

Report on the Quality Assurance of the August 2025 NATED Report

190/191 Engineering Studies N3 Examinations

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

**REPORT ON THE QUALITY ASSURANCE OF
THE AUGUST 2025 NATED REPORT 190/191
ENGINEERING STUDIES N3 EXAMINATIONS**

PUBLISHED BY:



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INTRODUCTION AND BACKGROUND

The Department of Higher Education and Training (DHET) administers the NATED Report 190/191 Engineering Studies N3 examinations three times a year, specifically in April, August, and November. For the August 2025 examination, Umalusi external moderation focused solely on N3 subjects in line with the phase-out of the NATED N2-N3 programmes. The last N3 examination will be in November 2025. These examinations are held at public Technical and Vocational Education and Training (TVET) colleges, private Further Education and Training (FET) colleges, and selected correctional services centres.

Umalusi, the Quality Council for General and Further Education and Training, is mandated by the National Qualifications Framework (NQF) Act No. 67 of 2008, as amended, and the General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001, as amended, to ensure the credibility and integrity of assessments within its sub-framework. The NATED Report 190/191 Engineering Studies N1 - N3 programmes are registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) by the South African Qualifications Authority (SAQA).

As the Quality Council for General and Further Education and Training, Umalusi:

- a. Must perform the external moderation of assessments that the various assessment bodies and education institutions implement;
- 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 learners if it is satisfied that the assessment body or education institution has:
 - i. Conducted the assessment free from any irregularity that might jeopardise the integrity of the assessment or its outcomes;
 - ii. Complied with the requirements for conducting assessments prescribed by the Council;
 - iii. Applied the standards prescribed by the Council with which a learner is required to comply to obtain a certificate; and
 - iv. Complied with every other condition determined by the Council.

Umalusi's mandate is to ensure that the NATED Report 191/190 Engineering Studies N3 examinations are fair, valid, and reliable. To fulfil this mandate, Umalusi must ensure that the assessment practices related to the NATED Report 190/191 Engineering Studies N3 examinations maintain quality standards.

The DHET set 26 question papers for the August NATED N3 2025 examinations nationally, and Umalusi externally moderated 25 of these question papers. The DHET distributed question papers via courier to nodal points for collection by examination centres. The answer scripts were then returned to the nodal points within 60 minutes of the examinations completion, as per the regulations.

The DHET instructed the management at both national and provincial marking centres to employ marking personnel who had demonstrated strong performance for the same roles in the November 2024 NATED Report 190/191 examinations.

A centralised (national) model was used for the majority of N3 subjects.

The N3 marking guidelines were standardised online, and then distributed electronically to the marking centres.

In the past five years, the NATED Report 190/191 Engineering Studies N3 programmes and examinations presented numerous challenges, some of which include, but are not limited to:

- i. Non-compliance with ICASS instructions, particularly in the development and moderation of internal assessments;
- ii. Late release of examination results, which has repeatedly delayed the commencement of subsequent trimesters, as highlighted in the chief markers reports;
- iii. Candidates with no N1 background, resulting in gaps in foundational knowledge and preparedness; and
- iv. Insufficient time to cover the syllabus properly and candidates not attending full-time classes.

This report provides feedback on Umalusi quality assurance of the August 2025 NATED Report 190/191 Engineering Studies N3 examinations. It includes the summary of findings, areas of improvement in the conduct, administration, and management of examinations, areas of non-compliance, and directives for compliance and improvement. It draws on findings from moderation, monitoring, verification, and standardisation processes, and includes feedback from DHET reports. The report is structured into seven chapters, each focusing on a distinct aspect of the examination cycle.

This report outlines the following quality assurance of assessment processes implemented by Umalusi:

- a. **Chapter 1: Moderation of Question Papers** reviews the external moderation of 25 N3 question papers, assessing their compliance with Umalusi standards;
- b. **Chapter 2: Moderation of Internal Continuous Assessment** evaluates the quality and consistency of internal continuous assessments (ICASS) across colleges, including lecturer and student portfolios;
- c. **Chapter 3: Monitoring of the Writing of Examinations** summarises findings from the monitoring of examination centres, focusing on the conduct, administration, and management of the examinations;
- d. **Chapter 4: Standardisation of Marking Guidelines** details the process and outcomes of standardisation meetings, including participation, adjustments made, and the role of Umalusi in ensuring consistency and fairness;
- e. **Chapter 5: Monitoring of the Marking of Examinations** reports on the preparedness and operations of seven marking centres, including security measures, handling of irregularities, and quality assurance of marking;
- f. **Chapter 6: Verification of Marking** presents findings from the verification of marked scripts, assessing the accuracy and consistency of marking across centres; and
- g. **Chapter 7: Standardisation and Resulting** explains the standardisation of results, including decisions made regarding outliers and the final approval of learner outcomes.

ABBREVIATIONS AND ACRONYMS

ASC	Assessment Standards Committee
CD: NEA	Chief Directorate: National Examinations and Assessment
DHET	Department of Higher Education and Training
DMCMA	Deputy Marking Centre Manager Academic
EC	Eastern Cape
FET	Further Education and Training
FS	Free State
GP	Gauteng Province
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GENFETQA	General and Further Education and Training Quality Assurance
ID	Identity Document
ICASS	Internal Continuous Assessment
KZN	KwaZulu-Natal
LP	Limpopo
MP	Mpumalanga
NEAIC	National Examination and Assessment Irregularities Committee
NQF	National Qualifications Framework
NW	North West
NC	Northern Cape
OHS	Occupational Health and Safety
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SA	South Africa
SACE	South African Council for Educators
SAG	Subject Assessment Guideline
SAPS	South African Police Service
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
WC	Western Cape

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CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 INTRODUCTION

Umalusi conducted external moderation of question papers that are set and internally moderated by the Department of Higher Education and Training (DHET) for the August 2025 Report 190/191 Engineering Studies N3 examinations. External moderation aims to ensure that question papers are of an acceptable standard and comparable across examination cycles.

The moderation of question papers is fundamental to the quality assurance of assessment processes and verifies that question papers have been developed with due diligence and comply with Umalusi criteria, as well as the assessment body curriculum and policy documents.

For the August 2025 examination, Umalusi external moderation focused exclusively on N3 subjects, in line with the phase-out of the NATED N2 and N3 programmes. The final N2 examination was conducted in April 2025, while the last N3 examination is scheduled for November 2025.

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

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

1.2 SCOPE AND APPROACH

Umalusi moderated and approved a total of 25 question papers and marking guidelines for 25 instructional offerings for the August 2025 NATED Report 190/191 Engineering Studies N3 examination. Moderation was conducted off-site, with question papers, marking guidelines, assessment frameworks, and internal moderators' reports electronically forwarded to external moderators by the DHET. Upon receiving these documents, the external moderators developed analysis grids to evaluate the cognitive demand and the weighting of syllabus topics. They then evaluated the question papers and marking guidelines according to specific criteria outlined in the Umalusi moderation instrument.

The DHET administered a total of 26 instructional offerings for the N3 August 2025 examination; 25 were sampled for external moderation. Table 1A indicates the number, percentage and names of N3 instructional offerings moderated by Umalusi.

Table 1A: Number, percentage and names of N3 instructional offerings moderated

No.	Level	Number of Instructional Offerings	Number of Instructional Offerings Moderated	Percentage of Instructional Offerings Moderated
	N3	26	25	96%
Instructional offerings moderated at N3:				
1.	Aircraft Maintenance Theory			
2.	Building and Civil Technology			
3.	Building Drawing			
4.	Building Science			
5.	Diesel Trade Theory			
6.	Electrical Trade Theory			
7.	Electrotechnology			
8.	Engineering Drawing			
9.	Engineering Science			
10.	Industrial Electronics			
11.	Industrial Organisation and Planning			
12.	Industrial Orientation			
13.	Instrument Trade Theory			
14.	Logic Systems			
15.	Mathematics			
16.	Mechanotechnology			
17.	Motor Trade Theory			
18.	Plant Operation Theory			
19.	Plating and Structural Steel Drawing			
20.	Radio Theory			
21.	Radio and Television Theory			
22.	Refrigeration Trade Theory			
23.	Supervision in Industry			
24.	Waste-water Treatment Practice			
25.	Water Treatment Practice			

The question papers and marking guidelines were moderated according to ten criteria set by Umalusi. Each criterion detailed quality indicators outlined below:

- a. Technical aspects related to the presentation of question papers and marking guidelines;
- b. Effectiveness of internal moderation in improving the quality of question papers;
- c. Adherence to the syllabus with respect to content coverage;
- d. Types of questions, their formulation and clarity to achieve the desired response;
- e. Distribution of marks across cognitive levels;
- f. Consistency and appropriateness of mark allocation;
- g. Relevance and correctness of the marking guidelines;

- h. Appropriateness of language register, correct use of grammar in question papers and marking guidelines, and content that is free from bias;
- i. Degree of predictability and innovation in question papers; and
- j. An overall evaluation of question papers in terms of their suitability for the level assessed.

1.3 SUMMARY OF FINDINGS

The findings are based on the external moderation of a sample of 25 question papers and their corresponding marking guidelines for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations. The purpose of this moderation is to ensure question papers are fair, valid, and reliable, representing the curriculum and complying with Umalusi quality criteria. The expected standard is approval at initial submission. All question papers were eventually approved.

The initial moderation of the question papers and marking guidelines yielded the following approval status:

Table 1B: Approval status of question papers and marking guidelines after initial moderation

August 2025 Examinations Report 190/191 Engineering Studies			
Approval Status	Level	No of Question Papers	%
Question papers moderated by Umalusi	N3	25	100%
Question papers approved at initial moderation	N3	7	28%
Question papers conditionally approved at initial moderation	N3	18	72%
Question papers rejected at initial moderation	N3	0	0%

Figure 1A summarises the findings after the initial moderation of the question papers and marking guidelines, as indicated in external moderators reports.

Percentage of approved question papers and marking guidelines after initial moderation

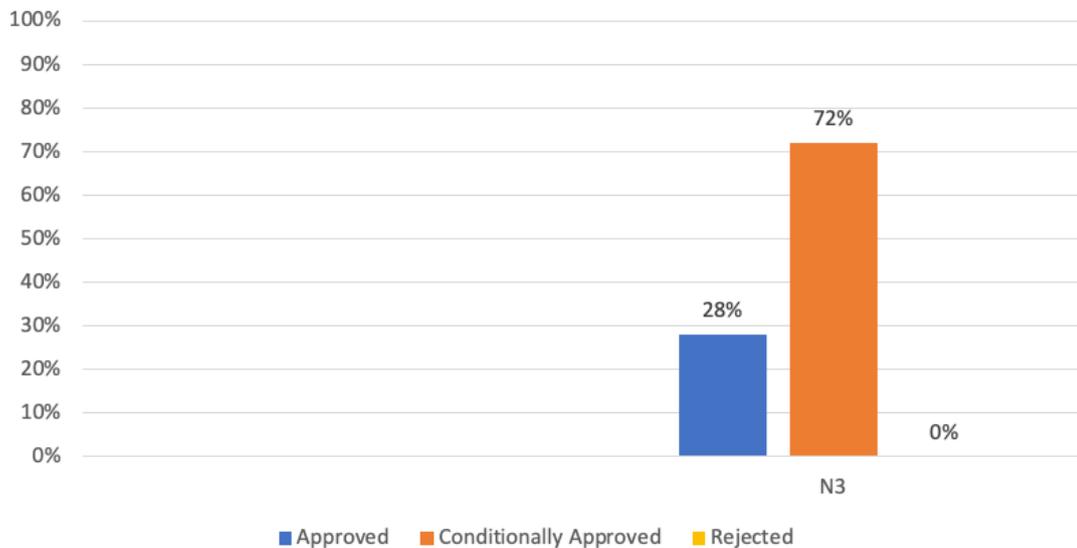


Figure 1A: Approval status of the NATED Report 190/191 Engineering Studies N3 question papers and marking guidelines after initial moderation

Table 1C provides a summary of the findings on the moderation of the August 2025 NATED N3 25 examination question papers and marking guidelines.

