline document. Both the datasets and the booklets were verified and subsequently approved.

### 11.3.3 Pre-Standardisation and Standardisation

Umalusi held the pre-standardisation and standardisation meetings for the NATED Report 190/191 Engineering Studies N2 – N3 examinations on 3 and 4 January 2025. A range of factors, including both qualitative and quantitative data, informed the ASC's adjustment decisions. The qualitative input included issues arising from the moderation of question papers, discussions on marking guidelines regarding potential advantages or disadvantages to candidates, and Evidenced Based Report. Quantitative inputs included guiding norms and pairs analysis. All evidence was considered in accordance with the established standardisation principles. The standardisation adjustment decisions for the November 2024 NATED Report 190/191 Engineering studies N2 – N3 examinations are listed in Table 11B below:

**Table 11B: List of standardisation decisions for the November 2024 NATED N2 - N3**

Description	Total
Number of instructional offerings presented	55
Raw marks	28
Adjusted (mainly upwards)	15
Adjusted (downwards)	12
Unstandardised	00
Number of instructional offerings standardised	55

Once the ASC was satisfied with the reliability of the information provided, 55 of the instructional offerings presented were standardised. For the November 2024 NATED Report 190/191 Engineering studies N2 – N3 examinations, the ASC accepted the raw marks for 29 of the 55 instructional offerings. The marks for 14 instructional offerings were adjusted upwards, while those for 12 instructional offerings were adjusted downwards. Considering the factors discussed at the standardisation meeting, the ASC remains concerned about the conduct and administration of the qualification.

#### **11.3.4 Post-Standardisation**

Umalusi approved the adjustment of marks and verified the statistical moderation and resulting processes after the standardisation meeting. Umalusi confirmed the accuracy of the adjustments made to each instructional offering and subsequently verified and approved the resulting files at the instructional offering level.

#### **11.4 Areas of Improvement**

None.

#### **11.5 Areas of Non-Compliance**

None.

#### **11.6 Directives for Compliance and Improvement**

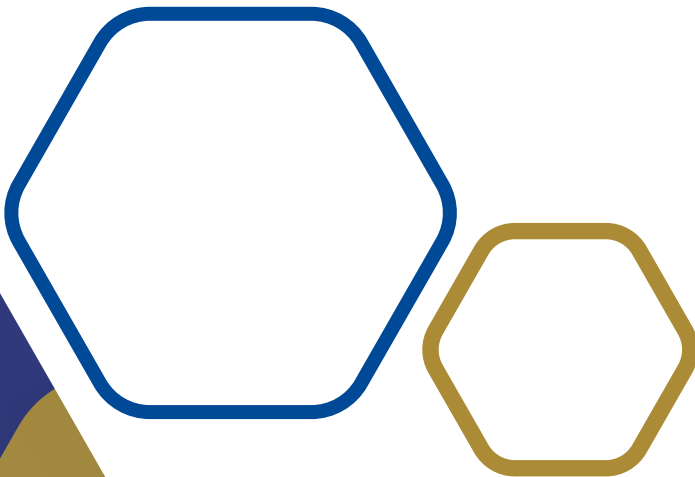
None.

#### **11.7 Conclusion**

The standardisation decisions were based on sound educational reasoning. As a result, Umalusi can conclude that the standardisation process was conducted in a fair, transparent, and reliable manner.

# PART C:

**MONITORING OF THE CONDUCT ADMINISTRATION  
AND MANAGEMENT OF NATED REPORT 190/191  
ENGINEERING STUDIES N2 - N3 AND NC(V)  
EXAMINATIONS**



# CHAPTER 12: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

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## 12.1 Introduction

As part of its mandate, Umalusi quality assures the examinations for qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi conducted an audit of the DHET's readiness to conduct, administer, and manage the November 2024 National Certificate (Vocational) [NC(V)] L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations as part of its quality assurance function.

The objectives of the audit of the SoR were to:

- a. Gauge the level of preparedness of the DHET to conduct the November 2024 NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations;
- b. Track the overall progress made by the DHET on the directives for compliance and improvement issued after the administration of the November 2023 examinations;
- c. Verify whether the DHET had systems in place to conduct credible examinations;
- d. Pronounce the overall gathered from the verification conducted prior to the commencement of the examinations; and
- e. Report on any areas that might compromise the conduct, administration and management of the examinations prior to their start.

## 12.2 Scope and Approach

Umalusi audited and verified the SoR of the DHET to administer the NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations from 25 September – 10 October 2024. This audit was conducted through blended modalities, which integrated various approaches in its design. These approaches included the following critical undertakings:

- a. Audit of the business processes set out by the DHET to conduct credible examinations;
- b. Verification of the evidence for each of the examination processes; and
- c. Reporting on the outcome of the verification conducted on the examination systems.

The key SoR focus areas of evaluation include:

1. Registration of candidates and examination centres;
2. Printing, packaging, storage, and distribution of question papers;
3. Appointment and training of markers and internal moderators;
4. Auditing of storage and distribution points;
5. Conduct of examinations;
6. Appointment and training of invigilators and monitors;
7. Appointment of markers and other related marking processes;
8. Verification of internal assessments;
9. Management and reporting of irregularities; and
10. Systems for the capturing of marks.

To do this, a phased-in approach was followed through:

- i. Document analysis of the examination-related records. This process was conducted from 30 June – 30 September 2024;
- ii. Desktop analysis of the submitted documents by the DHET; and
- iii. Verification audits and visits across the different regions, provinces, and sites. This process was conducted in September and October 2024.

The findings of the SoR audit would inform Umalusi's announcement regarding the DHET's readiness to conduct, administer, and manage the November 2024 examinations, which was scheduled for 11 October 2024.

## 12.3 Summary of Findings

### 12.3.1 PHASE 1: DOCUMENTS SUBMITTED FOR DESKTOP EVALUATION

Umalusi audited the DHET's SoR to conduct, administer, and manage credible NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 November 2024 examinations, using the following instruments:

- a. **Annexure A:** Instrument on progress made in actioning the improvement plans based on the directives issued in November 2023; and
- b. **Annexure B:** Self-evaluation instrument on the DHET's SoR to conduct the November 2024 examinations.

Table 12A summarises the findings on the actioning of the November 2023 improvement plans. It notes the directives issued as well as the progress made by the DHET as of 31 July 2024.

**Table 12A: Progress made in the actioning of the improvement plan on the November 2023 issued directives for compliance and improvement**

<b>Focus Area</b>	<b>2023 Directives issued to DHET</b>	<b>DHET Progress Report as of 31 July 2024</b>	<b>Umalusi Comment(s)</b>
<b>Moderation of question papers for NC(V) and NATED</b>	<ul style="list-style-type: none"> <li>a. Training for examiners and internal moderators on the development of question papers should be enhanced;</li> <li>b. Internal moderation processes must be conducted thoroughly;</li> <li>c. The curriculum should be reviewed to incorporate the latest developments;</li> <li>d. Comprehensive and correct reports are to be submitted to Umalusi; and</li> <li>e. Examiners and internal moderators should refrain from using previous question papers verbatim.</li> </ul>	All these aspects were addressed during the training of moderators. The DHET will ensure compliance by verifying that the moderators adhere to the guidelines communicated during the training.	The internal moderation of question papers needs to be improved.
<b>Moderation of ICASS</b>	<ul style="list-style-type: none"> <li>a. Conduct training and capacity-building sessions to ensure that assessment tasks and assessment tools meet all required standards;</li> <li>b. Monitor campuses to ensure that proper planning occurs; and</li> <li>c. Ensure that the prescribed weightings of topics and cognitive levels are accurately reflected in assessments.</li> </ul>	<ul style="list-style-type: none"> <li>a. ICASS and invigilation training was rolled out during the period 19 February – 13 March 2024;</li> <li>b. Examination and Assessment Lekgotla was convened during the period 15 – 17 April 2024 as part of monitoring of campuses; and</li> <li>c. As per the Umalusi approval letter, directives for improvement were shared with college officials during these sessions.</li> </ul>	Umalusi verified the ICASS for the August 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations as part of tracking the implementation of issued directives. During this process, it was found that some colleges were still non-compliant with the ICASS instructions.



Focus Area	2023 Directives issued to DHET	DHET Progress Report as of 31 July 2024	Umalusi Comment(s)
<b>Review of the integrated summative assessment task (ISAT) and Verification of NC(V) ISAT</b>	<ul style="list-style-type: none"> <li>a. A long-term plan should be in place for continual improvement of the tasks;</li> <li>b. ISAT/practical assessment tasks (PAT) are to meet the prescribed design standards;</li> <li>c. The reviewed ISAT/ PAT are submitted early in the year for external moderation, along with all necessary documents; and</li> <li>d. The standard of review and internal moderation improved.</li> </ul>		There were no reviewed ISATs submitted to Umalusi for external moderation in 2024.
<b>Moderation of ISAT intervention</b>	<ul style="list-style-type: none"> <li>a. Establish protocols for monitoring and moderating the conduct of ISAT at college, provincial, and national levels; and</li> <li>b. Vigilantly oversee sites displaying negligence, severe non-compliance, and irregularities.</li> </ul>	<ul style="list-style-type: none"> <li>a. The ICASS monitoring plan was prepared and included ISAT monitoring; and</li> <li>b. The memo to colleges to submit ISAT/ PAT implementation plans was distributed.</li> </ul>	The DHET did not submit college management plans on the moderation of the ISAT.
<b>Monitoring the SoR to conduct examinations</b>	<ul style="list-style-type: none"> <li>a. Follow up with the colleges that failed to submit self-evaluation SoR reports;</li> <li>b. Ensure that all colleges registered to conduct examinations submit the self-evaluation SoR reports; and</li> </ul>	<ul style="list-style-type: none"> <li>a. A Service Level Agreement (SLA) is in place with GPW, and their current protocols are followed;</li> <li>b. Emails were sent to the colleges that did not submit SoR documents; and</li> </ul>	Umalusi was invited on time to the SoR visits across the DHET regions to verify the evidence on the SoR and the GPW.