Table 1C: Summary of findings of the initial moderation of question papers

Criteria	Challenges	Instructional offerings concerned
Technical Criteria		
Submission of supporting documents for external moderation	All supporting documents in all question papers (100%) were received compared to 98% in the previous corresponding examination. This constitutes a 2% improvement.	
Layout of the question paper	The layout of all question papers (100%) was within the prescribed parameters. These figures were previously at 94%, marking a 6% improvement.	
Instructions to candidates	In 4% of the question papers, the instructions to candidates were not clear. This signifies a 2% increase compared to the August 2024 examination.	Motor Trade Theory N3

Criteria	Challenges	Instructional offerings concerned
Numbering of questions	The questions were inaccurately numbered in 4% of the question papers, as opposed to the 10% registered in the August 2024 examination, thus signifying an 6% improvement.	Radio and Television Theory N3
Numbering of pages	The pages were correctly numbered in all question papers (100%) compared to 98% in the August 2024 examination. This demonstrates a 2% improvement.	
Header and footer	The headers and footers were accurately presented in 100% of the question papers, signifying a 6% improvement from the 94% in the August 2024 examination.	
Font type and size	The fonts were inconsistent in 4% of the question papers same as 4% noted in the August 2024 examination.	Mathematics N3
Mark and time allocation	All question papers reflected correct mark and time allocation, which saw an improvement of 6% from the August 2024 examination, where 94% of question papers were accurate.	
	In 4% of the question papers, the mark allocation did not correspond with the allocation in the marking guidelines. This figure is the same 4% recorded in the August 2024 examination.	Water Treatment Practice N3
Quality of graphics and illustrations	Sixteen percent of the question papers reflected poor quality in graphical depictions, as well as confusing and poorly illustrated graphs. This figure was at 24% in the August 2024 examination. This marks a 8% improvement.	Engineering Drawing N3 Mathematics N3 Motor Trade Theory N3 Water Treatment Practice N3

Criteria	Challenges	Instructional offerings concerned
Format requirements for the syllabus	Hundred percent of question papers adhered to the format prescripts, registering a 2% progress from the previous 98%.	
Internal Moderation		
Internal moderator reports	The internal moderator report failed to match the question paper, which was found in 4% of the question papers. This is the same as the 4% recorded in the August 2024 examination.	Water Treatment Practice N3
Quality and standard of internal moderation report	The internal moderators reported that 24% of the question papers were of an inappropriate standard, as they failed to identify glaring errors, incorrect answers, and did not provide appropriate comments where applicable. This statistic was recorded at 12% in the August 2024 corresponding examination, thus showing a 12% improvement.	Aircraft Maintenance Theory N3 Engineering Drawing N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Water Treatment Practice N3
	Internal moderator reports indicate that question papers that failed to match the analysis grid were found in 16% of the question papers. This signifies a 10% improvement from the 6% noted in the August 2024 examination.	Diesel Trade Theory N3 Engineering Drawing N3 Mechanotechnology N3 Water Treatment Practice N3
Content Coverage		
Coverage of the syllabus	The syllabus was adequately covered in 100% of the question papers as opposed to 98% in the August 2024 examination. This marks a 2% improvement.	
	Four percent of the question papers included questions that were outside the broad scope of the syllabus. This is higher than the 2% recorded in the August 2024 corresponding examination.	Industrial Electronics N3

Criteria	Challenges	Instructional offerings concerned
	In eight percent of the question papers, questions were not align to the relevant subject outcomes. This marks an increase of 8% from the August 2024 corresponding examination, where all papers were compliant.	Waste-water Treatment Practice N3 Water Treatment Practice N3
Types and Quality of Question Papers		
Types of questions	There was a lack of correlation between mark allocation and level of difficulty, as well as time allocation, in 8% of the question papers, indicating a decrease of 2% from the 10% noted in the August 2024 corresponding examination.	Mathematics N3 Waste-water Treatment Practice N3
Quality of questions	Questions that contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia or unintentional clues to the correct answers were found in 36% of the question papers. This marks an increase of 18% compared to the August 2024 examination.	Aircraft Maintenance Theory N3 Engineering Science N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Radio and Television Theory N3 Radio Theory N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Twelve percent of the question papers did not include clear instructional keywords/verbs, which is 2% better than the 10% noted in the August 2024 examination.	Industrial Organisation and Planning N3 Waste-Water Treatment Practice N3 Water Treatment Practice N3
	In eight percent of the question papers, the questions lacked sufficient information to elicit appropriate responses. This marks a 6% decrease from the 14% recorded in the August 2024 examination.	Industrial Orientation N3 Mathematics N3

Criteria	Challenges	Instructional offerings concerned
	Questions that contained factual errors or misleading information were registered in 20% of the question papers. This is 16% higher than the 4% noted in the August 2024 examination.	Engineering Science N3 Mathematics N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3
Cognitive Skills		
Analysis grid	The analysis grid for eight percent of the question papers did not show the cognitive level of each question/sub-question, was incomplete and failed to match the question paper. This signifies an improvement of eight % from the 16% noted in the August 2024 examination.	Engineering Drawing N3 Mathematics N3
Cognitive levels	In four percent of the question papers, cognitive levels were not appropriately distributed according to the prescribed taxonomy. This was an improvement of 12% from the 16% noted in the August 2024 examination.	Mathematics N3
Choice questions	In four percent of the question papers, the choice questions were not equivalent in difficulty or standard to the compulsory questions, compared to two percent in the August 2024 examination.	Electrotechnology N3
Cognitive level instruction	In twelve percent of question papers, the questions did not match the cognitive level instruction e.g., if the question stated analyse, the answer, in fact, had to show analysis. This shows a 4% improvement from the 8% panned in the August 2024 examination.	Logic Systems N3 Radio and Television Theory N3 Waste-water Treatment Practice N3
Assessment of latest developments	Hundred percent of instructional offerings were aligned with the latest developments, compared with 96% in the August 2024 examination. This marks a 4% improvement.	

Criteria	Challenges	Instructional offerings concerned
Accuracy of marking guidelines	Eight percent of the marking guidelines did not correspond to the questions in the question papers, compared to 16% in the August 2024 examination. This represents an 8% decrease.	Waste-Water Treatment Practice N3 Supervision in Industry N3
	Some of the answers in 32% of the marking guidelines were incorrect, which is 8% less than the 24% noted in the August 2024 examination.	Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Radio and Television Theory N3 Waste-water Treatment Practice N3 Water Treatment Practice N3
	Twelve percent of the marking guidelines did not allow for alternative responses, where applicable, compared to 6% in the August 2024 examination.	Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3
Mark allocation	In 8% of the question papers, the mark allocations in the marking guidelines did not correspond with the mark allocations in the question papers. This signifies an increase of 6% compared to the 2% in the August 2024 examination.	Aircraft Maintenance Theory N3 Water Treatment Practice N3
	In 100% of the question papers, the marking guidelines were complete regarding mark allocation and mark distribution within questions. This represents a 4% improvement from the previous 96%.	
Macros	All question papers followed the question prescribed macros, showing an 8% improvement from the previous 92%.	

Criteria	Challenges	Instructional offerings concerned
Language and Bias		
Grammar	Subject terminology/data were used correctly in all question papers, as opposed to the 98% noted previously.	
	The language contained subtleties that could have confused candidates in 8% of the question papers, which is 2% lower than the 10% noted in the August 2024 examination.	Supervision in Industry N3 Waste-water Treatment Practice N3
	There were some grammatical errors in 16% of the question papers, compared to 10% in the August 2024 examination.	Radio and Television Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3 Water Treatment Practice N3
	There were some grammatical errors in 8% of the marking guidelines, a decrease of 2% from the 10% noted in the August 2024 examination.	Waste-Water Treatment Practice N3 Water Treatment Practice N3
Predictability		
Use of questions from previous examination	Eight percent of the question papers contained questions that could have been easily spotted or predicted, signifying a 10% improvement from the 18% noted in the August 2024 examination.	Mathematics N3 Electrical Trade Theory N3
	In 4% of the question papers, there was a direct copy and paste from the past three years question papers. This figure was previously at 12%, marking an 8% improvement.	Electrical Trade Theory N3
Innovation	Four percent of the question papers lacked sufficient originality, compared to 8% in the August 2024 examination. This represents a 4% improvement.	Mathematics N3

Criteria	Challenges	Instructional offerings concerned
Overall Impression		
Standard of question papers	Four percent of the question papers failed to align adequately with the Subject Assessment Guideline (SAG) prescripts, same as the August 2024 examination.	Mathematics N3
	All question papers assessed the outcomes of the curriculum/syllabus. This is equivalent to the August 2024 examination.	
	Eight percent of the question papers were not of the appropriate standard, compared to 20% in the August 2024 examination, an improvement of 12%.	Aircraft Maintenance Theory N3 Mathematics N3
	In respect of questions comparing favourably with those of the previous year's examination, 4% of papers did not conform. This was 10% less than the recorded 14% in the August 2024 examination.	Electrical Trade Theory N3
	In 4% of the question papers, there was no balance in the assessment of skills, knowledge, attitudes, values, and reasoning, which is 2% less than the 6% in the August 2024 examination.	Mathematics N3

During the initial moderation, the question papers were found to be non-compliant in certain aspects. However, after further review and moderation by Umalusi moderators, all the question papers and marking guidelines were subsequently approved.

1.4 AREAS OF IMPROVEMENT

The following areas of improvement were noted during the Initial moderation of question papers from the sampled instructional offerings:

- a. In respect of internal moderation, there was alignment between the question paper and the internal moderator reports, as well as the general quality of internal moderation; and
- b. The clarity of instructional verbs, the general quality of questions, and the correlation between difficulty levels and mark allocations showed noticeable progress.

1.5 AREAS OF NON-COMPLIANCE

Umalusi moderator reports revealed the following areas of non-compliance:

- a. In 16% of the question papers, internal moderator reports did not align with the analysis grid;
- b. Sixteen percent of the question papers reflected poor quality in graphical depictions, as well as confusing and poorly illustrated graphs;
- c. Internal moderator reports indicate that question papers that failed to match the analysis grid were found in 16% of the question papers;
- d. In 8% of the question papers, questions were not appropriately linked to the relevant subject outcomes;
- e. Questions that contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia or unintentional clues to the correct answers were found in 36% of the question papers;
- f. Some of the answers in 32% of the marking guidelines were incorrect, which is 8% less than the 24% noted in the August 2024 examination; and
- g. Question quality concerns were noted in 20% of the papers, which contained factual inaccuracies and misleading information.

1.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

Based on findings in the external moderator reports, the following directives for compliance and improvement are provided:

The DHET must ensure that:

- a. The analysis grid is fully aligned with the question papers, with all sub-questions accurately reflected;
- b. All question papers appropriately conform to the relevant subject outcomes; and
- c. Examiners and internal moderators receive targeted training on content requirements to eliminate factual inaccuracies and misleading information in assessment items.

1.7 CONCLUSION

The DHET administered 25 instructional offerings for the August 2025 NATED 190/191 Engineering Studies N3 examination, which were sampled by Umalusi for moderation.

The moderation process for the August 2025 NATED 190/191 Engineering Studies N3 examination was thoroughly conducted and concluded. In general, there was considerable improvement noted, although some concerns were outlined above.

CHAPTER 2: MODERATION OF THE CONDUCT OF INTERNAL CONTINUOUS ASSESSMENT

2.1 INTRODUCTION

The moderation of internal continuous assessment (ICASS) is one of the key quality assurance processes used by Umalusi to ensure the uniform application of standards, thereby strengthening the credibility of the internal assessment. In the NATED Report 190/191 Engineering Studies 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 for the August 2025 Report 190/191 Engineering Studies N3 examinations. The external moderation is thus conducted to verify the quality and standards of ICASS, which is administered by the Department of Higher Education and Training (DHET).

The main objectives of the ICASS moderation are to:

- a. Verify that lecturers' PoA 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 N3 ICASS is effectively maintained.

2.2 SCOPE AND APPROACH

From 4 to 18 August 2025, Umalusi deployed external moderators across seven provinces to monitor and moderate the implementation of N3 ICASS for the NATED Report 190/191 Engineering Studies August 2025. The moderation focused on 15 instructional offerings, a reduction from the 25 sampled in August 2024.

Moderation was conducted at 15 sites (down from 25 in 2024), which included nine public TVET colleges and six private Further Education and Training (FET) colleges. To ensure authenticity and prevent window-dressing of assessment tasks, external moderators also conducted unannounced compliance checks of documentation for three additional instructional offerings at each site.

Table 2A provides information on the sampled instructional offerings, sites and provinces involved in the external moderation of the NATED Report 190/191 Engineering Studies N3 ICASS during August 2025.

Table 2A: Instructional offerings sampled for the August 2025 ICASS moderation

No.	Instructional offering	College	Campus/site	Province
1.	Aircraft Maintenance Theory N3	Motheo TVET	Hillside View	FS
2.	Building Drawing N3	The Excellence College of ECT	Durban	KZN
3.	Building Science N3	Sedibeng TVET	Sebokeng	GP
4.	Electrical Trade Theory N3	Technical SA College	Pretoria	GP
5.	Engineering Drawing N3	Coastal TVET	Swinton Road	KZN
6.	Engineering Science N3	Sekhukhune TVET	CN Phatudi	LP
7.	Industrial Organisation and Planning N3	Crane International Academy	Middelburg	MP
8.	Instrument Trade Theory N3	Flavius Mareka TVET	Sasolburg	FS
9.	Mathematics N3	Platinum College	Rustenburg	NW
10.	Mechanotechnology N3	Western TVET	Krugersdorp West	GP
11.	Motor Trade Theory N3	Rostec Technical FET College	Vereeniging	GP
12.	Plating and Structural Steel Drawing N3	Majuba TVET	Majuba Technology Centre	KZN
13.	Radio Theory N3	Northlink TVET	Goodwood	WC
14.	Radio and Television Theory N3	Central Johannesburg TVET	Johannesburg	GP
15.	Waste-Water Treatment Practice N3	Future Success Skills Academy	Emalahleni	MP

2.3 SUMMARY OF FINDINGS

Table 2B indicates the findings reported by the external moderators on the implementation of the Engineering Studies instructional offerings, ICASS.

Table 2B: Findings observed in the August 2025 moderation of internal assessment

Criterion	Findings	College/Site
Administration	The college provided support at 53% of the sites (32% in August 2024) before enrolment, in the form of competency/aptitude/ placement tests.	CN Phatudi Campus Crane International Academy Goodwood Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Sebokeng Campus The Excellence College of ECT
Physical resources	The available facilities at 87% of sites (92% in August 2024) were sufficient for the number of enrolled students.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	At 80% of the sites, the textbooks and teaching materials were available when classes commenced at the beginning of the trimester, compared to 72% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College The Excellence College of ECT
	At 26% of the sites, students were exposed to the practical implementation of the theory component of the subject at the site of learning, compared to 20% in August 2024.	CN Phatudi Campus Hillside View Campus Sebokeng Campus The Excellence College of ECT
	Computers and printers were available at 80% of the sites, enabling students to complete assignments/ case studies and conduct research. This was a 12% increase from 68% in August 2024.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Swinton Road Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
Human Resources	The college had a process in place to identify staff training needs at 80% of the sites visited. This was a 16% increase from the 64% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College
	The college had a staff training plan at 60% of the sites visited, a decrease of 4% from 64% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Majuba Technology Centre Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College
	Evidence showed that the training plan was implemented at 60% of the sites visited, representing a 12% increase from the 48% reported in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus
	At 60% of the sites, the lecturers felt they needed further training, a decrease of 8% from 68% in August 2024.	CN Phatudi Campus Crane International Academy Hillside View Campus Johannesburg Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College
	The educators were exposed to the workplace environment/relevant industry at 60% of the sites visited, an increase of 24% from 36% in August 2024.	CN Phatudi Campus Future Success Skills Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Sebokeng Campus Swinton Road Campus The Excellence College of ECT

Criterion	Findings	College/Site
Internal Assessment Policies and Systems	There was an up-to-date college assessment policy at 73% of the sites visited, a decrease of 3% from the 76% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Sasolburg Campus Technical SA College The Excellence College of ECT
	There was evidence of a plan for monitoring assessments at the learning site in 67% of the sites visited, which is 15% higher than the 52% reported in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Sasolburg Campus Sebokeng Campus The Excellence College of ECT
	There was evidence of an instructional offering monitoring report per lecturer at 80% of the sites visited, an increase of 16% from 64% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus The Excellence College of ECT
	A plan was in place for the development of assessment tasks at 93% of the sites, representing a 1% increase from 92% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
	The tasks were developed according to the assessment plan at 80% of the sites, a decrease of 12% from 92% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	At 87% of the sites (88% in August 2024), systems were in place to ensure that tasks met an acceptable standard.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	The college had an irregularity register at 67% of the sites visited, representing a 7% increase from 60% in August 2024.	CN Phatudi Campus Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus The Excellence College of ECT
	Internal assessment irregularities were recorded in the register at 47% of the sites visited, representing a 3% increase from the 44% reported in August 2024.	CN Phatudi Campus Goodwood Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus The Excellence College of ECT

Criterion	Findings	College/Site
Lecturer files	<p>Ninety-three percent of the sites visited had lecturer files that contained all the following documents:</p> <ol style="list-style-type: none"> Name; Certified copies of qualifications; South African Council for Educators (SACE) registration; Teaching/lecturing experience; and Workplace experience. <p>This represented a 9% increase from the 84% in August 2024.</p>	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	<p>The lecturers file contained the instructional offering syllabus at 93% of the sites visited, an increase of 1% compared to 92% in August 2024.</p>	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	<p>The subject file contained lesson plans at 80% of the sites visited, a decrease of 12% compared to 92% in August 2024.</p>	CN Phatudi Campus Crane International Academy Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Swinton Road Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
	The assessment file contained all relevant documents at 93% (92% in August 2024) of the sites visited, namely: <ul style="list-style-type: none"> a. Assessment schedules; b. Assessment instruments and tools; c. Evidence of pre-assessment moderation; d. Evidence of post-assessment moderation; and e. Mark sheets of all groups. 	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	Assessment scores were accurately recorded on the mark sheet at 80% of the sites visited, a decrease of 20% compared to the 100% recorded in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College
Content coverage	Hundred percent of sites (88% in August 2024) ensured that a substantial amount of work was covered in both tests.	
	The weighting and spread of content on the topic(s) in both tests were appropriate at 100% of sites, representing a 15% increase from 85% in August 2024.	
	The type of questions aligned with the stipulated content at 100% of sites, representing a 4% increase from 96% in August 2024.	
Cognitive demand and difficulty levels	The two tasks varied in level of difficulty, were pitched at the right level, and assessed a variety of knowledge and skills at 100% of the sites, an increase of 4% from the 96% achieved in August 2024.	

Criterion	Findings	College/Site
Internal moderation of the task	Ninety-three percent of the sites (100% in August 2024) had evidence of moderation of marking in both tests of a minimum sample of 10% of the scripts.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	The sample of both tests that were internally moderated included the full range of performance, i.e., high, average, and low scoring students, at 87% of sites, compared to 88% of sites in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College
Technical aspects	Ninety-three percent of the sites, compared to 85% of sites in August 2024, contained all relevant information, like: <ul style="list-style-type: none"> a. Name of the subject; b. Level of a subject; c. Time allocation; d. Content covered; e. Number of tests; and f. Date. 	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
	There were clear instructions to students on both tasks at 93% of the sites visited, a 3% decrease from the 96% reported in the August 2024 findings.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	The language and terminology used were appropriate and relevant in both tests at 100% of the sites, which is on par with 100% in August 2024.	
	The mark allocation was clearly indicated for each question in both tests at 100% of the sites, which is on par with 100% in August 2024.	
	The mark allocation on the test was the same as that on the marking guideline for both tests at 100% of the sites, which is on par with 92% in August 2024.	
	The numbering on the test was correct at 100% of the sites, which is on par with the 100% in August 2024.	
	The time allocation was realistic for administering the tests at 100% of the sites, representing a 12% increase from the 88% achieved in August 2024.	
Marking guidelines	The marking guidelines facilitated marking and were easy to use in both tests at 80% of sites, a decrease of 8% compared to 88% in August 2024.	CN Phatudi Campus Crane International Academy Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
Student performance	The students correctly interpreted questions and answered all or the majority of the questions on the tests at 100% of sites, representing a 15% increase from 85% in August 2024.	
Quality of marking	Marking was consistent with the marking guidelines at 80% of the sites, an 8% decrease from the 88% in August 2024.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College The Excellence College of ECT
	The mark allocated was a true reflection of the students' performance in both tests at 80% of the sites, which represents an 8% decrease from the 88% reported in August 2024.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College The Excellence College of ECT
	The totalling and transfer of marks to the mark sheet were accurate at 100% of the sites, an increase of 12% compared to the 88% of sites visited in August 2024.	
	The quality and standard of marking were acceptable at 80% of the sites, a decrease of 1% when compared to the 81% of sites visited in August 2024.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Goodwood Campus Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College The Excellence College of ECT

Criterion	Findings	College/Site
Internal moderation of marking	There was evidence that the students work had been moderated internally at 93% of the sites, compared to 88% in August 2024.	CN Phatudi Campus Crane International Academy Goodwood Campus Hillside View Campus Johannesburg Campus Krugersdorp West Campus Majuba Technology Centre Platinum College Rostec Technical FET College Sasolburg Campus Sebokeng Campus Swinton Road Campus Technical SA College The Excellence College of ECT
	The quality and standard of internal moderation were acceptable at 67% of sites, compared to 62% in August 2024.	CN Phatudi Campus Crane International Academy Hillside View Campus Krugersdorp West Campus Majuba Technology Centre Rostec Technical FET College Sasolburg Campus Sebokeng Campus Technical SA College The Excellence College of ECT

2.3.1 COMPLIANCE CHECK OF ADDITIONAL INSTRUCTIONAL OFFERINGS

External moderators were also requested to conduct a compliance check on documents related to three additional instructional offerings at the visited sites. These additional offerings were selected from the enrolments received from DHET for each site. The sites were not informed of the monitoring of these additional instructional offerings. The purpose of the unannounced request for evidence of the additional instructional offerings was to prevent any suspected window-dressing of the tasks and all accompanying documents.

The sites were requested to provide evidence of the marked tests and mark sheets of the additional instructional offerings. The status of the sites on compliance with the ICASS requirements, as stated in the 2025 DHET ICASS Instructions, are listed in Table 2C.

Table 2C: Evidence of one or both tests accompanied by the marksheet

No.	College	Campus/ Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
1.	Central Johannesburg TVET	Johannesburg	Industrial Electronics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
2.	Coastal TVET	Swinton Road	Engineering Science N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Mechanotechnology N3	EO*	EO*	No evidence
3.	Crane International Academy	Middelburg	Electrical Trade Theory N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
4.	Flavius Mareka TVET	Sasolburg	Engineering Science N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
5.	Future Success Skills Academy	Emalahleni	Engineering Science N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
6.	Majuba TVET	Majuba Technology Centre	Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
7.	Motheo TVET	Hillside View	Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
8.	Northlink TVET	Goodwood	Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓

No.	College	Campus/ Site	Additional Instructional Offerings	Test 1	Test 2	Correct conversion
9.	Platinum College	Rustenburg	Engineering Science N3	x	x	x
			Industrial Electronics N3	x	x	x
			Mechanotechnology N3	x	x	x
10.	Rostec Technical FET College	Vereeniging	Building Science N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
11.	Sedibeng TVET	Sebokeng	Mathematics N3	✓	✓	✓
			Engineering Science N3	✓	✓	✓
			Electrotechnology N3	✓	✓	✓
12.	Sekhukhune TVET	CN Phatudi	Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
			Mechanotechnology N3	✓	✓	✓
13.	Technical SA College	Pretoria	Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
14.	The Excellence College of ECT	Durban	Engineering Science N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓
15.	Western TVET	Krugersdorp West	Electrotechnology N3	✓	✓	✓
			Industrial Electronics N3	✓	✓	✓
			Mathematics N3	✓	✓	✓

*EO: Examination Only

Among the sampled instructional offerings, two sites experienced challenges with non-compliance regarding marked tests and mark sheets. The sites that experienced challenges in terms of compliance with the ICASS requirements, as per the 2025 DHET ICASS Instructions, are listed in Table 2D.

Table 2D: The sites that experienced challenges in terms of ICASS compliance

Evidence of additional Instructional Offerings	College and Campus	Instructional Offering
No student PoE, the students were registered for examinations only.	Coastal TVET College (Swinton Road)	Mechanotechnology N3
No information was available for additional subjects.	Platinum College (Rustenburg)	Engineering Science N3
		Industrial Electronics N3
		Mechanotechnology N3

Umalusi issued directives for compliance with the DHET on the implementation of ICASS at TVET and FET colleges, following the findings of external moderators for the November 2024 and April 2025 examinations. The findings are outlined in Table 2E.