Focus Area	2023 Directives issued to DHET	DHET Progress Report as of 31 July 2024	Umalusi Comment(s)
	c. Reduce the number of personnel working at the end of the Government Printing Works (GPW) question paper production process.	c. A memo reminding colleges to submit SoR documents for November 2024 was distributed to colleges by 30 August 2024.	
<b>Monitoring of the writing of examinations</b>	a. Examination centres must adhere to the established policy regarding the conduct, administration, and management of examinations.	<p>a. Examination monitoring was conducted for the April 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations; and</p> <p>b. The report on the conduct of the examination, including the monitoring of examinations, has been submitted to Umalusi.</p>	<p>Umalusi monitored the April and August 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations to verify compliance with the policy on the conduct, administration, and management of the examinations.</p> <p>The April 2024 quality assurance report was shared with the DHET. It highlights areas of compliance and non-compliance and provides directives for improvement and compliance.</p>

Focus Area	2023 Directives issued to DHET	DHET Progress Report as of 31 July 2024	Umalusi Comment(s)
<b>Standardisation of marking guidelines</b>	<p>a. Question papers and marking guidelines must be thoroughly moderated before their finalisation to minimise adjustments during the marking period; and</p> <p>b. Examiners, who are the personnel responsible for setting the question papers, are included in the marking guideline discussions.</p>	<p>a. The standardisation of the marking guidelines has been improving with each examination cycle. For the April 2024 examinations, the DHET conducted meetings where all concerns raised by Umalusi were addressed and incorporated into the process;</p> <p>b. Examiners and moderators were actively involved in the marking guideline discussion meetings; and</p> <p>c. The marking of dummy scripts is a standard practice at each marking centre for all examinations conducted.</p>	<p>The DHET had systems in place for the standardisation of marking guidelines.</p> <p>The marking of dummy scripts was found to be inconsistent across subjects.</p>
<b>Monitoring of marking</b>	<p>a. The appointment of marking personnel is conducted timeously and with due diligence; and</p> <p>b. Marking centres strictly adhere to the rules and regulations in accordance with DHET guidelines and policy.</p>	<p>a. Marking centre managers would be trained in October 2024 on measures to be taken for markers not adhering to the marking guidelines; and</p> <p>b. The selection of markers for the November 2024 examinations would be concluded by September 2024.</p>	<p>The DHET had developed plans for the appointment and training of CM, ensuring alignment with Umalusi's recommendations.</p>

Focus Area	2023 Directives issued to DHET	DHET Progress Report as of 31 July 2024	Umalusi Comment(s)
<b>Verification of marking</b>	<p>DHET must ensure that:</p> <ul style="list-style-type: none"> <li>a. The process for submitting marked scripts for verification is streamlined;</li> <li>b. All scripts to be marked at each marking centre must be received on time; and</li> <li>c. Every instructional offering, irrespective of the number of scripts, must have an internal moderator and a chief marker to maintain consistency and quality in the marking processes.</li> </ul>	<ul style="list-style-type: none"> <li>a. During the training of chief markers, emphasis will be placed on standardised approaches for marking multiple-choice questions;</li> <li>b. The training will focus on the technical aspects of the marking process, including the correct signing of marksheets; and</li> <li>c. As part of the SoR, the department will hold a meeting with courier services to ensure the timely delivery of question papers and scripts.</li> </ul>	<p>The delay in the submission of scripts for verification of marking remains a significant area of concern.</p>

To maintain the integrity of the examinations, the DHET needs to enhance its monitoring of the implementation of issued directives and ensure the timely submission of progress reports to Umalusi. Additionally, improvements are required in the review and conduct of the ICASS and ISAT and in the timely submission of scripts for marking verification.

Table 12B below summarises the findings gathered from Annexure B, the self-evaluation instrument:

**Table12B: Summary of the findings gathered from Annexure B: Self-evaluation instrument**

Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Registrations of candidates</b>	<p>a. The closing date for examination centres to submit the concessions was 30 September 2024 and 7 October 2024 for NATED Report 190/191 Engineering Studies N2 - N3;</p> <p>b. Registration data for NC(V) was submitted on 1 October 2024; and</p> <p>c. The closing date for registration on NATED Report 190/191 Engineering Studies N2 - N3 was 21 October 2024.</p>	<p>a. Examination centre audits were completed, and colleges conducted desktop evaluations and submitted reports to DHET for analysis;</p> <p>b. The DHET registered 165 507 candidates for the NC(V) qualification; and</p> <p>c. The reported number of registered candidates for the November 2024 NATED Report 190/191 Engineering Studies N2 - N3 examinations was 143 828.</p>
<b>Registration of centres</b>	<p>Examination and marking centre registration:</p> <p>Centres were audited internally through the submission of SoR documents by colleges and the monitoring of examination conduct.</p>	<p>a. The list of private centres/ institutions established to conduct, administer, and manage national examinations was not submitted; and</p> <p>b. DHET registered 262 examination centres for the NC(V) examinations. At the time of reporting, the number of NATED N2 - N3 examination centres was not yet finalised.</p>

Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Printing, packaging, and distribution</b>  <b>a. Printing</b>	<p>The SLA of outsourced printers was submitted, signed, and finalised.</p>	<p>The DHET was required to develop a monitoring instrument for on-site monitoring of printers during the printing process. However, when it submitted the self-evaluation instrument to Umalusi, the DHET had not submitted the report on the monitoring conducted.</p>
<b>b. Packaging</b>	<p>Appointed and authorised officials monitored the packaging of question papers and related examination materials. A monitoring plan was in place, and the corresponding report was submitted.</p>	<p>During Umalusi's visit, it was observed that question papers were physically removed from the printing machines and loaded onto the packaging machines. To strengthen the security of the question papers, a barcoding system was implemented. Each question paper was assigned a unique sequential barcode, which was used to track and identify question papers throughout the printing, packing, and distribution processes.</p>
<b>c. Distribution</b>	<p>An approved management plan for the distribution of question paper consignments was in place.</p>	<p>The DHET appointed an external service provider for the distribution of examination materials. The appointment was made through the National Treasury, via an RT5 – 2024 contract, in line with the regulations governing all service providers used by government departments.</p> <p>The service providers adhered to the same security measures as the printers, as outlined in the DHET management plan.</p> <p>However, the question papers scheduled for 18 – 22 November 2024 were emailed to campuses for printing on the morning of the examination.</p>

Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Monitoring of the conduct of examinations and marking</b>  <b>a. Invigilators and monitors</b>	<p>The following documents were available:</p> <ul style="list-style-type: none"> <li>a. Strategy and plan for the training of invigilators; and</li> <li>b. Guidelines for the training of invigilators.</li> </ul>	<p>The DHET informed colleges that mandatory training of all invigilators and examination officials must take place in the following manner:</p> <ul style="list-style-type: none"> <li>a. Each examination centre would be issued with the examination instructions;</li> <li>b. Each examination centre would use updated videos, which had been uploaded on the TVET colleges website and the Lecturer Support System (LSS). Private colleges would also use the same videos;</li> <li>c. Minutes would be taken during the training sessions, and registers would be signed by all invigilators and examination officials who attended the training;</li> <li>d. The DHET national officials would visit various colleges, particularly high-risk colleges, to monitor their readiness to conduct the examinations and to assess whether the invigilator training had been conducted.</li> </ul>
	<ul style="list-style-type: none"> <li>a. Documentation used for appointing monitors; and</li> <li>b. Number of appointed monitors.</li> </ul>	<ul style="list-style-type: none"> <li>a. External monitors were appointed based on prior previous in the TVET sector; and</li> <li>b. The DHET appointed 42 retired external monitors, who were seasoned monitors. Updated training manuals had been sent to these monitors.</li> </ul>

Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Management of examination irregularities</b>	<ul style="list-style-type: none"> <li>a. A Standard Operating Procedure (SOP) for the management and handling of unresolved examination irregularities was submitted; and</li> <li>b. In addition to the SOP, the DHET also submitted the related guideline documents, which detail the protocol for reporting and handling examination irregularities.</li> </ul>	<p>The strategies below were implemented by the DHET in order to curb or minimise the irregularities:</p> <ul style="list-style-type: none"> <li>a. Examination Conduct Guidelines are reviewed to include a directive to colleges to train students and make them aware of the rules and regulations governing what is allowed or not allowed during the writing of examinations;</li> <li>b. Reviewed Conduct Guidelines are distributed to colleges;</li> <li>c. Colleges are required to conduct awareness training sessions and keep records/ evidence of such training for monitoring purposes;</li> <li>d. Resuscitating Colleges' Irregularities Committees and ensuring that they are functional; and</li> <li>e. Colleges' Irregularities Committees to manage site-based assessment irregularities in the same manner as examination irregularities.</li> </ul>
<b>Systems for capturing examination and assessment marks</b>	A report was submitted on the process for the authenticity of mark sheets and the management of mark alterations.	<ul style="list-style-type: none"> <li>a. Systems for capturing the marks were effectively implemented; and</li> <li>b. College data capturers gathered ISAT and ICASS components across all levels within TVET qualifications. These components were electronically submitted to the DHET to capture the number of duly registered candidates for each examination cycle.</li> </ul>



Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Management of internal assessment</b>	Guidelines for the implementation and moderation of internal assessment were made available.	<p>At the time of Umalusi's visit, the following was found:</p> <ul style="list-style-type: none"> <li>a. ICASS instructions were available;</li> <li>b. Monitoring templates were available;</li> <li>c. ISAT guidelines were received;</li> <li>d. Training sessions were held with college principals, deputy principals academic, and campus managers on the administration of ICASS/ISAT (during April – May 2024 training conducted by the DHET at various provinces);</li> <li>e. The DHET conducted monitoring and moderation visits for the implementation of ICASS;</li> <li>f. ICASS instruments were specific for fundamental and vocational subjects;</li> <li>g. Follow-up visits were conducted to support non-compliant colleges;</li> <li>h. A sample of monitoring/moderation reports was shared with Umalusi; and</li> <li>i. Umalusi was provided with the DHET management plans that would be followed for monitoring and moderation.</li> </ul>

Key Focus Area	DHET Progress Report	Umalusi Findings
<b>Marker audit</b>	<p>a. Approved management plan for the recruitment, selection, appointment, and training of marking personnel was in place; and</p> <p>b. A copy of the management plan for the recruitment, selection, appointment, and training of marking personnel was to be submitted to Umalusi.</p>	<p>The list of all appointed officials was submitted to Umalusi during the SoR audit. However, Umalusi observed that the reserve list of markers had not been finalised.</p> <p>Additionally, the DHET developed plans for training marking centre management teams, chief markers, and internal moderators.</p> <p>The following documents were submitted to Umalusi:</p> <p>a. Marking management plans for the November 2024 examinations;</p> <p>b. List of marking centres and their physical address; and</p> <p>c. List of subjects per marking centre.</p>

### 12.3.2 PHASE 2: RISK ANALYSIS AND FEEDBACK

Umalusi analysed the documents submitted by the DHET to determine their risk profile for the November 2024 examinations. As part of this analysis, all private colleges were classified as high-risk centres for NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3. This risk classification process was a crucial element in informing DHET's SoR to conduct, administer, and manage the November 2024 examinations.

The strategy adopted by the DHET to monitor examination centres was as follows:

- High-risk** colleges were to be allocated different monitors (i.e., national, external, resident, and regional monitors) to monitor them at least twice or more during each examination cycle;
- Moderate-risk** colleges were monitored by external monitors and regional monitors during each examination cycle; and
- Low-risk** colleges were sampled and may be monitored once during the three examination cycles.

### 12.3.3 PHASE 3: CONDUCT OF EVIDENCE-BASED VERIFICATION AUDITS

#### i. Provincial site visits

During this phase, Umalusi evaluated the intervention systems and the related evidence outlined in the reports received from the DHET. Additionally, as highlighted in Table 12C, Umalusi conducted on-site verifications in three provinces from 25 September to 11 October 2024.

**Table 12C: Provincial site visits for verification of SoR compliance sampled by Umalusi**

Province	Venue	Sites visited	Date
Limpopo	Mastec Seshego	Tzaneen campus Polokwane Nodal and Distribution Centre	25 – 27 September 2024
Gauteng	Germiston campus	Sebokeng campus George Tabor Carletonville campus Alexandra campus Riverlea campus	1 – 3 October 2024
KwaZulu-Natal	Premier Hotel	Umlazi campus Inanda campus	9 – 11 October 2024

At the time of Umalusi's visits, the following areas needing attention were identified:

- Security measures at the Alexandra and Riverlea campuses needed to be improved;
- Buildings at the Umlazi campus required renovation and refurbishment;
- The Occupational Health and Safety (OHS) certificate was not updated at the Tzaneen campus;
- A new courier company was to be provided with special training for the distribution of question papers; and
- There was a duplication of candidates registered at two different examination centres in Gauteng.

## **ii. Human capacity to conduct and manage examination processes**

The DHET was found to have the capacity to deliver all examination-related deliverables at the following levels:

- The DHET National office staff complement was deemed adequate and capable of managing the processes related to the November 2024 DHET examinations; and
- The college management staff appointed to manage the November 2024 examination activities was also considered adequate.

Umalusi was provided with the DHET management plans for monitoring and moderation of ICASS for NATED Report 190/191 Engineering Studies N2 - N3 and NC (V) L2 - L4, as depicted in Tables 15D and 15E, respectively.

## **iii. SoR audit and verification conducted for internal continuous assessment (ICASS)**

Umalusi conducted an audit of the ICASS to ensure the uniform application of standards and strengthen the credibility of the examinations. The audit process involved visiting various sites to offer support and verify that appropriate ICASS evidence was properly collected, documented, and maintained.

The DHET and Umalusi conducted support monitoring and moderation visits for ICASS and ISAT at the Waterberg TVET College across four campuses (Thabazimbi, Mahwelereng, Mokopane, and Lebowakgomo). These visits took place from 9 – 12 September 2024. The purpose of these visits was to track the implementation of issued directives and to monitor subjects with nullified results from the November 2023 examinations. The following observations were made during the visits:

- i. Not fully marked student scripts;
- ii. Marks were awarded without demonstrated competencies, and in some cases, their scripts had not been marked at all;
- iii. Marksheets were not verified and lacked key elements such as raw marks, converted marks, and weightings;
- iv. Lack of ISAT implementation and procurement plans;
- v. Late receipt of tools, equipment, and consumables;
- vi. Allocation of subjects to lecturers without appropriate qualifications;
- vii. Less contact time given to students for practicals (200 hours for vocational subjects);
- viii. Insufficient practical periods (60%/40%);
- ix. Lack of sound monitoring plans and reports from the college and campuses;
- x. Lack of college assessment moderation plans; and
- xi. No video evidence of PAT as per the directive issued by Umalusi.

**Table 12D: Summary of the findings for sampled subjects at Waterberg TVET College**

No.	Subjects	Level	Findings	Campus
1.	Fitting and Turning	4	a. PAT 1 and PAT 2 were not administered due to insufficient human resource capacity and a lack of equipment (CNC machine).	Thabazimbi
2.	Governance	4	a. Students had inappropriate textbooks (old syllabus). b. Work allocation was a challenge.	Mahwelereng
3.	Animal Production	4	a. PAT 2 was not administered due to the lack of required infrastructure at the college.	Mokopane
4.	Automotive Repair and Maintenance	4	a. Students were given marks in groups without marking the scripts or assessing the performance. b. Marks were allocated to students without the scripts being marked.	Lebowakgomo
5.	Robotics Fundamentals	2	a. PAT 2 was not administered due to a lack of necessary consumables and tools.	Lebowakgomo

On 26 October 2024, Umalusi attended the provincial co-ordinator briefing at the Durban campus regarding ICASS moderation. The purpose of the meeting was to prepare the provincial coordinators with the necessary information in advance of the national ICASS moderation, scheduled for 2 – 3 November 2024. During the meeting, Umalusi was provided with the DHET management plans to monitor and moderate the ICASS. The plans are detailed in Table 12E and Table 12F below:

**Table 12E: DHET ICASS monitoring and moderation management plan 2024 for NATED Report 190/191 Engineering Studies N2 - N3**

Province	Venue	Programme	Date
Western Cape	Tygerberg campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024
Northern Cape	City campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024
Free State	Bloemfontein campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024
Eastern Cape	East London campus	NATED Report 190/191 Engineering Studies N2 - N3	13 – 15 Nov 2024
KwaZulu-Natal	Durban campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 20 Nov 2024
Mpumalanga	Nelspruit campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024
Limpopo	Polokwane campus	NATED Report 190/191 Engineering Studies N2 - N3	13 – 15 Nov 2024
Gauteng	Pretoria West campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024
North West	Potchefstroom campus	NATED Report 190/191 Engineering Studies N2 - N3	18 – 27 Nov 2024

**Table 12F: DHET ICASS monitoring and moderation management plan 2024 for the NC(V) L2 - L4**

Province	Venue	Programme	Date
Western Cape	Tygerberg campus	NC(V)	2 – 3 November 2024
Northern Cape	Upington campus	NC(V)	2 – 3 November 2024
Free State	Hillside campus	NC(V)	2 – 3 November 2024
Eastern Cape	East London campus	NC(V)	2 – 3 November 2024
KwaZulu-Natal	Durban campus	NC(V)	2 – 3 November 2024
Mpumalanga	Nelspruit campus	NC(V)	2 – 3 November 2024
Limpopo	Polokwane campus	NC(V)	2 – 3 November 2024
Gauteng	Pretoria West campus	NC(V)	2 – 3 November 2024
North West	Potchefstroom campus	NC(V)	2 – 3 November 2024

To verify the implementation of the above plans, Umalusi deployed its staff to various sites. The findings were as follows:

- ICASS instructions were available;
- Monitoring templates were available;
- Training sessions were held with college principals, deputy principals, and academic and campus managers on the administration of ICASS/ISAT in various provinces between April and May 2024;
- The DHET conducted monitoring and moderation visits for the implementation of ICASS;
- ICASS instruments were specific for fundamental and vocational subjects;
- Follow-up visits were conducted to support non-compliant colleges; and
- A sample of monitoring/moderation reports were shared with Umalusi.

#### iv. Desktop evaluation of marking centres

The DHET established 14 marking centres across the country, with seven centres designated for the NATED Report 190/191 Engineering Studies N2 - N3 examinations and seven for the NC(V) subjects. For NC(V) L4, all provinces marked the fundamental subjects: provinces 1- 5 marked at the Asherville marking centre, while provinces 6 - 9 marked at the Springs marking centre. A decentralised marking approach was adopted for NC(V) L2 and L3.

The Pretoria West marking centre was verified for its SoR to conduct and administer the marking process for the November 2024 examinations. The centre was found to be fully prepared and equipped to carry out the marking process. All marking centres demonstrated compliance in all areas and were deemed ready to proceed with the November 2024 marking processes.

#### v. Management and reporting of irregularities

The DHET implemented the strategies outlined in Table 12G to minimise irregularities:

**TABLE 12G: DHET irregularities management plan and awareness strategy**

No	Activity/Strategy	Responsibility	Due date
1.	Reviewed Conduct Guidelines to include a directive to colleges to train students and make them aware of the rules and regulations governing what is allowed and not allowed during examinations.	DHET	March 2024
2.	Reviewed Conduct Guidelines to be distributed to colleges.	DHET	May 2024
3.	Colleges are required to conduct awareness training and keep records/evidence of such training for monitoring purposes.	Colleges	October 2024
4.	Resuscitate and ensure the functionality of Colleges' Irregularities Committees.	DHET and colleges	Ongoing
5.	Colleges' Irregularities Committees to manage site-based assessment irregularities in the same manner as examinations irregularities.	Colleges	Ongoing

The DHET provided a list of colleges with recurring irregularities, which were prioritised or sampled by both the DHET and Umalusi during the examination monitoring process. The list is presented in Table 12H below:

**Table 12H: List of colleges with recurring irregularities (N1 - N3)**

College	Centre Number
Vaal Skills Training Institute (N4 - N6)	599992547
Growth Path Projects	699992602
Crane International Academy: Burgersfort (N1 - N6)	699992607
Rock of Springs: Brits campus	999990923
ABM College SA Pty (Ltd)	699992621
Whitestone College: Bloemfontein	399990332
Nkangala Training Centre	699992626
Rand Skill Academy	899993860
Anitec College	899998880
Kent Technical College	899993864
Alexandra campus	899990801
Newcastle Technology Centre	599995510
Adu Dlamini Business and Engineering College (N1 - N3)	899993867
Jengrac Tech College: Sebokeng	899998867

#### **vi. Selection and appointment of markers**

The policy and criteria for the appointment of marking personnel (e.g. chief markers, deputy chief markers, internal moderators, markers, and examination assistants) were submitted. Umalusi was invited to observe the following meetings:

- a. The selection and appointment of markers for the NATED Report 190/191 Engineering Studies N2 - N3, as per the DHET selection criteria, on 1 – 2 October 2024; and
- b. The selection and appointment of markers for the NC(V) L2 - L4, per the DHET selection criteria, on 3 – 4 October 2024.

During the verification process, Umalusi found that college management did not adhere to the guidelines for the appointment of markers. In some instances, individuals who did not meet the qualifications for marking were recommended. For example, in subjects such as Architectural Graphics and Technology, which are offered at three colleges across the country with only 18 candidates enrolled, only one individual applied to be a marker. This situation presents a challenge, as there would be no one to moderate the scripts for this subject. Additionally, some college lecturers refrained from applying for marking positions due to concerns about tax implications from receiving additional income, resulting in a notably low number of applications submitted.

#### **vii. Printing, packaging, storage, and distribution of examination material**

The DHET had security measures in place for the printing, packaging, storage, and distribution of examination materials.