Table 2E: Findings on the directives issued to the DHET

Directives issued to the DHET	Findings	Colleges/Campuses (That did not comply)
Physical Resources		
a. The college provides computers and printers for the students to complete assignments/case studies where necessary.	Eighty percent of the sites visited complied, while 20% did not.	Majuba Technology Centre Platinum College Sebokeng Campus
Human Resources		
a. The college staff were trained to ensure that assessment tasks and tools meet all requirements.	Seventy-three percent of the sites visited complied, while 27% did not.	Future Success Skills Academy Johannesburg Campus Platinum College Swinton Road Campus
b. Educators are exposed to the workplace environment/relevant industry.	Thirty-three percent of the sites visited complied, while 67% did not.	CN Phatudi Campus Crane International Academy Future Success Skills Academy Hillside View Campus Johannesburg Campus Platinum College Rostec Technical FET College Sasolburg Campus Swinton Road Campus Technical SA College
c. Suitably qualified lecturers who possess in-depth subject knowledge and relevant expertise were appointed.	Eighty percent of the sites visited complied, and 20% did not.	Future Success Skills Academy Platinum College Sebokeng Campus

Directives issued to the DHET	Findings	Colleges/Campuses (That did not comply)
<p>Internal Assessment Policies and Systems</p> <p>a. There was an up-to-date college assessment policy.</p>	<p>Sixty percent of the sites visited complied, while 40% did not.</p>	<p>Future Success Skills Academy Hillside View Campus Sebokeng Campus Swinton Road Campus Technical SA College</p> <p>The Excellence College of ECT</p>
<p>b. There was evidence that the relevant lecturer was monitored. The report of the relevant lecturer was available.</p>	<p>Sixty-seven percent of the sites visited complied, while 33% did not.</p>	<p>Goodwood Campus Hillside View Campus Swinton Road Campus Technical SA College The Excellence College of ECT</p>
<p>c. Management monitored the provision of teaching and learning at the colleges.</p>	<p>Sixty percent of the sites visited complied, while 40% did not.</p>	<p>Future Success Skills Academy Hillside View Campus Johannesburg Campus Platinum College Swinton Road Campus Technical SA College</p>
<p>d. There was a plan in place for the development of the assessment tasks.</p>	<p>Ninety-three percent of the sites visited complied, while 7% did not.</p>	<p>Future Success Skills Academy</p>
<p>e. There were systems in place to ensure that developed tasks meet acceptable standards.</p>	<p>Sixty-seven percent of the sites visited complied, while 33% did not.</p>	<p>CN Phatudi Campus Crane International Academy Future Success Skills Academy Platinum College Sebokeng Campus</p>
<p>f. The college had an irregularity register for both internal and external assessments.</p>	<p>Sixty percent of the sites visited complied, while 40% did not.</p>	<p>Future Success Skills Academy Hillside View Campus Platinum College Swinton Road Campus Technical SA College</p> <p>The Excellence College of ECT</p>
<p>Lecturer Files</p> <p>a. The lecturers file contained a syllabus.</p>	<p>Eighty percent of the sites visited complied, and 20% did not.</p>	<p>CN Phatudi Campus Crane International Academy Future Success Skills Academy</p>

Directives issued to the DHET	Findings	Colleges/Campuses (That did not comply)
b. The subject file contained lesson plans.	Eighty percent of the sites visited complied, while 20% did not.	Future Success Skills Academy Goodwood Campus Sebokeng Campus
Tests a. The evidence of marking Test 1 and Test 2 was available.	All visited sites complied.	
b. Evidence of marking and internal moderation for both tests was available.	Ninety-three percent of the sites visited complied, and 7% did not.	Future Success Skills Academy

2.4 AREAS OF IMPROVEMENT

The following improvements were observed:

- a. All sites (100%) demonstrated substantial content coverage in both tests, reflecting an improvement from 88% in August 2024;
- b. The weighting and distribution of content across topics in both tests were appropriate at all sites (100%), marking a 15% increase from the 85% recorded in August 2024; and
- c. Time allocation for test administration was deemed realistic at 100% of sites, showing a 12% improvement compared to the 88% reported in August 2024.

2.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were identified:

- a. Assessment tasks were developed in accordance with the assessment plan at 80% of the sites, reflecting a 12% decline from 92% in August 2024;
- b. The subject file contained lesson plans at 80% of the sites visited, a decrease of 12% compared to 92% in August 2024;
- c. Assessment scores were accurately recorded on the mark sheets at 80% of the sites visited, a 20% decrease compared to the 100% recorded in August 2024;
- d. Marking was consistent with the approved marking guidelines at 80% of the sites, representing an 8% drop from the 88% observed in August 2024;
- e. Marks reflecting true student performance dropped to 80% from 88% in the August 2024 examination;
- f. The mark allocated was a true reflection of the students performance in both tests at 80% of the sites, which is a decrease of 8% when compared to 88% in August 2024; and
- g. Two sites failed to provide evidence of marked tests and marksheets, namely, Coastal TVET and Platinum Colleges.

2.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to ensure that:

- a. Tasks are developed in accordance with the approved assessment plan;
- b. Lesson plans are developed and filed in the subject file;
- c. Assessment scores are accurately recorded on the mark sheet;
- d. Marking is consistent with the approved marking guidelines;
- e. The mark allocated is a true reflection of the students performance;
- f. Oversight of ICASS implementation at all sites is strengthened; and
- g. The issued directives are implemented and monitored.

2.7 CONCLUSION

Although the NATED Report 190/191 Engineering Studies N3 programmes are being phased out, they continue to attract significant interest from students enrolled at both private FET and public TVET colleges. However, persistent non-compliance poses a serious risk to the effective delivery and credibility of these programmes.

To safeguard the integrity of ICASS and ensure its role in preparing students for final examinations and industry readiness, the DHET must provide consistent support and oversight. It is essential that the practical application of theoretical knowledge is emphasised to align student competencies with workplace expectations.

Therefore, ongoing monitoring of ICASS implementation at teaching and learning sites is critical. This will help ensure the holistic development of students, equipping them for successful integration into the workforce or progression to further studies.

CHAPTER 3: MONITORING OF THE WRITING OF EXAMINATIONS

3.1 INTRODUCTION

The purpose of Umalusi monitoring the writing of examinations is to determine whether the Department of Higher Education and Training (DHET) conducts, administers and manages the examinations in accordance with approved guidelines and policies. Monitoring ensures the credibility of examinations for the Technical and Vocational Education and Training (TVET) qualifications and programmes registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) offered at TVET colleges.

This chapter reports the findings from monitoring a sample of 30 examination centres nationally. It also acknowledges areas of improvement and non-compliance and provides directives for improvement and compliance.

3.2 SCOPE AND APPROACH

Umalusi conducted monitoring of the August 2025 Report 190/191 Engineering Studies N3 examinations across 30 examination centres located in eight of the nine provinces. The samples included:

- a. Sixteen public TVET colleges;
- b. Thirteen private FET colleges; and
- c. One correctional services centre.

Data collection at these centres was conducted through a combination of verification, observation, and interviews. The findings from these activities were compiled into comprehensive reports that provided insights into the conduct and administration of the examinations at the selected sites.

The details of the examination centres monitored are provided in Table 3A.

Table 3A: Examination centres monitored by Umalusi

No.	Name of college and type	Site/campus	Province	Subject/s	Date visited
1.	Advisor Progressive College (Private)	Witbank	MP	Diesel Trade Theory N3	11/08/2025
2.	Berea Technical College (Private)	Durban	KZN	Engineering Science N3	31/07/2025
3.	Buffalo City TVET College (Public)	St Marks	EC	Mechanotechnology N3	05/08/2025
4.	Capricorn TVET College (Public)	Ramokgopa	LP	Engineering Science N3 and Building Science N3	31/07/2025

No.	Name of college and type	Site/campus	Province	Subject/s	Date visited
5.	Coastal TVET College (Public)	Durban	KZN	Logic Systems N3	08/08/2025
6.	Crane International Academy (Private)	Middleburg	MP	Diesel Trade Theory N3	11/08/2025
7.	Denver Technical College (Private)	Pretoria	GP	Diesel Trade Theory N3	11/08/2025
8.	Divoh Technical College (Private)	Ermelo	MP	Mechanotechnology N3 and Instrument Trade Theory N3	05/08/2025
9.	Ekurhuleni East TVET College (Public)	Benoni	GP	Engineering Science N3	31/07/2025
10.	Esayidi TVET College (Public)	Port Shepstone	KZN	Engineering Science N3	31/07/2025
11.	False Bay TVET College (Public)	Westlake	WC	Mathematics N3	01/08/2025
12.	Flavius Mareka TVET College (Public)	Mphohadi	FS	Mathematics N3	01/08/2025
13.	Flavius Mareka TVET College (Public)	Sasolburg	FS	Engineering Science N3	31/07/2025
14.	Goldfields TVET College (Public)	Tosa	FS	Mathematics N3	01/08/2025
15.	Greenhill Institute of Technology (Private)	Mashishing	MP	Engineering Drawing N3	08/08/2025
16.	Jane Furse City College (Private)	Jane Furse Centre	LP	Engineering Science N3	31/07/2025
17.	King Sabata Dalindyebo TVET College (Public)	Libode	EC	Engineering Science N3	31/07/2025
18.	Majuba TVET College (Public)	Newcastle Technology Centre	KZN	Engineering Science N3	31/07/2025
19.	Northlink TVET College (Public)	Goodwood	WC	Mathematics N3	01/08/2025
20.	Polokwane Centre of Education (Private)	Polokwane	LP	Engineering Science N3	31/07/2025

No.	Name of college and type	Site/campus	Province	Subject/s	Date visited
21.	Qualitas Career Academy (Private)	Newcastle	KZN	Mechanotechnology N3	05/08/2025
22.	Revine Technical College (Private)	White River	MP	Industrial Electronics N3	30/07/2025
23.	Richedzani Engineering College and Training Centre (Private)	Thohoyandou	LP	Engineering Science N3 and Building Science N3	31/07/2025
24.	Rostec Technical College (Private)	Polokwane	LP	Mathematics N3	01/08/2025
25.	Sekhukhune TVET College (Public)	Apel	LP	Mathematics N3	01/08/2025
26.	Sekhukhune TVET College (Public)	CN Phatudi	LP	Engineering Science N3	31/07/2025
27.	Taalnet Training Institute (Private)	Kempton Park	GP	Industrial Electronics N3	30/07/2025
28.	Tshwane South College (Public)	Centurion	GP	Mathematics N3	01/08/2025
29.	Tswelopele Correctional Centre	Kimberley	NC	Engineering Science N3	31/07/2025
30.	Western TVET College (Public)	Randfontein	GP	Industrial Electronics N3	30/07/2025

3.3 SUMMARY OF FINDINGS

The findings on the monitoring of the writing of the examination are indicated by criteria, as per the Umalusi monitoring of the writing of the examinations instrument.

Table 3B lists the detailed findings by Umalusi at monitored examination centres.

Table 3B: Detailed findings at monitored examination centres

Criteria	Findings	Examination centres
Preparations for the examination	Umalusi noted evidence that the DHET had verified the state of readiness and availability of facilities at 29 (97%) of the examination centres visited. This represents a 3% increase compared to the 94% in August 2024 examinations.	
	DHET did not verify one (3%) examination centre.	Durban Campus
	There was an official timetable for the current examinations at 30 (100%) examination centres monitored, an increase of 6% when compared to 94% in the August 2024 examinations.	
	Thirty (100%) examination centres had enough examination rooms to accommodate all registered candidates, which is in line with the 100% in August 2024 examinations.	
	The examination rooms at 26 (87%) examination centres had sufficient space to accommodate all candidates. This allowed candidates to be seated at one metre distance apart (in all directions). This was 4% lower than the 91% recorded in August 2024 examinations.	
	At four (13%) examination centres, candidates were seated at less than one metre apart (in all directions) from each other.	Advisor Progressive College Divoh Technical College Port Shepstone Campus Rostec Technical College
	Sufficient and suitable furniture was provided at 30 (100%) of the centres monitored. This was 6% more than the 94% of August 2024 examinations.	
	There was suitable lighting in the examination rooms at 26 (87%) of the monitored examination centres. This was 13% lower than the 100% attained in the August 2024 examinations.	
At four (13%) examination centres, the lighting in the examination rooms was not suitable.	Advisor Progressive College Greenhill Institute of Technology Port Shepstone Campus Randfontein Campus	
Thirty (100%) examination centres had water and sanitation, which is in line with the 100% reported in the August 2024 examinations.		