### **a. Security measures**

The measures complied with the following minimum security requirements:

- i. Controlled access: Closed-circuit surveillance cameras and security guards were stationed at all entrances to the printing venue;
- ii. Secured building: The building was equipped with up-to-date alarm systems, smoke detectors, and fire hydrants;
- iii. A SOP outlining the norms and standards for the printing, packaging, and distribution of examination materials was in place;
- iv. Security clearance certificates were provided for all personnel handling live question papers;
- v. Signed agreements to maintain secrecy were presented; and
- vi. Signed declarations of confidentiality were provided, including a statement regarding the pronouncement of any close relatives registered for TVET examinations.

The DHET developed a monitoring instrument for on-site monitoring of printers during the printing process, and this monitoring was conducted on a weekly basis.

A detailed printing plan was in place, outlining the management of printing for NATED N2 - N3 and NC(V) L2 - L4 examination materials. The plan specified activities such as finalising the signed-off timetable, preparing question papers, data extraction, printing and packing timelines, and handover dates to the courier for delivery to various delivery points.

### **b. Audit of delivery points**

The DHET appointed delivery point managers and deputy managers across its delivery points in compliance with Personnel Administrative Measures (PAM) requirements. These officials were nominated by the management of the central offices of TVET colleges. A desktop audit of the delivery points was conducted, and the reports were shared with the DHET national office for verification. The evidence presented to Umalusi during the verification and evaluation process confirmed that all delivery points met the required and prescribed standards for the storage of examination materials. This was in line with the DHET's criteria for the approval of storage points.

To enhance the management of question papers and scripts at delivery points, the DHET held a series of meetings at various centres with all distribution point managers, deputy distribution point managers, marking centre managers, and deputy marking centre managers from 26 August to 20 September 2024.

Umalusi was also invited to attend the meetings, and the following observations were made:

- a. Private colleges did not attend the training offered by the nodal points managers, which posed challenges as they did not adhere to the established regulations;
- b. Delivery point managers reported several challenges when requesting the collection of scripts for marking centres. It was advised that managers make bookings early in the morning when the booking system is less likely to be overloaded;



- c. Delivery point managers were instructed to distinguish the standard time for submitting scripts for each examination centre based on their proximity. This would assist in curbing irregularities;
- d. The DHET would provide a database in the form of a script register. This register would include all examination centres that will be writing examinations;
- e. The scripts register would contain detailed information for each examination centre, including the examination date, centre number, centre name, subject, marksheet number, the number of scripts expected per marksheet, and the corresponding marking centre; and
- f. Distribution point managers were instructed to filter centres under their jurisdiction.

#### **viii. Umalusi feedback letter**

Umalusi issued feedback on the evaluation of the DHET's SoR to conduct, administer, and manage the November 2024 NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations. The feedback, communicated in a formal letter, highlighted all areas of concern that the DHET needed to address prior to the commencement of the November 2024 examinations.

### **12.4 Areas of Improvement**

The following areas of improvement were observed:

- a. The standardisation of the marking guidelines has been improving with each examination cycle. For the April 2024 examinations, the DHET held meetings where the concerns raised by Umalusi were considered;
- b. The service provider responsible for the distribution of examination materials) was appointed by the National Treasury through an RT5 – 2024 contract in accordance with government regulations for all service providers. This service provider adheres to the same security and compliance measures as the printers, as outlined in the DHET management plan;
- c. Training sessions were conducted with college principals, deputy principals academic, and campus managers on the administration of ICASS/ISAT across various provinces;
- d. The DHET conducted monitoring and moderation visits to ensure the correct implementation of ICASS across institutions;
- e. Relevant circulars detailing the conduct, administration, and management of examinations were issued and communicated to both public and private colleges;
- f. A series of training meetings were conducted with the marking centre management teams, distribution point managers, chief markers and internal moderators; and
- g. The training manuals for invigilators were reviewed.

## 12.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Annexures A and B for Umalusi's desktop evaluation were submitted late;
- b. The information provided in Annexures A and B was neither accurate nor reliable;
- c. Improvement plans were submitted late and did not align with the November 2023 issued directives for compliance and improvement;
- d. The training and appointment of invigilators, monitors, and markers for the November 2024 examinations were not finalised on time;
- e. The DHET submitted subject entries instead of the required registration data to Umalusi;
- f. No evidence of the monitoring of the ISAT was provided by the DHET;
- g. Not all examination centres provided evidence of the self-evaluation reports;
- h. ISAT monitoring or moderation was not carried out due to a lack of the necessary equipment;
- i. There was physical contact or human interference during the printing and packaging of the national examination question papers;
- j. Some college security personnel were not vigilant, as observed at the Umlazi, Alexandra, and Riverlea campuses;
- k. No formal audit had been conducted on examination centres outside the borders of South Africa;
- l. Some colleges continued to be non-compliant with the ICASS instructions;
- m. The delay in the submission of scripts for verification of marking remained an area of concern;
- n. The list of private centres/institutions established to conduct, administer, and manage national examinations was not submitted;
- o. College management did not adhere to the guidelines for the appointment of markers, often recommending individuals who did not meet the qualifications to mark;
- p. The late delivery of question papers to examination centres, resulting in the delayed start of examinations, is of significant concern as it jeopardises the integrity of the examinations; and
- q. There were no name tags or appointment letters for internal markers at the Sebokeng campus.

## 12.6 Directives for Compliance and Improvement

The DHET is requested to ensure that:

- a. All colleges registered to conduct examinations submit the self-evaluation SoR reports;
- b. The conduct of ISAT is effectively monitored;
- c. The delivery of question papers to nodal point distribution is strengthened;
- d. Decentralised internal marking centres are properly monitored, with the focus not only on L4 and NATED Report 190/191 Engineering Studies N2 - N3;
- e. Support is provided to colleges that are non-compliant with the implementation of ICASS instructions;

- f. Colleges submit scripts on time for the verification of marking;
- g. The appointment of marking personnel is finalised in a timely manner; and
- h. Colleges offering TVET qualifications outside the borders of South Africa are adequately monitored and reported on.

## 12.7 Conclusion

Umalusi is satisfied with the evidence presented during the verification and evaluation conducted to determine the DHET's readiness to manage the November 2024 examination process. The evidence provided was deemed acceptable and demonstrated that the DHET must plan more effectively and submit the required evidence on time for verification by Umalusi. To enhance the readiness for future examinations, the DHET must implement systems to address the identified areas of non-compliance before the commencement of the November examination cycle. Overall, the evidence presented during the SoR assessment was sufficient, confirming that the DHET is prepared to conduct, administer, and manage the November 2024 NC(V) L2 - L4 and NATED Report 190/191 Engineering Studies N2 - N3 examinations.

## CHAPTER 13: MONITORING OF THE WRITING OF EXAMINATIONS

### 13.1 Introduction

The purpose of Umalusi's monitoring of the examination process is to assess whether the DHET conducts, administers, and manages the examinations in accordance with approved guidelines and policies. This monitoring ensures the credibility of the TVET qualifications and programmes registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

This chapter presents the findings from the monitoring of a sample of 87 examination centres nationally. It highlights areas of improvement, identifies instances of non-compliance, and provides directives for addressing these issues and compliance.

### 13.2 Scope and Approach

Umalusi selected 87 examination centres across the nine provinces to monitor the November 2024 national examinations for NATED Report 190/191 Engineering Studies N2–N3 and the National Certificate (Vocational) [NC(V)] L2 – L4. The sample comprised 68 public centres, 17 private centres, and two correctional services centres. Umalusi staff members and external monitors gathered data from these sites through verification, observation, and interviews. Reports were generated based on the data collected at the selected examination centres.

The details of the examination centres monitored are presented in Table 13A.

**Table 13A: Examination centres monitored by Umalusi staff members and external monitors**

No.	Name of college and type	Site/campus	Province	Subject	Date visited
1.	Adu Dlamini Engineering and Business College (Private)	Johannesburg	Gauteng	Industrial Organisation and Planning N3	06/12/2024
2.	Boland TVET College (Public)	Worcester	Western Cape	Early Childhood Development L3	21/11/2024
3.	Boland TVET College (Public)	Paarl	Western Cape	Mathematical Literacy L3 Paper 2	11/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
4.	Brooklyn City College (Private)	Polokwane	Limpopo	Engineering Science N3	21/11/2024
5.	Brooklyn City College (Private)	Nelspruit	Mpumalanga	Mathematics N3	22/11/2024
6.	Buffalo City College (Public)	St Mark	Eastern Cape	Mechanotechnology N3	26/11/2024
7.	Capricorn TVET College (Public)	Senwabarwana	Limpopo	Life Skills and Computer Literacy L4 Paper 1	14/11/2024
8.	Capricorn TVET College (Public)	Seshego	Limpopo	Life Skills and Computer Literacy L3 Paper 2	30/10/2024
9.	Central Johannesburg TVET College (Public)	Johannesburg	Gauteng	Professional Engineering Practice L4	12/11/2024
10.	Coastal KZN TVET College (Public)	Umlazi V	KwaZulu-Natal	Mathematics L3 Paper 2	11/11/2024
11.	Coastal KZN TVET College (Public)	Appelsbosch	KwaZulu-Natal	Plant and Equipment L3	19/11/2024
12.	Coastal TVET College (Public)	Swinton	KwaZulu-Natal	Mathematics L4	05/11/2024
13.	College of Cape Town (Public)	Pinelands	Western Cape	Industrial Electronics N2	18/11/2024
14.	College of Cape Town (Public)	Crawford	Western Cape	Office Practice L4	29/11/2024
15.	College of Cape Town (Public)	Gugulethu	Western Cape	Financial Management L3	20/11/2024
16.	College of Cape Town (Public)	Thornton	Western Cape	Plant and Equipment L3	19/11/2024
17.	College on Hills (Private)	Polokwane	Limpopo	Engineering Drawing N3	29/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
18.	Curro Holdings Ltd. (Private)	Thatchfield	Gauteng	Mathematics L3 Paper 1	04/11/2024
19.	Ehlanzeni TVET College (Public)	Nelspruit	Mpumalanga	Life Skills and Computer Literacy L3 Paper 2	30/10/2024
20.	Ehlanzeni TVET College (Public)	Mapulaneng	Mpumalanga	Building Science N3	21/11/2024
21.	Ekurhuleni East TVET College (Public)	Springs	Gauteng	Life Skills and Computer Literacy L4	01/11/2024
22.	Ekurhuleni West TVET College (Public)	Germiston	Gauteng	Life Skills and Computer Literacy L4	30/10/2024
23.	Ekurhuleni West TVET College (Public)	Usizo Kathorus	Gauteng	Engineering Science N3	21/11/2024
24.	Esayidi TVET College (Public)	Port Shepstone	KwaZulu-Natal	Engineering Science N2	20/11/2024
25.	Esayidi TVET College (Public)	Kokstad	KwaZulu-Natal	Mathematics N2	19/11/2024
26.	False Bay TVET College (Public)	Westlake	Western Cape	Industrial Electronics N2	18/11/2024
27.	Flavius Mareka TVET College (Public)	Mphohadi	Free State	Engineering Science N3	21/11/2024
28.	Flavius Mareka TVET College (Public)	Kroonstad	Free State	Business Practice L4	15/11/2024
29.	Gauteng City College (Private)	Polokwane	Limpopo	Engineering Science N2	22/11/2024
30.	Gert Sibande TVET College (Public)	Balfour	Mpumalanga	Masonry L3	21/11/2024
31.	Gert Sibande TVET College (Public)	Sibanesetfu	Mpumalanga	Engineering Science N2 Mathematics N3	22/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
32.	Gert Sibande TVET College (Public)	Evander	Mpumalanga	Economic Environment L3	18/11/2024
33.	Gert Sibande TVET College (Public)	Standerton	Mpumalanga	Electrical Workmanship L3	19/11/2024
34.	Goldfields TVET College (Public)	Tosa	Free State	Building Drawing N3	28/11/2024
35.	Immaculate College of Commerce and Engineering (Private)	Johannesburg	Gauteng	Industrial Organisation and Planning N3	06/12/2024
36.	Ingwe TVET College (Public)	Ngqungqushe	Eastern Cape	Construction Planning L3	02/12/2024
37.	Kent Technical College (Private)	Springs	Gauteng	Industrial Organisation and Planning N3	06/12/2024
38.	King Hintsha TVET College (Public)	Msobomvu	Eastern Cape	Engineering Science N3	21/11/2024
39.	King Sabata Dalindyebo TVET College (Public)	Libode	Eastern Cape	Automotive Repair and Maintenance L3	21/11/2024
40.	Leeuwkop Correctional Services	Johannesburg	Gauteng	Mathematics N2	19/11/2024
41.	Letaba TVET College (Public)	Maake	Limpopo	Mathematics L3	11/11/2024
42.	Letaba TVET College (Public)	Tzaneen	Limpopo	Carpentry and Roof Work L4	22/11/2024
43.	Lovedale TVET College (Public)	Zwelitsha	Eastern Cape	Operations Management L4	12/11/2024
44.	Majuba TVET College (Public)	Dundee Technology Centre	KwaZulu-Natal	Building Science N3	21/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
45.	Maluti TVET College (Public)	Bethlehem	Free State	Business Practice L4	15/11/2024
46.	Maluti TVET College (Public)	Bonamelo	Free State	Science of Tourism L3	13/11/2024
47.	Maluti TVET College (Public)	Itemoheleng	Free State	Mathematics N2	21/11/2024
48.	Motheo TVET College (Public)	Hillside View	Free State	Applied Engineering Technology L4	15/11/2024
49.	Motheo TVET College (Public)	Thaba Nchu	Free State	Masonry L4	22/11/2024
50.	Motheo TVET college (Public)	Bloemfontein	Free State	Applied Accounting L2	28/11/2024
51.	Mthashana TVET College (Public)	Vryheid	KwaZulu-Natal	Industrial Electronic N2	18/11/2024
52.	Nkangala TVET College (Public)	Witbank	Mpumalanga	Multimedia Content L3	20/11/2024
53.	Nkangala TVET College (Public)	Mpondozankomo	Mpumalanga	Engineering Processes L3	19/11/2024
54.	Northern Cape Rural TVET College (Public)	Namaqualand	Northern Cape	Electrical Trade Theory N2	02/12/2024
55.	Northern Cape Rural TVET College (Public)	Upington	Northern Cape	Industrial Electronics N2	18/11/2024
				Hospitality Generics L3	19/11/2024
				Mathematics N2	
56.	Northlink TVET College (Public)	Goodwood	Western Cape	Mathematics N3	22/11/2024
57.	Northlink TVET College (Public)	Wingfield	Western Cape	Mathematics N3	22/11/2024



No.	Name of college and type	Site/campus	Province	Subject	Date visited
58.	Northlink TVET college (Public)	Protea	Western Cape	Life Skills and Computer Literacy L4 Paper 1	14/11/2024
59.	Northlink TVET college (Public)	Tygerberg	Western Cape	Engineering Processes L4	19/11/2024
60.	Northlink TVET College (Public)	Bellville	Western Cape	Engineering Processes L4	19/11/2024
61.	Orbit TVET College (Public)	Brits	North West	Life Skills and Computer Literacy L4	01/11/2024
62.	Orbit TVET College (Public)	Rustenburg	North West	Material Technology L3	13/11/2024
63.	Polokwane Centre of Education (Private)	Polokwane	Limpopo	Mechanotechnology N3	26/11/2024
64.	Polokwane Technology Institute (Private)	Polokwane	Limpopo	Industrial Organisation and Planning N3	06/12/2024
65.	Port Elizabeth TVET College (Public)	Iqhayiya	Eastern Cape	Industrial Electronics N2	18/11/2024
66.	Richedzani Engineering FET College (Private)	Thohoyandou	Limpopo	Diesel Trade Theory N2	25/11/2024
67.	Rostec Technical College (Private)	Bloemfontein	Free State	Building Drawing N3	29/11/2024
68.	Rostec Technical College (Private)	Polokwane	Limpopo	Electrical Trade Theory N2	02/12/2024
69.	Sedibeng TVET College (Public)	Vanderbijlpark	Gauteng	Office Practice L3	26/11/2024
70.	Sedibeng TVET College (Public)	Sebokeng	Gauteng	Mathematics N3	22/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
71.	Sekhukhune TVET College (Public)	CN Phatudi	Limpopo	Industrial Electronics N2	18/11/2024
72.	Sekhukhune TVET College (Public)	CS Barlow	Limpopo	Life Skills and Computer Literacy L4 Paper 2	01/11/2024
73.	Shalom Technical College (Private)	Benoni	Gauteng	Electrical Trade Theory N3	26/11/2024
74.	South West Gauteng TVET College (Public)	Molapo	Gauteng	Engineering Graphics and Design L3	02/12/2024
75.	Taletso TVET College (Public)	Lehurutse	North West	Life Skills and Computer Literacy L4 Paper 2	30/10/2024
76.	Technicol SA College (Private)	Centurion	Gauteng	Mathematics N2	19/11/2024
77.	Thekwini TVET College (Public)	Melbourne	KwaZulu-Natal	Industrial Electronics N3	21/11/2024
78.	Thibela Technical college (Private)	Witbank	Mpumalanga	Engineering Drawing N3	05/12/2024
79.	Tshwane North TVET College (Public)	Pretoria	Gauteng	Life Skills and Computer Literacy L2 Paper 2	28/10/2024
80.	Tshwane South TVET College (Public)	Atteridgeville	Gauteng	Materials L3	13/11/2024
81.	Umbilo Private College (Private)	Durban	KwaZulu-Natal	Mathematics N2	19/11/2024
82.	Umfoloji TVET College (Public)	Esikhawini	KwaZulu-Natal	Industrial Electronics N3	20/11/2024
83.	Umfoloji TVET College (Public)	Eshowe	KwaZulu-Natal	Hospitality Services L4	22/11/2024

No.	Name of college and type	Site/campus	Province	Subject	Date visited
84.	Waterberg TVET College (Public)	Lebowakgomo ESTC	Limpopo	Material Technology L3	13/11/2024
85.	Whiteriver Technical College (Private)	Whiteriver	Mpumalanga	Mathematics N2	18/11/2024
86.	Witbank Correctional Service	Witbank	Mpumalanga	Industrial Electronics N2	18/11/2024
87.	Vuselela TVET College (Public)	Potchefstroom	North West	Early Childhood Development L4	22/11/2024

### 13.3 Summary of Findings

The findings from the examination writing monitoring are outlined below and categorised by criteria in accordance with Umalusi's examination monitoring instrument.

Table 13B presents the detailed findings by Umalusi at the monitored examination centres.

**Table 13B: Detailed findings at the monitored examination centres**

Criteria	Findings	Examination centres
<b>Preparations for the examinations</b>	Umalusi noted evidence that the DHET had verified the state of readiness (SoR) and availability of facilities at 79 (91%) examination centres visited, a 2% increase compared to 89% in the November 2023 examinations.	
	The DHET had not verified eight (9%) examination centres.	Balfour Campus Bellville Campus Dundee Technology Centre Senwabarwana Campus Shalom Technical College Tygerberg Campus Upington Campus Zwelitsha Campus
	An official timetable for the current examinations was available at 85 (98%) examination centres monitored, a decrease of 2% compared to 100% in the November 2023 examinations.	

Criteria	Findings	Examination centres
	There was no official timetable for the current examinations at two (6%) examination centres monitored.	Mpondozankomo Campus Witbank Campus
	Eighty-five (98%) examination centres had sufficient examination rooms to accommodate all the registered candidates, a 1% decrease compared to 97% in the November 2023 examinations.	
	At two (2%) examination centres monitored, there were no sufficient rooms to accommodate all the computer-related subjects.	Germiston Campus Pretoria Campus
	The 84 (97%) examination rooms had sufficient space to accommodate all candidates, allowing them to be seated one metre apart in all directions, consistent with 97% recorded in the November 2023 examinations.	
	At three (3%) examination centres, candidates were seated less than one metre apart (in all directions) from each other.	Mpondozankomo Campus Rostec Technical College Witbank Campus
	Sufficient and suitable furniture was provided at 85 (98%) examination centres monitored, a 1% increase compared to 97% in the November 2023 examinations.	
	The furniture used was unsuitable for the subject at two (2%) examination centres monitored. However, the candidates were seated more than one metre apart.	Leeuwkop Correctional Services Rostec Technical College
	There was suitable lighting in the examination rooms at 84 (97%) examination centres, a 3% decrease compared to 100% in the November 2023 examinations.	
	At three (3%) examination centres monitored, the lighting was insufficient for the writing of examinations.	Appelsbosch Campus Richedzani Engineering FET College Umlazi V Campus

Criteria	Findings	Examination centres
	<p>Eighty-six (99%) examination centres had water and sanitation, a 1% decrease compared to 100% in the November 2023 examinations.</p> <p>There were no proper ablution and sanitation facilities at one (1%) examination centre monitored.</p>	Shalom Technical College
	<p>Eighty-five (98%) examination centres had a safe/strong room where examination material was stored, a 2% decrease compared to 100% in the November 2023 examinations.</p> <p>At two (2%) examination centres, examination material was not stored in a safe/strong room.</p>	Gugulethu Campus Mpondozankomo Campus
	<p>The environment was conducive for the writing of examinations at 80 (92%) examination centres, a 3% decrease compared to 95% in the November 2023 examinations.</p> <p>At seven (8%) examination centres, the environment was not conducive for the writing of examinations due to high noise levels from outside the venue.</p>	Adu Dlamini Engineering and Business College Bellville Campus Bloemfontein Campus Germiston Campus Mpondozankomo Campus Tygerberg Campus Witbank Campus
	There was no backup generator on-site at eight (9%) examination centres.	Brooklyn City College (Nelspruit) Brooklyn City College (Polokwane) Iqhayiya Campus Msobomvu Campus Richedzani Engineering FET College Rostec Technical College Springs Campus Umlazi V Campus