Criteria	Findings	Examination centres
	Thirty (100%) examination centres had a safe/strong room where examination materials were stored; this represented an increase of 3% compared to the 97% in August 2024 examinations.	
	The environment was conducive for writing examinations at 28 (93%) of the examination centres. This was a 5% increase when compared to the 88% in August 2024 examinations.	
	At two (7%) examination centres, the environment was not conducive to writing examinations due to the noise caused by other students outside the venue.	Port Shepstone Campus Taalnet Training Institute
	At one (3%) examination centre, there was no backup generator on site.	Durban Campus
	Chief invigilators from all examination centres collected/received question papers from the nodal point. This was on par with the 100% in August 2024 examinations.	
	At all monitored examination centres, the chief invigilator or authorised personnel received the examination materials from the assessment body.	
	The chief invigilators verified that the correct question papers were delivered/collected at all examination centres. This was consistent with the 100% compliance in August 2024 examinations.	
	An updated stock control register was maintained at thirty (100%) examination centres, representing a slight increase of 3% compared to 97% in August 2024 examinations.	
Invigilators and their training	Campus managers were appointed as chief invigilators at 29 (97%) of the 30 examination centres monitored; this represented a 6% increase from the 91% achieved in August 2024 examinations.	
	One (3%) examination centre did not comply, as no appointment letter was provided.	Crane International Academy

Criteria	Findings	Examination centres
	<p>The DHET trained chief invigilators at 28 (93%) of the thirty examination centres, a 5% increase from the 88% achieved in the August 2024 examinations.</p> <p>At two (7%) examination centres, there was no evidence that the chief invigilator had received training from the assessment body.</p>	Port Shepstone Campus Qualitas Career Academy
	<p>Invigilators were appointed in writing at 29 (97%) examination centres, representing a 3% decrease compared to 100% in August 2024 examinations.</p> <p>At one (3%) examination centre monitored, there was no evidence that an invigilator had been appointed.</p>	Ramokgopa Campus
	<p>Invigilators at 29 (97%) examination centres received training for the current examination, which is on par with 97% attained in August 2024 examinations.</p> <p>At one (3%) examination centre, invigilators were not trained for the current examination.</p>	Ramokgopa Campus
Preparations for writing and examination rooms/venues	<p>At 26 (87%) of the examination centres, candidates were seated at 08:30 AM, 30 minutes before the examination commenced; an increase of 2% when compared with 85% in August 2024 examinations.</p> <p>At four (13%) examination centres, candidates were not seated 30 minutes before the commencement of the examination.</p>	Centurion Campus Crane International Academy Sasolburg Campus Taalnet Training Institute
	<p>The total number of examination centres where invigilators verified candidates admission letters/identity documents before they were allowed into the examination venue was 28 (93%) of the total sample. This represents a 2% increase compared to the 91% finding in the August 2024 examinations.</p> <p>At two (7%) examination centres, invigilators did not verify candidates admission letters/identity documents before they were allowed into the examination venue.</p>	Advisor Progressive College Ramokgopa Campus

Criteria	Findings	Examination centres
	At 27 (90%) of the monitored examination centres, there was an appropriate number of invigilators. This was a 10% decrease when compared to the 100% in August 2024 examinations.	
	At three (10%) of the monitored examination centres, there were not enough invigilators.	CN Phatudi Randfontein Campus Rostec Technical College
	There was an invigilation timetable at 30 (100%) examination centres, representing a 9% increase compared to the 91% in August 2024 examinations.	
	Twenty-eight (93%) examination centres had relief timetables, an increase of 5% compared to 88% in the August 2024 examinations.	
	At two (7%) examination centres, there was no relief timetable.	Westlake Campus St Marks Campus
	Invigilators at 29 (97%) examination centres signed an attendance register, representing a slight increase of 3% compared to the 94% in August 2024 examinations.	
	At one (3%) examination centre, the invigilators' attendance register was not signed.	Port Shepstone Campus
	At thirty (100%) examination centres, candidates were seated according to a seating plan, representing an improvement of 9% compared to 91% in August 2024 examinations.	
	A clock or another device displaying the time was clearly visible at 30 (100%) of the 30 examination centres monitored; an improvement of 6% compared to 94% in August 2024 examinations.	
	An information board was visible at 30 (100%) examination centres, which is on par with the findings of 100% in August 2024 examinations.	
	The examination venue/s at 30 (100%) monitored examination centres/sites, where examinations were written, were free of any material/writing/drawings that could aid candidates in writing the examination, which is on par with the 100% in the August 2024 examinations.	

Criteria	Findings	Examination centres
	Invigilators at 29 examination centres ensured that candidates were not in possession of cell phones or any materials/equipment not required for the examination; an increase of 9% compared to 91% in August 2024 examinations.	Tosa Campus
	Invigilators at 30 (100%) examination centres checked calculators for compliance, where applicable. An increase of 15% when compared to 85% in August 2024 examinations.	
	The examination file was available in the examination room at 30 (100%) of the examination centres, which is in line with the 100% availability in the August 2024 examinations.	
Time management	Invigilators arrived on time at 30 (100%) of the 30 examination centres; an increase of 3% compared to 97% in August 2024.	
	Candidates signed attendance registers at all examination centres, which is on par with 100% in the August 2024 examinations.	
	Invigilators issued the official answer book to all candidates writing the examination at all examination centres, which is on par with the 100% in the August 2024 examinations.	
	Invigilators at 30 (100%) examination centres verified that the information on the cover page of answer books was correct. This rating was 15% higher than the 85% in the August 2024 examinations.	
	Sealed question papers were opened in the presence of candidates at thirty (100%) examination centres. This was on par with the 100% in August 2024 examinations.	
	Question papers were distributed to candidates on time at 28 (93%) of the 30 examination centres; a decrease of 4%, compared to 97% in the August 2024 examinations.	
	At two (7%) examination centres, question papers were not distributed to candidates on time.	Port Shepstone Campus (08:53 – 08:56 AM) Jane Furse City College (08:49 – 08:53 AM)

Criteria	Findings	Examination centres
	<p>Invigilators at 26 (87%) of the examination centres checked question papers for technical accuracy, a decrease of 7% compared to the 94% in August 2024 examinations.</p> <p>Invigilators at four (13%) examination centres did not verify the technical accuracy of the question papers.</p>	<p>Advisor Progressive College Port Shepstone Campus Rostec Technical College St Marks Campus</p>
	<p>Candidates were given the required reading time at 28 (93%) examination centres, an improvement of 8% from 85% in the August 2024 examinations.</p> <p>At two (7%) of the monitored examination centres, students had to start writing the examination without being given the required regulated reading time to read the question papers.</p>	<p>Jane Furse City College Port Shepstone Campus</p>
	<p>Examination rules were read to candidates at 30 (100%) of the examination centres; this represents a 6% increase in compliance compared to the 94% achieved in the August 2024 examinations.</p>	
	<p>The examination started at the time indicated on the timetable at 30 (100%) examination centres, an increase of 3% compared to 97% in the August 2024 examinations.</p>	
	<p>Candidates at 29 (97%) of the examination centres arrived within the stipulated time and were admitted to the examination rooms, which is on par with the 97% attained in the August 2024 examinations.</p> <p>At one (3%) examination centre, candidates did not arrive within the stipulated time.</p>	<p>Apel Campus</p>
	<p>Invigilators stamped the answer books at 30 (100%) examination centres. This represented a 3% increase compared to the 97% achieved in the August 2024 examinations.</p>	
	<p>At one (3%) examination centre, candidates were allowed to leave the examination room during the last 15 minutes of the examination session</p>	<p>Port Shepstone Campus</p>

Criteria	Findings	Examination centres
	<p>The examination ended at the stipulated time at 26 (87%) of the 87 examination centres, which was 7% lower than the 94% in August 2024 examinations.</p> <p>At four (13%) examination centres, the candidates finished the examination early; thus, the examination ended before the stipulated time.</p>	<p>Denver Technical College (11:00 AM) Jane Furse City College (11:25 AM) Revine Technical College (11:40 AM) Richedzani Engineering College and Training Centre (11:40 AM)</p>
Activities during writing	<p>There were no instances of invigilators answering any questions to clarify any aspect of the question paper in any of the examination sessions. This was consistent with the findings of 100% in the August 2024 examinations.</p>	
	<p>At twenty-nine (97%) examination centres, there were no candidates who left the examination room temporarily without an escort during the examination sessions. This aligns with the 97% achieved in the August 2024 examinations.</p> <p>At one (3%) examination centre, a candidate left the examination room temporarily without an escort during the examination session.</p>	<p>Rostec Technical College</p>
	<p>There were no unauthorised personnel in any of the examination rooms at 30 (100%) of the examination centres, which is an increase of 3% compared to 97% in the August 2024 examinations.</p>	
	<p>There were no irregularities reported during the examination session at 29 (97%) of the 30 examination centres, an increase of 15% compared to 82% in August 2024 examinations.</p> <p>At one (3%) examination centre, irregularities were reported.</p>	<p>Tosa Campus</p>
	<p>Invigilators at 30 (100%) examination centres were active, mobile and vigilant throughout the examination. This represented a 3% increase compared to the 97% in August 2024 examinations.</p>	

Criteria	Findings	Examination centres
	There were no official errata at thirty (100%) of the examination centres, which is in line with the 100% attained in the August 2024 examinations.	
Packaging and transport of answer scripts	Scripts were counted and packed in a secure area at 30 (100%) examination centres, which is on par with the 100% attained in August 2024 examinations.	
	Absentee forms were inserted at all examination centres where examinations were conducted, which aligns with the 100% attainment rate in the August 2024 examinations.	
	Only authorised personnel were present during the packing of scripts at all examination centres, which is in line with the 100% compliance in the August 2024 examinations.	
	The scripts were packaged in sequence on the mark sheet at all examination centres, which is on par with the 100% in the August 2024 examinations.	
	The number of scripts corresponded to the number on the wrapper at 30 (100%) examination centres, which is in line with the 100% in August 2024 examinations.	
	Examination officials at 30 (100%) examination centres sealed the scripts in the satchel provided, which is on par with the 100% in August 2024 examinations.	
	The scripts were sealed in the presence of the monitor at 30 (100%) of the examination centres, which represents a 3% increase compared to 97% in the August 2024 examinations.	
	The chief invigilators at 27 (90%) of the examination centres completed a daily situational report, representing a 5% increase compared to 85% in August 2024 examinations.	Crane International Academy Randfontein Campus St Marks Campus
	Monitors did not observe evidence that the chief invigilator completed a daily situational report at three (10%) examination centres.	
Authorised personnel either locked scripts away or transported them to a nodal point at 30 (100%) examination centres.		

Criteria	Findings	Examination centres
Monitoring by the DHET	<p>Twenty-three (77%) examination centres could provide evidence of monitoring by the DHET. This represents a 17% decrease compared to the 94% achieved in the August 2024 examinations.</p> <p>At seven (23%) examination centres, there was no evidence that the assessment body had monitored the examination centres state of readiness for the examination.</p>	<p>Advisor Progressive College Apel Campus Durban Campus Jane Furse City College Libode Campus Rostec Technical College Tosa Campus</p>

3.3.1 IRREGULARITIES AND INCIDENTS IDENTIFIED BY UMALUSI

The assessment body was responsible for verifying and ensuring that examination centres were ready for the administration of the August 2025 examinations.

The Umalusi monitors and staff noted irregularities and incidents at examination centres, as follows:

- a) Capricorn TVET College (Ramokgopa Campus):
 - i. The appointment letter of the invigilator was in the file, but not signed;
 - ii. The invigilators' names did not appear in the training attendance registers; and
 - iii. Two candidates did not have Identity Documents (ID) and were allowed into the examination room without producing examination permits.
- b) Esayidi TVET College (Port Shepstone Campus):
 - i. Question papers were not distributed to candidates on time (08:53 – 08:56 AM);
 - ii. Invigilators did not check question papers for technical accuracy; and
 - iii. Candidates were not given the regulated reading time, but instead they were given 4 minutes to read through the question paper.
- c) Goldfields TVET College (Tosa Campus):
 - i. The candidate's cell phone rang during the examination session.
- d) Jane Furse City College (Jane Furse Centre):
 - i. Candidates were not given the regulated reading time (10 minutes), but instead they were given 3 minutes to read through the question paper.
- e) Rostec Technical College (Polokwane):
 - i. Candidates left the examination room temporarily without being escorted.
- f) Sekhukhune TVET College (Apel Campus):
 - i. One candidate was admitted to the examination room at 09:02 AM.
- g) Advisor Progressive College (Witbank):
 - i. The invigilators did not verify the admission letters/ ID for the first ten candidates during admission to the examination room; instead, they were verified on their desks.

Umalusi presented the irregularities identified during the National Examination and Assessment Irregularities Committee (NEAIC) meeting. DHET investigated and presented evidence that led to the resolution of the irregularities and imposed an appropriate sanction.

3.4 AREAS OF IMPROVEMENT

None.

3.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were observed:

- a. **Preparation of the examination:** There was an insufficient number of invigilators at CN Phatudi, Randfontein, and Rostec Technical Colleges.
- b. **Invigilators' training:** At seven examination centres, there was no evidence that the assessment body had trained the chief invigilator.
- c. **Time management:** At Port Shepstone and Jane Furse City College, it was found that:
 - i. Question papers were not distributed to candidates on time; and
 - ii. Invigilators did not check the question papers for technical accuracy.