Criteria	Findings	Examination centres
	Chief invigilators from 83 (95%) examination centres collected/received question papers from the nodal point, a 5% decrease compared to 100% in the November 2023 examinations.	
	At four (5%) examination centres, question papers were received via email.	Gugulethu Campus Namaqualand Campus Sebokeng Campus Sibanesetfu Campus
	At all 87 (100%) examination centres monitored, the chief invigilator or authorised personnel received the examination materials from the assessment body, consistent with 100% in the November 2023 examinations.	
	The chief invigilators verified that the correct question papers were delivered/collected at 83 (95%) examination centres, a 5% decrease compared to 100% compliance in the November 2023 examinations.	
	Question papers were not sealed at four (5%) examination centres, as they were emailed to the chief invigilator.	Gugulethu Campus Namaqualand Campus Sebokeng Campus Sibanesetfu Campus
	An updated stock control register was kept at 85 (98%) examination centres, a slight increase of 1% compared to 97% in the November 2023 examinations.	
	The stock control register was unavailable at two (2%) sites monitored.	Mpondozankomo Campus Zwelitsha Campus
<b>Invigilators and their training</b>	Campus managers were appointed as chief invigilators at 85 (98%) examination centres monitored, a 3% improvement compared to 95% in the November 2023 examinations.	
	Two (2%) examination centres did not comply, as there was no evidence of an appointment letter.	Hillside View Campus Pinelands Campus

Criteria	Findings	Examination centres
	The DHET trained chief invigilators at 82 (94%) examination centres, a 2% increase compared to 92% in the November 2023 examinations.	
	At five (6%) examination centres, there was no evidence that the chief invigilator had been trained by the assessment body.	Bellville Campus Hillside View Campus Senwabarwana Campus Shalom Technical College Tygerberg Campus
	Invigilators were appointed in writing at 87 (100%) examination centres, consistent with 100% attained in the November 2023 examinations.	
	Invigilators at 87 (100%) examination centres had received training for the current examination, consistent with 100% attained in the November 2023 examinations.	
<b>Preparations for writing in the examination rooms</b>	At eighty-six (99%) examination centres, candidates were seated by 08:30, 30 minutes before the examination commenced, an increase of 7% compared to 92% in the November 2023 examinations.	
	At one (1%) examination centre, candidates were not seated 30 minutes before the commencement of the examination.	Leeuwkop Correctional Services
	At all 87 (100%) examination centres monitored, invigilators verified candidates' admission letters and identity documents before they were allowed into the examination venue, consistent with 100% in the November 2023 examinations.	
	An appropriate number of invigilators were present at all 87 (100%) examination centres monitored, consistent with 100% in the November 2023 examinations.	
	There was an invigilation timetable at 86 (99%) examination centres, a slight decrease of 1% compared to 100% in the November 2023 examinations.	
	There was no invigilation timetable at one (1%) examination centre.	Witbank Campus

Criteria	Findings	Examination centres
	Seventy-eight (90%) examination centres had relief timetables, a decrease of 10% compared to 100% in the November 2023 examinations.	
	A relief timetable was not provided at nine (10%) examination centres.	Bellville Campus CN Phatudi Campus Hillside View Campus Rostec Technical College Shalom Technical College Sibanesetfu Campus Tygerberg Campus Westlake Campus Witbank Campus
	Invigilators at all 87 (100%) examination centres monitored and signed an attendance register, consistent with 100% in the November 2023 examinations.	
	At 84 (97%) examination centres, candidates were seated according to a seating plan, a slight improvement of 2% compared to 95% in the November 2023 examinations.	
	At three (3%) examination centres, candidates were not seated according to a seating plan.	Lehurutse Campus Springs Campus Witbank Campus
	A clock or another time-displaying device was clearly visible at 85 (98%) examination centres monitored, consistent with 98% in the November 2023 examinations.	
	At two (2%) examination centres, a clock or another time-displaying device was not clearly visible.	Bloemfontein Campus Worcester Campus
	An information board was visible at 83 (95%) examination centres, a 5% decrease compared to 100% in the November 2023 examinations.	
	The information board was not visible at four (5%) examination centres.	Crawford Campus Eshowe Campus Mpondozankomo Campus Witbank Campus



Criteria	Findings	Examination centres
	At 87 (100%) monitored examination centres/sites, the examination venues were free of any materials, writing, or drawings that could aid candidates during the examination, consistent with 100% recorded in the November 2023 examinations.	
	At 87 (100%) examination centres, all candidates were registered to write the examination.	
	Invigilators at 85 (98%) examination centres ensured that candidates were not in possession of cell phones or any material/ equipment that was not required for the examination, a decrease of 2% compared to 100% in the November 2023 examinations.	Adu Dlamini Engineering and Business College Mphohadi Campus
	At two (2%) examination centres, the invigilators did not ensure that the candidates were not in possession of cell phones or any other equipment not required for the examination.	
	Invigilators at 85 (98%) examination centres checked calculators for compliance, where applicable, a 16% increase compared to 82% in the November 2023 examinations.	Port Shepstone Campus Wingfield Campus
	At two (2%) examination centres, calculators were not checked for compliance.	
	The examination file was available in the examination room at 87 (100%) examination centres, an increase of 5% compared to 95% in the November 2023 examinations.	
<b>Time management</b>	Invigilators arrived on time at all 87 (100%) examination centres, an increase of 3% compared to 97% in the November 2023 examinations.	
	Candidates signed attendance registers at all 87 (100%) examination centres, consistent with 100% in the November 2023 examinations.	

Criteria	Findings	Examination centres
	Invigilators issued the official answer book to all candidates writing the examination, consistent with 100% in the November 2023 examinations.	
	Invigilators at all 87 (100%) examination centres verified that the information on the cover page of the answer books was correct, a 5% increase compared to 95% in the November 2023 examinations.	
	The sealed question papers were opened in the presence of candidates at 83 (95%) examination centres, a 5% decrease compared to 100% in the November 2023 examinations.	
	The question paper was emailed to the chief invigilator/campus manager at four (5%) examination centres monitored.	Gugulethu Campus Namaqualand Campus Sebokeng Campus Sibanesetfu Campus
	Question papers were distributed to candidates on time at 83 (95%) examination centres, a 3% increase compared to 92% in the November 2023 examinations.	
	At four (5%) examination centres, question papers were not distributed to candidates on time.	Esikhawini Campus (09:48) Molapo Campus (08:55) Richedzani Engineering FET College (09:00) Sebokeng Campus (09:00)
	Invigilators at 83 (95%) examination centres checked question papers for technical accuracy, an increase of 3% compared to 92% in the November 2023 examinations.	
	Invigilators at four (5%) examination centres did not check question papers for technical accuracy.	Balfour Campus Port Shepstone Campus Sebokeng Campus Springs Campus
	Candidates were given the required reading time at 80 (92%) examination centres, an improvement of 3% compared to 89% in the November 2023 examinations.	

Criteria	Findings	Examination centres
	At seven (8%) examination centres, candidates were required to start writing the examination without being given the necessary regulated reading time to review the question paper.	Bloemfontein Campus (7 minutes) Leeuwkop Correctional Services (5 minutes) Richedzani Engineering FET College (4 minutes) Rostec Technical College (5 minutes) Sebokeng Campus (2 minutes) Upington Campus (0 minutes) Usizo Khathorus Campus (8 minutes)
	Examination rules were read to candidates at 86 (99%) examination centres, a 2% increase in compliance compared to 97% in the November 2023 examinations.	
	The invigilators did not read the examination rules at one (1%) examination centre.	Springs Campus
	The examination started at the time indicated on the timetable at 78 (90%) examination centres, a decrease of 2% compared to 92% in the November 2023 examinations.	
	At nine (10%) examination centres, the examination was not started at the time indicated on the timetable.	Bloemfontein Campus (12:57) Eshowe Campus (09:05) Goodwood Campus (09:17) Leeuwkop Correctional Services (09:06) Molapo Campus (09:07) Rostec Technical College (08:54) Richedzani Engineering FET College (09:05) Sebokeng Campus (09:02) Upington Campus (09:10)

Criteria	Findings	Examination centres
	Candidates at 87 (100%) examination centres arrived within the stipulated time and were admitted to the examination rooms, consistent with 100% in the November 2023 examinations.	
	<p>Invigilators stamped the answer books at 83 (95%) examination centres, a 5% decrease compared to 100% in the November 2023 examinations.</p> <p>Answer books were not stamped at four (5%) examination centres.</p>	<p>Richedzani Engineering FET College</p> <p>Shalom Technical College</p> <p>Witbank Campus</p> <p>Zwelitsha Campus</p>
	<p>The examination ended at the stipulated time at 78 (90%) examination centres, a 1% increase compared to 89% in the November 2023 examinations.</p> <p>At nine (10%) examination centres, candidates finished the examination either early or later, causing the examination to end before or after the stipulated time.</p>	<p>Adu Dlamini Engineering and Business College (10:24)</p> <p>Balfour Campus (11:20)</p> <p>Crawford Campus (11:30)</p> <p>Goodwood Campus (12:17)</p> <p>Eshowe Campus (12:05)</p> <p>Kroonstad Campus (11:35)</p> <p>Tzaneen Campus (12:35)</p> <p>Uppington Campus (11:30)</p> <p>Usizo Khathorus Campus (11:30)</p>
<b>Activities during writing</b>	<p>At 86 (99%) examination centres, there were no instances of invigilators answering questions to clarify any aspect of the question paper during any of the examination sessions, a 1% decrease compared to 100% in the November 2023 examinations.</p> <p>At one (1%) examination centre, invigilators clarified some aspects of the question paper.</p>	<p>Shalom Technical College</p>

Criteria	Findings	Examination centres
	At 82 (94%) examination centres, no candidates left the examination room temporarily without an escort during the examination sessions, a 6% decrease compared to 100% achieved in the November 2023 examinations.	
	At five (6%) examination centres, candidates left the examination room temporarily without an escort during the examination session.	Atteridgeville Campus Bellville Campus Rostec Technical College Shalom Technical College Tygerberg Campus
	No unauthorised personnel were in any examination rooms at 86 (99%) examination centres, a decrease of 1% compared to 100% in the November 2023 examinations.	
	At one (3%) examination centre, an unauthorised person was in the examination venue.	Shalom Technical College
	No irregularities were reported during the examination session at 81 (93%) examination centres, a 7% decrease compared to 100% in the November 2023 examinations.	
	Irregularities were reported at six (7%) examination centres.	Appelsbosch Campus Goodwood Campus Gugulethu Campus Iqhayiya Campus Mphohadi Campus Tzaneen Campus
	Invigilators at 87 (100%) examination centres were active, mobile, and vigilant throughout the examination, a 3% increase compared to 97% in the November 2023 examinations.	
	There were no official errata at 87 (100%) examination centres, consistent with the 100% achieved in the November 2023 examinations.	

Criteria	Findings	Examination centres
<b>Packaging and transporting of answer scripts</b>	Scripts were counted and packed in a secured area at 86 (99%) examination centres, a decrease of 2% compared to 97% in the November 2023 examinations.	
	Scripts were counted in the examination hall at one (1%) examination centre.	Zwelitsha Campus
	Absentee forms were inserted at all examination centres where examinations were conducted, maintaining the 100% compliance rate observed in the November 2023 examinations.	
	Only authorised personnel were present while packing scripts at all the examination centres, consistent with the 100% compliance achieved in the November 2023 examinations.	
	The scripts were packaged in the sequence on the mark sheet at all examination centres, consistent with 100% in the November 2023 examinations.	
	The number of scripts corresponded to the number on the wrapper at 87 (100%) examination centres, a slight increase of 2% compared to 98% in the November 2023 examinations.	
	Examination officials at 84 (97%) examination centres sealed the scripts in the satchel provided, a 2% increase compared to 95% in the November 2023 examinations.	
	The scripts were not sealed with a satchel at three (3%) examination centres.	Paarl Campus Pretoria Campus Senwabarwana Campus
	The scripts were sealed in the presence of the monitor at 97 (100%) examination centres, a 3% increase compared to 97% in the November 2023 examinations.	
	The chief invigilators at 81 (93%) examination centres completed a daily situational report, a 1% increase compared to 92% in the November 2023 examinations.	

Criteria	Findings	Examination centres
	Monitors observed that the chief invigilator did not complete a daily situational report at six (7%) examination centres monitored.	Kent Technical College Springs Campus Swinton Campus Tygerberg Campus Umbilo Private College Vanderbijlpark Campus
	Authorised personnel either locked away the scripts or transported them to a nodal point at all 87 (100%) examination centres monitored, maintaining the same performance as the 100% achieved in the November 2023 examinations.	
<b>Monitoring by the DHET</b>	<p>Seventy-four (85%) examination centres provided evidence of monitoring by the DHET, a 4% improvement compared to 81% in the November 2023 examinations.</p> <p>At 13 (15%) examination centres, there was no evidence that the assessment body had monitored the centre's SoR for the examination.</p>	<p>Atteridgeville Campus Curro Holdings Ltd. Germiston Campus Iqhayiya Campus Lebowakgomo Campus Lehurutse Campus Molapo Campus Pretoria Campus Shalom Technical College Springs Campus Uppington Campus Witbank Campus Zwelitsha Campus</p>

### 13.3.1 Irregularities and Incidents Identified by Umalusi

The Umalusi monitors and staff noted irregularities and incidents at examination centres, as follows:

- a. College of Cape Town (Gugulethu Campus):
  - i. The question paper was emailed to the campus manager/chief invigilator from the DHET examination unit at 08:28 to be photocopied for candidates.
- b. Adu Dlamini Engineering and Business College:
  - i. The centre was located in a block of flats, where high noise levels from tenants and passing vehicles affected the examination environment.
- c. Port Elizabeth TVET College (Iqhayiya Campus):
  - i. A cell phone was brought into the examination room, and an irregularity report was submitted to the DHET.
- d. Letaba TVET College (Tzaneen Campus):

- i. The question papers were delivered late to the examination centre (at 09:15), which was 35 minutes later than scheduled; and
- ii. The question papers for the following subjects were not delivered on time to the examination centre by the courier company (Madibana Couriers):
  - a. Plumbing L4
  - b. Welding L4
  - c. Masonry L4
  - d. Mathematics N3
  - e. Engineering Science N2
  - f. Automotive Repair and Maintenance L4
  - g. New Venture Creation L4
- e. Flavius Mareka TVET College (Mphohadi Campus):
  - i. Act of dishonesty – A candidate was found with a cell phone in the examination room.
- f. Northlink TVET College (Goodwood Campus):
  - i. A candidate was found with an eraser, on which mathematical formulas were written on both sides, and
  - ii. On 19 November 2024, one candidate wrote the examination on behalf of another candidate and was paid R150. When the invigilator checked the identity document in the examination room, he noticed that the identity document number on the answer book differed from the identity document number on the seating plan. The irregularity committee recommended that both candidates be suspended for the maximum period of three years, and the South African Police Services opened a fraud case.
- g. Umfolozi TVET College (Esikhawini Campus):
  - i. Question Papers were delivered late, arriving at the examination centre at 09:58.
- h. Coastal TVET College (Appelsbosch Campus):
  - i. Three candidates were found with crib notes.

### 13.4 Areas of Improvement

The following areas of improvement were observed:

- a. Invigilators at all 87 (100%) examination centres verified that the information on the cover page of the answer books was correct. This represents a 5% improvement compared to 95% in the November 2023 examinations;
- b. Invigilators at 83 (95%) of the examination centres checked the question papers for technical accuracy, showing a 3% increase compared to 92% in the November 2023 examinations;
- c. Invigilators at 85 (98%) of the examination centres checked calculators for compliance, where applicable. This reflects a 16% increase compared to 82% in the November 2023 examinations;
- d. Invigilators at all 87 (100%) examination centres were active, mobile, and vigilant throughout the examinations. This represents a 3% increase compared to 97% in the November 2023 examinations;



- e. The scripts were sealed in the presence of the monitor at all 87 (100%) of the examination centres, marking a 3% increase compared to 97% in the November 2023 examinations; and
- f. Seventy-four (85%) of the examination centres provided evidence of monitoring by the DHET, reflecting a 4% improvement compared to 81% in the November 2023 examinations.

### 13.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Preparations for the examinations: At some examination centres, it was found that:
  - i. There was no official timetable for the current examinations;
  - ii. The lighting was insufficient for the writing of examinations;
  - iii. The environment was not conducive to examination writing due to high noise levels from outside the venue;
  - iv. There was no backup generator on-site; and
  - v. Question papers were received via email.
- b. Preparations of writing and examination rooms/venues: At some examination centres, it was found that:
  - i. There was no evidence that the chief invigilator had been trained by the assessment body;
  - ii. There was no relief timetable in place; and
  - iii. The information board was not visible to candidates at the back of the venue.
- c. Time management: At some examination centres, it was found that:
  - i. The question paper was emailed to the chief invigilator/campus manager;
  - ii. Invigilators did not check the question papers for technical accuracy;
  - iii. Candidates were required to take the examination without being given the regulated reading time to read the question papers;
  - iv. The examinations did not start at the time indicated on the timetable due to the late arrival of question papers and/or extended reading time; and
  - v. Answer books were not stamped.
- d. Activities during the writing of examinations: At some examination centres, it was found that:
  - i. Candidates left the examination room temporarily without an escort during the examination session.
- e. Packaging and transporting of answer scripts: It was found that:
  - i. At some centres, there was no evidence that the chief invigilator had completed a daily situational report.

### 13.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- a. Examination centres adhere to the policy governing the conduct, administration, and management of examinations;
- b. Examination centres enhance invigilation processes by providing an official timetable and relief timetables;
- c. Examination centres create a conducive environment for the writing of examinations;
- d. A backup generator is available on-site;
- e. Question papers are delivered to the examination centres in a timely manner; and
- f. The practice of emailing question papers to the examination centres is discontinued, as it compromises the integrity of the examinations.

### 13.7 Conclusion

The conduct, administration, and management of the November 2024 examinations met an acceptable standard, with an overall compliance rate of 94% at the monitored examination centres. While some challenges were observed at certain examination centres, these did not compromise the overall integrity and credibility of the examinations. The DHET must closely monitor the centres with non-compliance to prevent recurrence in future examinations.

## CHAPTER 14: MONITORING OF MARKING CENTRES

### 14.1 Introduction

Umalusi monitored the marking centres of the November 2024 examinations for the National Certificate (Vocational) [NC(V)] Level 4 and the NATED Report 190/191 Engineering Studies N2 - N3 as part of its quality assurance of assessment mandate. The purpose of this monitoring was to verify whether the DHET implemented the necessary systems and procedures to ensure the integrity and credibility of the marking procedures in accordance with approved guidelines and policies.

The DHET provided Umalusi with the following:

- a. Enrolment information, reflecting the number of candidates registered for different subjects in the November 2024 examinations;
- b. Subjects to be marked at various marking centres;
- c. The location of the various marking centres, including the physical addresses; and
- d. The dates for the marking of the NC(V) Level 4 and NATED Report 190/191 Engineering Studies N2 - N3 November 2024 examination scripts.

This chapter reports on the findings from the monitoring of 14 DHET marking centres. It also acknowledges areas of improvement, highlights areas of non-compliance and provides directives for compliance and improvement.

### 14.2 Scope and Approach

The marking of the November 2024 examinations of NC(V) Level 2 - 4 and NATED Report 190/191 Engineering Studies N2 - N3 was conducted at 14 marking centres established by the DHET across eight provinces. Umalusi deployed staff members to monitor marking centres used by the DHET. The data used to compile this report was collected through on-site monitoring of the marking centres, along with interviews and observations carried out by Umalusi staff who used a specifically designed instrument for this purpose. The details of the monitored marking centres are provided in Table 14A.

**Table 14A: Marking centres monitored by Umalusi staff**

No.	Centre	Province	Date
1.	Asherville Campus	KwaZulu Natal	13 December 2024
2.	Bloemfontein Campus	Free State	11 December 2024
3.	East London Campus	Eastern Cape	11 December 2024
4.	Hillside View Campus	Free State	10 December 2024
5.	Mpondozankomo Campus	Mpumalanga	11 December 2024
6.	Nelspruit Campus	Mpumalanga	10 December 2024
7.	Northdale Campus	KwaZulu Natal	12 December 2024
8.	Potchefstroom Campus	North West	12 December 2024

No.	Centre	Province	Date
9.	Pretoria West Campus	Gauteng	13 December 2024
10.	Seshego Campus	Limpopo	09 December 2024
11.	Springs Campus	Gauteng	11 December 2024
12.	Struandale Campus	Eastern Cape	10 December 2024
13.	Thornton Campus	Western Cape	09 December 2024
14.	Tygerberg Campus	Western Cape	10 December 2024

## 14.3 Summary of Findings

### 14.3.1 Findings from the monitoring of marking centres

The findings in Table 14B are presented according to the criteria used for the monitoring of marking centres, as prescribed by Umalusi.