3.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

DHET is required to ensure that:

- a. Examination centres comply with the policy pertaining to the conduct, administration, and management of the examinations.
- b. Examination centres strengthen invigilation processes by ensuring that:
 - i. Candidates are seated at 1 meter apart in all directions at all centres;
 - ii. Examination venues are conducive to the writing of examinations;
 - iii. Question papers are distributed to candidates on time; and
 - iv. Invigilators check question papers for technical accuracy.
- c. It Institutes consequence management for non-compliant colleges.

3.7 CONCLUSION

The August 2025 NATED Report 190/191 Engineering Studies N3 examinations were conducted, administered, and managed to an acceptable standard. The examination centres demonstrated notable improvements in several key areas, including ensuring that candidates were seated according to a seating plan, the availability of an invigilation timetable, the checking of calculators where applicable, and the verification of information on the cover page of answer books.

However, significant non-compliance issues remain, particularly concerning the invigilators and their training, as well as preparations for writing and time management.

CHAPTER 4: STANDARDISATION OF MARKING GUIDELINES

4.1 INTRODUCTION

The process of standardising marking guidelines creates a platform for the Department of Higher Education and Training (DHET) to facilitate discussions among markers, examiners, internal moderators, and Umalusi external moderators. Through these discussions, a consensus is reached on responses to each question before Umalusi approves or signs off on the final marking guidelines.

The purpose of conducting marking guideline standardisation discussions is to ensure that the personnel involved in the marking process share a common understanding and interpretation of the marking guidelines. Furthermore, this process provides a platform for incorporating a range of alternative responses into the final marking guidelines before they are implemented.

Umalusi participates in the finalisation of the marking guidelines to lend credibility to the process, verify that fairness prevails, and report on the:

- a. Preparedness of markers, chief markers and internal moderators for the marking guideline discussions;
- b. Thoroughness of 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 the marking guideline meeting was chaired by a range of individuals, including the examiner/internal moderator who set the question papers, chief markers and even a marker. The examiner and internal moderator chaired eight meetings, while the chief markers chaired nine meetings and a marker chaired one meeting.

4.2 SCOPE AND APPROACH

Umalusi deployed 18 external moderators to participate in the online standardisation meetings for eighteen instructional offerings, as listed in Table 4A. These meetings were hosted by the DHET and held via Microsoft Teams from 29 July 2025 to 19 August 2025. During these sessions, Umalusi moderators utilised the standardisation of marking guidelines instrument specifically designed for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations.

This instrument guided moderators in evaluating and reporting findings based on the following key criteria:

- a. Attendance by internal moderators, chief markers and markers;
- b. Punctuality of attendees;
- c. Duration of discussions;
- d. Validity of the presented marking guideline;
- e. Chairperson of the meeting;
- f. Standardisation of the marking guideline process;
- g. Participation of role players;

- h. Adjustments and justification;
- i. Umalusi role;
- j. Challenges during the meeting; and
- k. Approval of the final marking guidelines.

During the standardisation of marking guidelines, Umalusi moderators provided guidance, monitored proceedings, endorsed final decisions, and approved marking guidelines for use during the marking process.

A list of N3 instructional offerings, together with the dates of the standardisation of marking guideline meetings attended by Umalusi, is recorded in Table 4A.

Table 4A: N3 marking guideline discussion meetings conducted

No.	Instructional Offerings	Date
1.	Aircraft Maintenance Theory N3	13/08/2025
2.	Building Drawing N3	08/08/2025
3.	Building and Civil Technology N3	13/08/2025
4.	Electrical Trade Theory N3	05/08/2025
5.	Engineering Drawing N3	11/08/2025
6.	Engineering Science N3	31/07/2025
7.	Industrial Electronics N3	30/07/2025
8.	Industrial Orientation N3	29/07/2025
9.	Logic Systems N3	11/08/2025
10.	Mathematics N3	04/08/2025
11.	Mechanotechnology N3	06/08/2025
12.	Plating and Structural Steel Drawing N3	31/07/2025
13.	Radio Theory N3	11/08/2025
14.	Diesel Trade Theory N3	14/08/2025
15.	Waste-water Treatment Practice N3	15/08/2025
16.	Building Science N3	01/08/2025
17.	Electrotechnology N3	18/08/2025
18.	Industrial Organisation and Planning N3	19/08/2025

4.3 SUMMARY OF FINDINGS

According to the external moderators, the participants were generally adequately prepared for the meetings, which facilitated thorough discussions and the finalisation of marking guidelines. The participants reached consensus on the changes made to the guidelines, as evidenced in Table 4B where the findings from the standardisation process are presented.

Table 4B: Findings from the standardisation of marking guidelines of NATED N3 instructional offerings

Evaluation criteria	Findings and challenges	Sampled instructional offerings involved
Attendance by marking staff	Chief markers, internal moderators and markers attended the marking guideline discussion for 39% of the instructional offerings, compared to 87% in the August 2024 meetings.	Building Drawing N3 Electrical Trade Theory N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3
	The examiners who set the question papers were not present in 44% of the instructional offerings.	Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Logic Systems N3 Plating and Structural Steel Drawing N3 Waste-water Treatment Practice N3
	The internal moderators who moderated the question papers were not present in 17% of the instructional offerings.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Radio Theory N3
Chairperson of the meeting	The examiners/internal moderators of 44% of instructional offerings chaired the meetings, compared to 53% in the August 2024 meetings.	Aircraft Maintenance Theory N3 Building Drawing N3 Electrical Trade Theory N3 Engineering Drawing N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Plating and Structural Steel Drawing N3 Waste-water Treatment Practice N3
	In 50% of the instructional offerings, the chief markers chaired the meetings, compared to the 40% registered in the August 2024 meetings.	Building and Civil Technology N3 Building Science N3 Electrotechnology N3 Engineering Science N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Radio Theory N3
	A marker chaired the meeting in one instructional offering. This is equivalent to the previous examination.	Diesel Trade Theory N3

Evaluation criteria	Findings and challenges	Sampled instructional offerings involved
The question paper and marking guidelines are the same as those approved by Umalusi	The question paper and marking guidelines presented in 100% of the instructional offerings were the same as those approved by Umalusi. This equates to the previous corresponding examination.	
Chairpersons preparedness for the meetings	<p>The chairperson was prepared for the meeting in 89% of the instructional offerings, compared to 87% in the previous equivalent examination.</p> <p>In two instructional offerings, the chairperson either did not have the marking guideline or volunteered to chair in the absence of a chairperson and was thus unprepared.</p>	<p>Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio Theory N3 Waste-water Treatment Practice N3</p> <p>Aircraft Maintenance Theory N3 Logic Systems N3</p>
Participation in the marking guideline discussion	Participants actively contributed to the discussion in 94% of the meetings, which is equivalent to the August 2024 examination.	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio Theory N3 Waste-water Treatment Practice N3</p>

Evaluation criteria	Findings and challenges	Sampled instructional offerings involved
	In one instructional offering, participation was poor because it appeared that the participants had not worked through the question paper.	Logic Systems N3
Questions deemed to be outside the syllabus	In 100% of the offerings, all questions were accepted as being within the scope of the syllabus. This figure registered at 100% in the previous examination.	
Adjustments to the marking guidelines during the marking guideline discussions	During the marking guideline discussions, adjustments were made to 67% of the instructional offerings, down from 87% in the August 2024 meetings.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 N3
	No adjustments were made to the marking guidelines in 33% of the instructional offerings, compared to the 13% recorded in the previous corresponding meeting.	Building Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Plating and Structural Steel Drawing N3 Radio Theory N3 Waste-water Treatment Practice N3
Justification for changes to the marking guidelines	Umalusi deemed 61% of the changes to marking guidelines as justified because they would improve fairness and ensure consistency in the marking process. The justification for changes was recorded as 87% in the August 2024 meetings.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3
	The adjustment to the marking guideline in one instructional offering was not justified, according to the Umalusi moderator. There was a disagreement over one question, which the panel members considered outside the syllabus, but Umalusi disagreed.	Engineering Science N3

Evaluation criteria	Findings and challenges	Sampled instructional offerings involved
Effect of changes to marking guidelines on the cognitive level of answers/responses	In 61% of the instructional offerings with changes to the marking guidelines, there was no effect on the cognitive level of the answers, compared with 87% in the August 2024 meetings.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Industrial Electronics N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3
	In one instructional offering, the cognitive level was reduced by 6% because the panel indicated that the question would not be marked.	Engineering Science N3
Role of Umalusi moderator in marking guideline discussion meetings	Umalusi assumed various roles, including those of observer, mediator, advisor, decisionmaker, and final approver of amendments to the marking guidelines, in 100% of the question papers, compared to 100% in the previous corresponding examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio Theory N3 Waste-water Treatment Practice N3

Evaluation criteria	Findings and challenges	Sampled instructional offerings involved
Signing off on the marking guidelines	The external moderators endorsed the marking guidelines verbally in 100% of the instructional offerings. The verbal sign-off is a consequence of online platforms used for discussion. This figure was registered at 100% in the previous equivalent examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio Theory N3 Waste-water Treatment Practice N3
Comments and recommendations from Umalusi moderators	<ul style="list-style-type: none"> There were concerns raised by the external moderators that not all officials from all the marking centres, were present. It was recommended that all appointed markers should be compelled to attend the sessions. Of particular concern is the absence of examiners who are responsible for setting the question papers. 	

4.4 AREAS OF IMPROVEMENT

None.

4.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were noted:

- In 44% of the instructional offerings, the examiners who set the question papers were absent, while internal moderators were absent in 17% of the offerings; and
- In one instance, both the examiner and internal moderator were absent, resulting in a marker chairing the meeting. The marker was unprepared, which caused a delay in the commencement of discussions.

4.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

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

- Examiners and internal moderators responsible for setting and moderating the question papers are present to chair the standardisation of the marking guideline meetings since this will lend credibility to the discussions and ultimately ensure that the marking guidelines are fair and valid;
- Professionalism and meeting etiquette are promoted, particularly among chairpersons; and
- Chairpersons must be informed of their roles in advance to ensure they are adequately prepared.

4.7 CONCLUSION

The standardisation process successfully ensured that the marking guidelines would be applied uniformly, but its integrity was compromised by poor attendance of key personnel. The purpose of the standardisation meeting is not simply to approve a document but to build a common understanding and application of the guidelines, often requiring the subject matter expertise and context provided by the examiner and internal moderator.

The significant absenteeism of these individuals means that the intellectual rationale behind the question paper and its guidelines may not have been fully transferred to the marking staff. This poses a potential risk to the consistency and reliability of the marking, as markers may not fully grasp the intended response or the justification for specific mark allocations, thereby undermining the core purpose of the process.

CHAPTER 5: MONITORING OF MARKING CENTRES

5.1 INTRODUCTION

Umalusi monitored the marking centres for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations as part of its quality assurance mandate for assessments. The purpose of this monitoring was to verify whether the Department of Higher Education and Training (DHET) had 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 count of candidates registered for different subjects in the August 2025 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 August 2025 Report 190/191 Engineering Studies N3 examination scripts.

This section reports the findings from monitoring seven DHET marking centres.

5.2 SCOPE AND APPROACH

Umalusi monitored seven marking centres during the August 2025 examinations. Monitoring focused on:

- a. Preparation and planning;
- b. Marking centre resources;
- c. Security measures;
- d. Quality assurance of marking; and
- e. Handling of irregularities.

Umalusi personnel used a purpose-designed monitoring instrument to assess compliance with marking standards and procedures. The details of the monitored marking centres are provided in Table 5A.

Table 5A: Marking centres monitored by Umalusi

No.	Centre	Province	Date
1.	Hillside View Campus	Free State	23/08/2025
2.	Mpondozankomo Campus	Mpumalanga	22/08/2025
3.	Northdale Campus	KwaZulu-Natal	21/08/2025
4.	Pretoria West Campus	Gauteng	22/08/2025
5.	Seshego Campus	Limpopo	21/08/2025
6.	Struandale Campus	Eastern Cape	22/08/2025
7.	Thornton Campus	Western Cape	21/08/2025

5.3 SUMMARY OF FINDINGS

5.3.1 FINDINGS FROM THE MONITORING OF MARKING CENTRES

The findings in Table 5B are presented according to the criteria for monitoring marking centres, as prescribed by Umalusi.

Table 5B: Findings at marking centres monitored by Umalusi

Criteria	Findings	Marking centres
Preparation and planning for marking	<p>The preparation and planning for marking were monitored at nearly all centres and found to be generally satisfactory; however, the following was observed:</p> <p>The SAPS and Medical officials were on site during the marking process to ensure safety and provide medical care in case of an emergency.</p> <p>Six markers resigned from the marking due to family commitments, and a reserve markers list was used to replace them.</p> <p>Some of the markers did not report for duty at the marking centre as per the management plan. The marking centre management requested an additional appointment of markers from DHET via email, and on the day of the monitoring, they were still awaiting a response.</p> <p>At all monitored marking centres, security officers patrolled for 24 hours.</p>	<p>Seshego Campus</p> <p>Struandale Campus</p> <p>Thornton Campus</p>
Marking centre resources	<p>At all monitored marking centres, it was found that they all had the necessary resources suitable for marking.</p> <p>During the monitoring of marking centres, it was also observed that:</p> <ol style="list-style-type: none"> The facilities were suitable for marking; The lighting in all rooms was in good condition; The space was adequate to accommodate the number of subjects/instructional offerings allocated to be marked at the centre; The marking venues complied with the minimum Occupational Health and Safety (OHS) requirements; and The furniture was suitable for marking in all the venues. 	

Criteria	Findings	Marking centres
Security measures provided	<p>The security measures provided at all the visited marking centres were appropriate. These included:</p> <ol style="list-style-type: none"> Access control to the marking centre; Managing unauthorised personnel; Movement of scripts from the control room to marking venues; and Transportation of scripts in and out of the marking centre. <p>In addition to the security measures, the following was observed:</p> <p>The security guards/officials conducted a body search of all marking officials upon arrival and upon departure from the building.</p> <p>Additional security guards were requested during the marking period and they were present on the day of the monitoring visit to the centre. DHET contracts Madibana courier services to deliver and collect scripts from the marking centres.</p>	<p>Hillside View Campus</p> <p>Mpondozankomo Campus</p>
Handling of irregularities	<p>The processes and procedures of handling irregularities as set out by the DHET were observed at all marking centres monitored.</p> <p>The marking centres addressed suspected examination irregularities, which were confirmed by the chief marker(s). Upon identifying suspected irregularities, the marker reports to the chief marker and internal moderator, who escalate the matter to the Deputy Marking Centre Manager Academic (DMCMA) for investigation.</p> <p>The script/s identified as irregular are copied and entered into the irregularity register. The original copy is couriered to DHET, and the marking centre keeps the copy.</p> <p>All identified irregularities are recorded and reported to the DHET.</p>	
Monitoring by the assessment body	<p>Monitoring by the assessment body was confirmed at five marking centres (a reduction from seven in August 2024).</p>	<p>Hillside View Campus</p> <p>Mpondozankomo Campus</p> <p>Pretoria West Campus</p> <p>Seshego Campus</p> <p>Struandale Campus</p>
	<p>At the time of the Umalusi visit, there was no evidence of monitoring by the assessment body at two marking centres.</p>	<p>Northdale Campus</p> <p>Thornton Campus</p>

Criteria	Findings	Marking centres
	At the three marking centres listed, monitors from the assessment body compiled reports detailing their findings and suggestions.	Mpondozankomo Campus Pretoria West Campus Struandale Campus
	The monitors from the assessment body did not leave a report at one of the monitored marking centres.	Hillside View Campus
Quality assurance procedures and capturing of marks	<p>At nearly all of the marking centres visited by Umalusi:</p> <ol style="list-style-type: none"> Examination assistants checked that marks were correctly totalled and transferred to the front pages of scripts and the mark sheets; The system for capturing marks at the marking centres was quality assured using a double-entry system, where one official captured and another verified; The capturing coordinator rechecked the captured data after the capturers had rechecked each others work; and A separate room/area equipped with computers was used for capturing the marks. <p>At one of the marking centres monitored, four scripts were verified, and it was found that the marks on one script for Electro-technology N3 were incorrectly transferred to a mark sheet; this error was brought to the attention of the DMCMA. The marker, the chief marker and the examination assistant who signed off the marksheet were called to rectify the mistake.</p>	Hillside View Campus
Reports	<p>At all the visited marking centres:</p> <ol style="list-style-type: none"> The markers made notes to augment the qualitative report; The chief markers completed a qualitative report after the marking process; The internal moderators completed qualitative reports; There was a system in place to control the receipt of qualitative reports; and The DMCMA ensured all submitted reports were quality assured. <p>It was reported that the marking reports submitted were of good quality.</p>	

Umalusi received one marking concession request, a decrease from the two requests received in August 2024.

During the monitoring of marking activities, Umalusi monitors verified that all marking centres strictly adhered to the verdict of the concession. The implementation of the concession was consistent across centres.

Table 5C indicates the subject with a marking concession application. The DHET applied for a marking concession to mark the question paper out of 96 marks. The marking concession was not approved.

Table 5C: August 2025 marking concession application

No.	Qualification/subject	Level	Approved/Not Approved
NATED Report 190/191 Engineering Studies			
1.	Engineering Science	N3	Not Approved

5.4 AREAS OF IMPROVEMENT

The following initiatives were noted at marking centres to enhance efficiency during the marking process:

- a. At Seshego Campus, the presence SAPS and medical personnel during the marking period helped ensure safety and provided immediate medical support in case of emergencies; and
- b. At Mpondozankomo Campus, additional security personnel were deployed during the marking period and were present during the monitoring visit, contributing to a secure environment.

5.5 AREA OF NON-COMPLIANCE

The following was observed:

- a. At Thornton Campus, some of the markers did not report for duty at the centre as per the management plan.

5.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET must ensure that:

- a. Marking centres strictly adhere to the rules and regulations in accordance with the DHET Policy; and
- b. Chief markers and markers report to the marking centres as per the management plan.

5.7 CONCLUSION

Monitoring confirmed that the DHET ensured the marking centres were secure, well-resourced, and administratively prepared to execute the marking process. This success is crucial, as the security of scripts and the orderly environment are prerequisites for credible marking outcomes. The effective handling of irregularities also demonstrates that the necessary policies and procedures are in place and understood by management.

CHAPTER 6: VERIFICATION OF MARKING

6.1 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 marking.

Umalusi quality assured the marking processes for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations by verifying samples of instructional offerings. The purpose of this verification was to:

- a. Assess whether markers follow the approved marking guidelines and are 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.

6.2 SCOPE AND APPROACH

Umalusi quality assured the marking processes for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations by verifying the marking of a sample of 15 instructional offerings. This verification assessed the adherence of the marking to the approved standardised marking guidelines.

Umalusi sampled 15 instructional offerings from seven marking centres for on-site monitoring and verification of marking. The sample of instructional offerings is listed in Table 6B.

Umalusi deployed 12 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 6A outlines the distribution of verified instructional offerings across these marking centres.

Table 6A: Distribution of verified instructional offerings across marking centres

No.	Marking Centre	Number of Instructional Offerings
1.	Hillside View Campus	2
2.	Mpondozankomo Campus	2
3.	Northdale Campus	3
4.	Pretoria West Campus	3 (+1 transfer from Seshego Campus)
5.	Seshego Campus	2 (-1 Mechanotechnology scripts were transferred to Pretoria West Campus)
6.	Struandale Campus	1
7.	Thornton Campus	2
Total Verified Instructional Offerings		15

Table 6B lists the 15 sampled N3 instructional offerings, including the dates and marking centres where on-site verification of marking was conducted.

Table 6B: Sampled N3 instructional offerings

No.	Instructional Offering	Date	Marking Centre
1.	Aircraft Maintenance Theory N3	23/08/2025	Hillside View Campus
2.	Building and Civil Technology N3	22/08/2025	Mpondozankomo Campus
3.	Building Science N3	23/08/2025	Seshego Campus
4.	Diesel Trade Theory N3	23/08/2025	Mpondozankomo Campus
5.	Electrotechnology N3	23/08/2025	Hillside View Campus
6.	Engineering Science N3	23/08/2025	Thornton Campus
7.	Industrial Electronics N3	22/08/2025 23/08/2025	Northdale Campus
8.	Industrial Organisation and Planning N3	22/08/2025 23/08/2025	Pretoria West Campus
9.	Instrument Trade Theory N3	23/08/2025 23/08/2025	Northdale Campus
10.	Logic Systems N3	23/08/2025	Thornton Campus
11.	Mathematics N3	22/08/2025	Struandale Campus
12.	Mechanotechnology N3	23/08/2025 29/08/2025	Seshego Campus
13.	Motor Trade Theory N3	23/08/2025	Pretoria West Campus
14.	Plating and Structural Steel Drawing N3	23/08/2025	Northdale Campus
15.	Waste-Water Treatment Practice N3	23/08/2025	Pretoria West Campus

During the August 2024 examinations, Umalusi sampled 25 instructional offerings for the verification of the marking process. For the August 2025 examinations, the sample size decreased to 15 instructional offerings as the NATED Report 190/191 programmes are being phased out. The sample still falls within the accepted range when compared to previous verifications of the marking process.

Table 6C provides a breakdown of the number of provinces and examination centres for the N3 moderated instructional offerings, respectively.

Table 6C: Verification of marking of N3 instructional offerings, number of provinces, and moderated scripts

Instructional Offering	Number of Provinces	Number of Moderated Scripts								
		Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Aircraft Maintenance Theory N3	1			14						
Building and Civil Technology N3	1									20
Building Science N3	1							20		
Diesel Trade Theory N3	2								2	18
Electrotechnology N3	2		3	17						
Engineering Science N3	1	20								
Industrial Electronics N3	1					20				
Industrial Organisation and Planning N3	4						07	02	04	08
Instrument Trade Theory N3	1					20				
Logic Systems N3	1	20								
Mathematics N3	1				20					
Mechanotechnology N3	1							20		
Motor Trade Theory N3	2								8	4
Plating and Structural Steel Drawing N3	1					20				
Waste-Water Treatment Practice N3	3		1				17		2	

Each external moderator purposively sampled and verified up to 20 marked scripts, except for Aircraft Maintenance Theory N3 and Motor Trade Theory N3. The selected scripts included those from various provinces and examination centres. The external moderator moderated student performance across low, average, and high levels.

6.3 SUMMARY OF FINDINGS

This section presents and compares the key findings of the August 2025 N3 Engineering Studies examinations and the verification of marking with those of the August 2024 N3 Engineering Studies examinations.

Table 6D summarises the findings from the verification of the marking process for the fifteen N3 instructional offerings.

Table 6D: Findings from the verification of marking for N3 instructional offerings

Criteria	Findings	Instructional Offerings
Availability of scripts	All the expected scripts of 11 (73%) instructional offerings have been received at the time of moderation. This compliance is an increase compared to the 36% recorded in the August 2024 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Electrotechnology 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 Waste-Water Treatment Practice N3
Training for marking	<p>Training of markers was conducted for 12 (80%) of the sampled instructional offerings, showing a decrease of 16% compared to 96% in the August 2024 examinations.</p> <p>Training primarily involves following procedures and protocols at marking centres, reviewing marking guidelines, and participating in sample marking discussions.</p>	Aircraft Maintenance Theory N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
Sample marking	<p>Marking consistency – same copy After training, each marker marked a copy of the same script to establish consistency in marking. This approach was used for all instructional offerings, reflecting a 12% increase compared to 88% in the August 2024 examinations.</p>	
	<p>Sampling from different centres For 14 (93%) instructional offerings, a sample of scripts from various centres were selected for marking, indicating a 1% increase in compliance compared to 92% in the August 2024 examinations.</p> <p>In the case of the Aircraft Maintenance Theory N3 offering, there were scripts from only one examination centre.</p>	Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3

Criteria	Findings	Instructional Offerings				
	<p>Adherence to marking guidelines Adherence to the marking guidelines was observed during sample marking for 100% of the sampled instructional offerings, representing a minor decrease of 12% from 88% in the August 2024 examinations.</p>					
Marking of question papers	<p>Adherence to the marking guideline Markers adherence to the marking guidelines was considered good for 12 (80%) instructional offerings, reflecting an 8% decrease compared to 88% in the August 2024 examinations.</p> <p>The table provides a breakdown of the different adherence categories:</p> <table border="1"> <thead> <tr> <th>Good</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>3</td> </tr> </tbody> </table>	Good	Average	12	3	<p>Building and Civil Technology N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p>
	Good	Average				
12	3					
<p>Standard of marking Five (33%) of the instructional offerings used a question-wise approach, while nine (60%) employed a whole-script marking approach. In the case of the Industrial Electronics N3 offering, a dual approach was followed for both smaller and larger batches.</p> <p>The standard of marking was rated as good for 13 (87%) instructional offerings, reflecting a 7% increase compared to 80% in the August 2024 examinations.</p> <p>The table provides a breakdown of the different marking standard ratings:</p> <table border="1"> <thead> <tr> <th>Good</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>2</td> </tr> </tbody> </table>	Good	Average	13	2	<p>Good Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p> <p>Average Aircraft Maintenance Theory N3 Mathematics N3</p>	
Good	Average					
13	2					