**Table 14B: Findings at marking centres monitored by Umalusi staff**

Criteria	Findings	Marking centre
<b>Preparation and planning for marking</b>	<p>At all marking centres the preparation and planning for marking were in order:</p> <ol style="list-style-type: none"> <li>There was evidence that the marking centres were verified by the assessment body for the availability of necessary facilities;</li> <li>Management plans were in place;</li> <li>There was a list of appointed marking personnel (chief markers, internal moderators, markers and examination assistants);</li> <li>The training of marking personnel was conducted as per the management plan;</li> <li>There was a clear emergency evacuation plan and assembly points in terms of emergency situations in most of the marking centres; but at Asherville: <ol style="list-style-type: none"> <li>The marking centre did not have an emergency contact list in the vicinity of the buildings; and</li> <li>The marking centre did not have the evacuation map.</li> </ol> </li> <li>The assessment body provided most of the marking centres with marking guidelines timeously; but at the following marking centres, some of the marking guidelines were not received on time: <ol style="list-style-type: none"> <li>Asherville: <ol style="list-style-type: none"> <li>Governance L4;</li> <li>Agribusiness L4; and</li> <li>Carpentry and Roofwork L4.</li> </ol> </li> <li>Tygerberg: <ol style="list-style-type: none"> <li>Primary Health L4; and</li> <li>South African Health System L4.</li> </ol> </li> </ol> </li> </ol>	

Criteria	Findings	Marking centre
<b>Marking centre resources</b>	Twelve marking centres with all necessary resources were found to be suitable for marking. Some marking centres listed below were found to be lacking in some areas:	
	<p>a. The marking venues are suitable and spacious enough to accommodate all the appointed marking officials, however, with the extreme heat conditions, most of the venues were extremely hot without any air conditioning systems or enough ventilation. Some of the markers brought in their own table fans.</p> <p>b. Maintenance was conducted in the rooms where the markers were marking, without following safety protocols. In this instant, the contractor was replacing lights in the marking rooms while the markers were marking in the venues.</p>	<p>Bloemfontein</p> <p>Asherville</p>
<b>Security measures provided</b>	<p>The security measures provided at all the visited marking centres were appropriate. These included:</p> <p>a. Access control to the marking centre;</p> <p>b. Managing unauthorised personnel;</p> <p>c. Movement of scripts from the control room to marking venues; and</p> <p>d. Transportation of scripts in and out of the marking centre.</p> <p>In addition to the security measures, the following incidents were reported:</p> <p>i. The vehicle (Madibana Courier Services) carrying the scripts of candidates was hijacked, and a document showing the affected candidates was made available during the monitoring visit.</p> <p>ii. There was no registration of vehicles entering the gate of the marking centre.</p> <p>iii. The security did not verify the proof of identification of individuals/people entering the marking centre.</p>	<p>Struandale</p> <p>Thornton</p> <p>Potchefstroom</p>

Criteria	Findings	Marking centre
<b>Handling of irregularities</b>	The processes and procedures for handling irregularities, as set out by the DHET, were observed at all marking centres monitored, these included: <ul style="list-style-type: none"> <li>a. Irregularity committees were in place, constituted by the Marking centre manager, Deputy marking centre manager (Academic) as well as the Chief marker of the subjects; and which usually meet when there is an irregularity;</li> <li>b. After an irregularity was identified and dealt with by the committee at the marking centre, the DMCM Academic completed the register and sent it to DHET.</li> </ul>	
	Scripts belonging to the same candidate were found with different handwriting.	Seshego
	There was no control register to record the movement of the script from the marking centre to the irregularity investigation.	Asherville Northdale
<b>Monitoring by the assessment body</b>	There was evidence of monitoring by the assessment body at eleven marking centres.	
	At five marking centres, as listed, monitors from the assessment body left reports detailing their findings and suggestions.	Asherville Mpondozankomo Nelspruit Seshego Struandale
	The monitors from the assessment body did not leave a report at six of the monitored marking centres.	Bloemfontein East London Hillside View Northdale Potchefstroom Pretoria West
	At the time of the Umalusi visit, there was no evidence of monitoring by the assessment body at three marking centres.	Springs Thornton Tygerberg

Criteria	Findings	Marking centre
<b>Quality assurance procedures and capturing of marks</b>	At all marking centres visited by Umalusi: a. Examination assistants checked that marks were correctly totalled and transferred to the front pages of scripts and the mark sheets; b. The system for capturing marks at the marking centres was quality assured using a double-entry system, where one official captured and another verified; c. The capturing coordinator rechecked the captured data after the capturers had rechecked each other's work; and d. A separate room/area equipped with computers was used for capturing the marks.	
<b>Reports</b>	At all the visited marking centres: a. The markers made notes to augment the qualitative report; b. The chief markers completed a qualitative report after the marking process; c. The internal moderators completed qualitative reports; d. There was a system in place to control the receipt of qualitative reports; and e. The deputy marking centre manager: academic, quality assured all submitted reports.	

### 14.3.2 Marking Concessions

Umalusi received 20 marking concession requests from the DHET for the November 2024 examinations compared to 17 in November 2023. One concession was for NATED Report 190/191 Engineering Studies N2 - N3 and 19 for the National Certificate (Vocational) [NC(V)] Level 2 - 4. The Levels 2 (8) and 3 (8) registered most concession compared to Level 4 (1). Out of the 20 marking concessions (11) were approved and (9) were not approved.

**Table 14C: List of November 2024 marking concessions**

No.	Subject/s	Level/Paper No.	Approved/Not Approved
1.	Engineering Science	N3	Not Approved
2.	**Agribusiness	L4	Approved
3.	*Applied Accounting	L2	Not Approved
4.	*Applied Accounting	L3	Approved
5.	**Carpentry and Roof Work	L4	Not approved
6.	*Economic Environment	L2	Approved

No.	Subject/s	Level/Paper No.	Approved/Not Approved
7.	**Electrical Principles and Practice	L2	Approved
8.	*Electronics	L2	Approved
9.	*Engineering Fabrication (Boiler Making)	L3	Approved
10.	**Engineering Fabrication (Boiler Making)	L4	Not Approved
11.	*Hospitality Services	L2	Approved
12.	**Mathematics	L2 Paper 1	Not Approved
13.	**Mathematics	L2 Paper 2	Not Approved
14.	**Mathematics	L3 Paper 1	Not Approved
15.	**Mathematics	L3 Paper 2	Not Approved
16.	*Office Data Processing	L3	Approved
17.	*Principles of Computer Programming	L3	Approved
18.	*The Art and Science of Teaching	L2	Not Approved
19.	*Science of Tourism	L3	Approved
20.	*The South African Care System Level	L3	Approved

Umalusi staff discovered that all marking centres strictly adhered to the marking concessions for the affected subjects during their monitoring of the marking.

#### 14.4 Areas of Improvement

The following initiatives to enhance the efficacy of the marking process were noted:

- a. East London:  
There was a Medical Sister/nurse on standby within the campus to assist in case of emergency situations.
- b. At Pretoria West:
  - i. The normal time for marking was 7:00 to 19:00, but the marking centre was opened earlier to allow for the marking personnel who arrived early at about 6:00 to commence with their duties; and
  - ii. The marking centre manager, the administration team and examination assistants checked all the scripts upon arrival prior to marking and identifying all irregularities. The manager has sent emails to the campus managers involved to inform them and to get their feedback regarding the irregularities and lost scripts.

#### 14.5 Areas of Non-Compliance

Some areas of non-compliance were observed during the monitoring of marking centres:

- a. At Seshego:
  - i. During the monitoring in 2024, the Umalusi monitor noted that there was no improvement in the areas of non-compliance identified in November 2023; and
  - ii. There was no classroom key register.



- b. At Asherville:
  - i. The marking centre did not have an emergency contact list in the vicinity of the buildings;
  - ii. The marking centre did not have the evacuation map;
  - iii. Maintenance was conducted in the rooms where the markers were busy, without following safety protocols. In this instant the contractor was replacing lights in the marking rooms while the markers were busy in the venues; and
  - iv. There was no control register to record the scripts moved from the marking centre to the irregularity investigation.
- c. At Northdale:
  - i. There was no control register to record the scripts moved from the marking centre to the irregularity investigation.
- d. At Potchefstroom:
  - i. The security did not verify the proof of identification of individuals/ people entering the marking centre.

#### **14.6 Directives for Improvement and Compliance**

The DHET must ensure that:

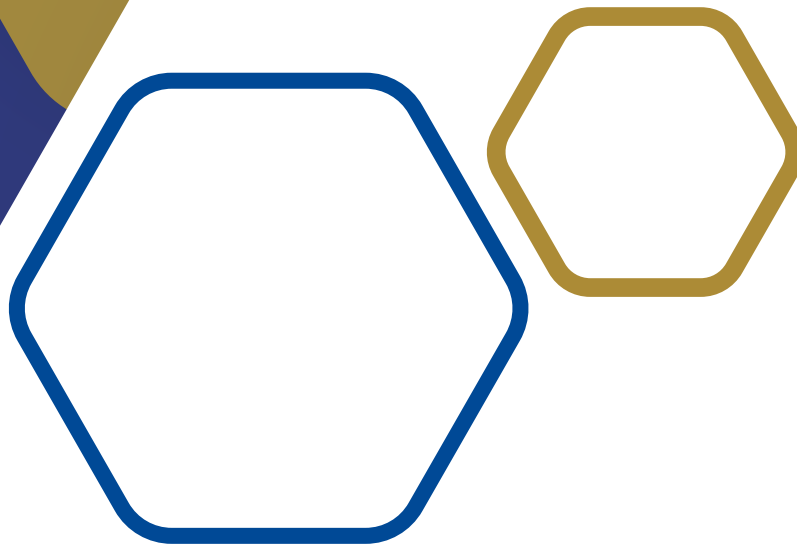
- a. All areas of non-compliance identified in 2023 are addressed;
- b. A register is used to monitor the movement of people and or vehicles in and out of the marking centre;
- c. The marking centres comply with the occupational health and safety (OHS) requirements;
- d. Classroom key register for the marking venues is available;
- e. Control registers for the movement of scripts are in place; and
- f. Proof of identification is verified at the gate of the marking centre.

#### **14.7 Conclusion**

All the monitored marking centres were adequately prepared for the marking processes. Each marking centre demonstrated the ability to address irregularities effectively, by following the protocols established by the assessment body.

Furthermore, the quality assurance processes, and reporting proved to be successful across all marking centres. Consequently, it can be affirmed that the marking of the November 2024 examinations for NATED Report 190/191 Engineering Studies N2 - N3 and NC(V) Level 2 - 4 was conducted in a manner that safeguarded the credibility and integrity of the results.

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