Criteria	Findings	Instructional Offerings
Administration	<p>Recording of marks The prescribed procedure for recording marks on the front page of the script was followed for 14 (93%) instructional offerings, a decrease of 7% in compliance observed in the August 2024 examinations.</p>	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
	<p>Indicating a mark per question Marks were indicated per question in sampled scripts for 14 (93%) instructional offerings, representing a 7% decrease in compliance compared to the August 2024 examinations.</p>	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
	<p>Indicating errors Mistakes/errors identified by moderators and/or examination assistants were indicated on the sampled scripts of 12 (80%) of the instructional offerings. Compliance increased by 8% compared to 88% in the August 2024 examinations.</p> <p>In the case of three of the instructional offerings, no errors were detected during the marking process.</p>	Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3

Criteria	Findings	Instructional Offerings
	<p>Transfer of marks to the cover page There was compliance of 93% for accurately transferring marks to the cover page. This represents a slight decrease of 3% compared to the August 2024 examinations.</p>	<p>Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p>
	<p>Correct completion of mark sheets Mark sheets were completed correctly for 14 (93%) instructional offerings. Compliance decreased by 3% compared to 96% in the August 2024 examinations.</p> <p>The instances of non-compliance included failing to record marks as three digits and missing relevant signatures.</p>	<p>Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p>
	<p>Note keeping Markers kept notes throughout the marking process for thirteen (87%) of the instructional offerings, reflecting a 9% decrease in compliance compared to 96% in the August 2024 examinations.</p>	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p>

Criteria	Findings	Instructional Offerings
Control	<p>Marker identification Markers for fourteen (93%) sampled instructional offerings indicated their code/name in red ink on the cover page of the scripts, similar to compliance in the August 2024 examinations. For one instructional offering (Aircraft Maintenance Theory N3), compliance was not applicable as the chief marker was the only marker.</p>	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
	<p>Chief marker identification The chief markers for fourteen (93%) of the instructional offerings clearly recorded their names on the moderated scripts, reflecting a 3% decline in compliance compared to 96% in the August 2024 examinations.</p>	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
	<p>Examination assistant identification Examination assistants for twelve (80%) of the sampled instructional offerings clearly recorded their initials/signatures on the checked scripts. This is similar to the compliance recorded in the August 2024 examinations.</p>	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3

Criteria	Findings	Instructional Offerings
Internal moderation	<p>Evidence of moderation Internal moderation of scripts from all marking centres was evident for ten (77%) of the instructional offerings, reflecting an improvement compared to 68% in the August 2024 examinations.</p> <p>Reasons for non-compliance include:</p> <ol style="list-style-type: none"> i. The marking was still in progress, and internal moderation had not yet begun. ii. An internal moderator was not appointed for the instructional offering. iii. Internal moderation was not evident for all the centres. 	<p>Compliance Building and Civil Technology N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p> <p>Non-compliance Building Science N3 Industrial Electronics N3 Mathematics N3</p> <p>Not Applicable Aircraft Maintenance Theory N3 Motor Trade Theory N3</p>
	<p>Sampling of scripts All thirteen instructional offerings (87%) were internally moderated by randomly selecting scripts from high, average, and underperforming candidates, reflecting improved compliance compared to 80% in the August 2024 examinations.</p> <p>Two instructional offerings were not internally moderated because of the reasons provided above.</p>	<p>Compliance Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p> <p>Not Applicable Aircraft Maintenance Theory N3 Motor Trade Theory N3</p>

Criteria	Findings	Instructional Offerings				
	<p>Approach Twelve (92%) instructional offerings were internally moderated using a whole-script moderation approach, compared to 68% in the August 2024 examinations.</p> <p>The table provides a breakdown of the different moderation approaches:</p> <table border="1"> <thead> <tr> <th>Question-wise</th> <th>Whole-script</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12</td> </tr> </tbody> </table> <p>Two instructional offerings were not internally moderated; therefore, the moderation processes were not applicable to these offerings.</p>	Question-wise	Whole-script	1	12	<p>Whole-script Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p> <p>Question-wise Electrotechnology N3</p> <p>Not Applicable Aircraft Maintenance Theory N3 Motor Trade Theory N3</p>
Question-wise	Whole-script					
1	12					
	<p>Standard of internal moderation The standard of internal moderation for eleven (85%) of the 13 moderated instructional offerings was rated as good, representing a significant improvement compared to 65% in the August 2024 examinations.</p> <p>The table provides a breakdown of the different moderation ratings:</p> <table border="1"> <thead> <tr> <th>Good</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>2</td> </tr> </tbody> </table> <p>Two instructional offerings were not internally moderated; therefore, the moderation processes were not applicable.</p>	Good	Average	11	2	<p>Good Building and Civil Technology N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p> <p>Average Building Science N3 Mathematics N3</p> <p>Not Applicable Aircraft Maintenance Theory N3 Motor Trade Theory N3</p>
Good	Average					
11	2					

Criteria	Findings	Instructional Offerings						
Candidates performance	<p>Level of difficulty The majority of candidates (87%) found the question papers for the fifteen instructional offerings to be fair. The cognitive demand and level of difficulty met the expected standard.</p> <p>The table provides a breakdown of the different levels of question paper difficulty:</p> <table border="1"> <thead> <tr> <th>Difficult</th> <th>Fair</th> <th>Easy</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>13</td> <td>0</td> </tr> </tbody> </table>	Difficult	Fair	Easy	2	13	0	<p>Fair Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3</p> <p>Difficult Mathematics N3 Waste-Water Treatment Practice N3</p>
	Difficult	Fair	Easy					
2	13	0						
<p>Candidate performance The table 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>12</td> <td>2</td> </tr> </tbody> </table> <p><i>* Marking and moderation have not yet been concluded.</i></p> <p>Although the question papers were considered fair, majority of the candidates performed at an average level (80%) or below. For two instructional offerings (13%), candidates performance was below average.</p> <p>The performance ratings are similar compared to the August 2024 examinations.</p>	Good	Average	Below average	1*	12	2	<p>Good performance: Aircraft Maintenance Theory N3</p> <p>Average Performance: Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3</p> <p>Below Average Performance: Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3</p>	
Good	Average	Below average						
1*	12	2						
Fairness of the question papers	The question papers for all (100%) instructional offerings did not contain any unfair questions.							

Criteria	Findings	Instructional Offerings
Prevention and management of irregularities	No irregularities were reported in the marking of eleven (73%) of the sampled instructional offerings, showing an improvement from the 60% compliance in the August 2024 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Diesel Trade Theory N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3
The general quality of the marking process	Marking was deemed to be of good standard and consistent for thirteen (87%) instructional offerings. This is a slight decrease in standard compared to the August 2024 examinations (96%).	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-Water Treatment Practice N3

6.4 AREAS OF IMPROVEMENT

None.

6.5 AREAS OF NON-COMPLIANCE

The findings from the verification of marking identified several instances of non-compliance that affect the quality of the marking processes:

- a. Markers' adherence to the marking guidelines was considered good in twelve (80%) instructional offerings, reflecting an 8% decrease compared to 88% in the August 2024 examinations; and
- b. Training of markers was conducted for twelve (80%) of the sampled instructional offerings, showing a decrease of 16% compared to 96% in the August 2024 examinations.

6.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

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

- a. Implement measures to strengthen adherence to the marking guidelines and enhance the overall standard of marking.

6.7 CONCLUSION

The marking and moderation of scripts for the August 2025 NATED Report 190/191 Engineering Studies N3 examinations were mostly consistent and accurate. The question papers were generally regarded as fair, with a cognitive balance across the assessments. Candidates' performance was mostly rated as average. 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 as a result of the phasing out of the N2 and N3 Engineering Studies programmes.

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 INTRODUCTION

Standardisation is a process informed by the evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity in each context by considering possible sources of variability other than the students' ability and knowledge. Variability may occur because of the standard of question papers, the conduct of the examinations, the quality of marking and other related factors. It is for this reason that examination results are standardised to control their variability from one examination sitting to the next.

Preparation for standardisation meetings involves the verification of instructional offering structures; monitoring of the capturing of marks; developing and verifying historical averages (norms) and outliers; and verifying the standardisation booklets. Standardisation decisions are informed by various factors, including statistical tables and graphs, pair analysis, qualitative input reports compiled from internal and external moderators, and evidence-based reports presented by assessment bodies. The process concludes with the approval of mark adjustments, per instructional offering, statistical moderation and the resulting process.

7.2 SCOPE AND APPROACH

Umalusi quality assured the results of 26 NATED Report 190/191 Engineering Studies N3 instructional offerings for the August 2025 examinations, administered by the Department of Higher Education and Training (DHET), through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered quantitative data and qualitative inputs to reach standardisation decisions. After the standardisation meeting, Umalusi verified the correctness of the adjustments applied to each instructional offering and subsequently verified and approved the resulting files on the instructional offering level.

7.3 SUMMARY OF FINDINGS

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

7.3.1 DEVELOPMENT OF NORMS

The norms for the NATED Report 190/191 Engineering Studies N3 examination were developed from the previous six examination sittings for the August 2025 examinations. Once that was done, in accordance with policy requirements, the DHET submitted the norms to Umalusi for verification and approval purposes. Analysis of the norms datasets showed one instructional offering with outlier years for the August 2025 NATED Report 190/191 Engineering studies N3 examinations, as shown in Table 7A.

Table 7A: Instructional offering with outlier years for the August 2025 NATED N3

Level	Code	Instructional offerings	Outlier year
3	11041583	Refrigeration Trade Theory	202408

7.3.2 ELECTRONIC DATASETS AND STANDARDISATION BOOKLETS

The DHET submitted the standardisation datasets for verification purposes to Umalusi. The submitted standardisation datasets and booklet for the NATED Report 190/191 Engineering Studies N3 examinations adhered to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline document. The standardisation datasets and the booklet were verified and approved at the initial submission.

7.3.3 PRE-STANDARDISATION AND STANDARDISATION

Umalusi held the pre-standardisation and standardisation meetings for the NATED Report 190/191 Engineering Studies N3 examinations on 04 September 2025. Many factors, including qualitative and quantitative data, guided the ASC in making adjustment decisions. The qualitative input included matters emanating from the moderation of question papers and marking guideline discussions on issues that might unfairly advantage or disadvantage candidates, and cohort profiles and interventions. Quantitative inputs included the guiding norms and pairs analysis. All evidence was considered based on the established standardisation principles. The August 2025 NATED Report 190/191 Engineering Studies N3 examinations standardisation adjustment decisions are listed in Table 7B:

Table 7B: List of standardisation decisions for the August 2025 NATED N3

Description	Total
Number of instructional offerings presented	26
Raw marks	12
Adjusted (mainly upwards)	9
Adjusted (downwards)	5
Unstandardised	0
Number of instructional offerings standardised:	26

Once the ASC was satisfied with the reliability of the information provided, all instructional offerings presented were standardised. For the August 2025 NATED Report 190/191 Engineering Studies N3 examinations, the ASC accepted the raw marks for 12 out of 26 instructional offerings. Upward adjustments were applied to nine instructional offerings, while marks for five were predominantly adjusted downward. The DHET is commended for the excellent administration of the August 2025 NATED Report 190/191 Engineering Studies N3 examinations.

7.3.4 POST-STANDARDISATION

Following the standardisation meeting, Umalusi approved the mark adjustments and verified the resulting process. Umalusi verified the correctness of the adjustments applied to each instructional offering and subsequently verified and approved the resulting files on the instructional offering level.

7.4 AREAS OF IMPROVEMENT

The DHET attained a capture rate of 99.8%, representing a notable improvement from the 95.9% recorded during the April 2025 examinations.

7.5 AREAS OF NON-COMPLIANCE

None

7.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

None

7.7 CONCLUSION

The Standardisation process successfully concluded the quality assurance cycle. By accepting the raw marks for 12 instructional offerings and applying necessary statistical adjustments (upwards for nine and downwards for five) based on a robust educational rationale, the Assessment Standards Committee (ASC) fulfilled its mandate to maintain the standard of the qualification over time.

This final step ensures that, despite the quality assurance issues identified earlier in the process (especially concerning ICASS and quality of marking), the final certified results meet the required standard prescribed by Umalusi, thereby adhering to the final requirement of the GENFETQA Act for result approval. The notable improvement in the data capture rate (99.8%) is commendable and reflects excellent administrative execution by the DHET in the final phase of the examination cycle.

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ISBN: 978-1-928445-84-5



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