

2021



**REPORT ON THE QUALITY ASSURANCE OF
THE NOVEMBER 2021 TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING
(TVET) NATIONAL CERTIFICATE
(VOCATIONAL) [NC(V)] EXAMINATIONS
AND ASSESSMENTS**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

Table of Contents

FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI	iv
EXECUTIVE SUMMARY	vii
ABBREVIATIONS AND ACRONYMS	x
LIST OF TABLES AND FIGURES.....	xii
CHAPTER 1 MODERATION OF QUESTION PAPERS	1
1.1 Introduction.....	2
1.2 Scope and Approach.....	2
1.3 Summary of Findings	8
1.4 Areas of Improvement.....	33
1.5 Areas of Non-compliance.....	33
1.6 Directives for Compliance and Improvement.....	35
1.7 Conclusion.....	35
CHAPTER 2 MODERATION OF INTERNAL CONTINUOUS ASSESSMENT	37
2.1 Introduction.....	38
2.2 Scope and Approach.....	38
2.3 Summary of Findings	43
2.4 Areas of Improvement.....	81
2.5 Areas of Non-compliance.....	82
2.6 Directives for Compliance and Improvement.....	84
2.7 Conclusion.....	84
CHAPTER 3 MODERATION OF THE CONDUCT OF THE INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS	86
3.1 Introduction	87
3.2 Scope and Approach.....	87
3.3 Summary of Findings	90
3.4 Areas of Improvement.....	119
3.5 Areas of Non-compliance.....	119
3.6 Directives for Compliance and Improvement	121
3.7 Conclusion	122
CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS.....	123
4.1 Introduction.....	124
4.2 Scope and Approach.....	124
4.3 Summary of Findings	125
4.4 Areas of Improvement.....	130
4.5 Areas of Non-compliance.....	130
4.6 Directives for Compliance and Improvement.....	130
4.7 Conclusion.....	131



CHAPTER 5 MONITORING OF THE WRITING OF EXAMINATIONS	132
5.1 Introduction.....	133
5.2 Scope and Approach.....	133
5.3 Summary of Findings	136
5.4 Areas of Improvement.....	151
5.5 Areas of Non-compliance.....	151
5.6 Directives for Compliance and Improvement.....	152
5.7 Conclusion.....	152
CHAPTER 6 STANDARDISATION OF MARKING GUIDELINES	153
6.1 Introduction.....	154
6.2 Scope and Approach.....	155
6.3 Summary of Findings	158
6.4 Areas of Improvement.....	174
6.5 Areas of Non-compliance.....	174
6.6 Directives for Compliance and Improvement.....	175
6.7 Conclusion.....	175
CHAPTER 7 MONITORING OF MARKING CENTRES	176
7.1 Introduction.....	177
7.2 Scope and Approach.....	177
7.3 Summary of Findings	178
7.4 Areas of Improvement.....	180
7.5 Areas of Non-compliance.....	180
7.6 Directives for Improvement and Compliance.....	180
7.7 Conclusion.....	181
CHAPTER 8 VERIFICATION OF MARKING	182
8.1 Introduction.....	183
8.2 Scope and Approach.....	183
8.3 Findings	190
8.4 Areas of Improvement.....	215
8.5 Areas of Non-compliance.....	215
8.6 Directives for Compliance and Improvement.....	217
8.7 Conclusion.....	217
CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS	218
9.1 Introduction.....	219
9.2 Scope and Approach.....	219
9.3 Findings and Decisions.....	220
9.4 Areas of Improvement.....	222
9.5 Areas of Non-compliance.....	222
9.6 Directives for Compliance and Improvement.....	222
9.7 Conclusion.....	222

CHAPTER 10 CERTIFICATION	223
10.1 Introduction.....	224
10.2 Scope and Approach.....	224
10.3 Findings.....	225
10.4 Areas of Improvement (including Innovations)	227
10.5 Areas of Non-compliance.....	228
10.6 Directives for Compliance and Improvement.....	228
10.7 Conclusion.....	229

FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI

Umalusi continues to make improvements on its established standards in the quality assurance of the Technical and Vocational Education and Training (TVET) qualifications and programmes. These achievements can be attributed to the establishment and implementation of an effective and rigorous quality assurance of assessment system. This comprises established quality assurance processes for the conduct, administration and management of assessment and examinations. The system and its processes are redefined and revised for continuous improvement.

Umalusi assesses the quality and standard of assessments and examinations by determining the extent to which the assessment bodies, in this case the Department of Higher Education and Training (DHET) and institutions of teaching and learning:

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

Umalusi has established a professional working relationship with the DHET. This has led to an improvement in the way the DHET has conducted, administered and managed the TVET examinations and assessments over a period of time. It has been observed that chief directorates of the DHET, the regional offices, public and private colleges and some schools, participating correctional services centres as well as the examination and marking centres have shown improvement in their implementation of systems and processes related to the TVET examinations and assessments. However, despite improvement initiatives, grey areas remain that require development and improvement. Most pressing of these are failures to comply with the instructions for the administration and management of the internal moderation of internal continuous assessment (ICASS) and integrated summative assessment tasks (ISAT), and the occurrence of examination irregularities. These must be addressed as a matter of urgency. Other areas that need urgent attention include high absentee rates during examinations and high student drop-out rates.

The Assessment Standards Committee (ASC), a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met online on 17 January 2022 to scrutinise evidence presented on the conduct of the November 2021 National Certificate (Vocational) [NC(V)] examinations. Having studied all the evidence on the conduct, management and administration of these examinations administered by the DHET, Umalusi was satisfied that, apart from isolated instances of irregularities, no systemic irregularities that could have compromised the overall integrity and credibility of the examinations had been reported. The EXCO approved the release of the DHET results of the November 2021 NC(V) examinations. However, the DHET was required to:

- a) Block the results of those candidates and centres implicated in irregularities, pending the submission of evidence and a detailed report to Umalusi for verification and approval; and
- b) Address the directives for compliance and improvement and submit an improvement plan by 15 March 2022.

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

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

Umalusi applauds the work of all those officials who worked tirelessly to achieve fair and credible November 2021 NC(V) examinations.



Dr Mafu S Rakometsi
Chief Executive Officer



EXECUTIVE SUMMARY

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

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

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

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

This report will give an account of the processes undertaken by Umalusi in the quality assurance of the November 2021 National Certificate (Vocational) [NC(V)] examinations. The report will also reflect on the findings, areas of improvement and of non-compliance and will provide directives for compliance and improvement in the management, conduct and administration of examinations and assessment. The findings are based on information obtained from Umalusi's moderation, monitoring, verification and standardisation processes, and from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2020 NC(V) examinations.

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

In the Technical and Vocational Education and Training (TVET) sector, Umalusi quality assures the internal assessments and examinations for the (NC(V) qualifications and NATED Report 190/191: Engineering Studies N2–N3 programmes. The NC(V) qualifications and NATED Report 190/191: Engineering Studies N2–N3 programmes are offered at public TVET colleges, private further education and training (FET) colleges, correctional services centres, and a few schools. The quality assurance processes of Umalusi make provision for a sample from each type of centre/site.

In addition to the November examinations, supplementary examinations for the NC(V) qualifications are held annually in February/March. The results of the February/March 2021 supplementary examinations have been released and the quality assurance of assessment report is available on the Umalusi website.

The DHET conducted the November 2021 NC(V) examinations in 261 subjects, 86 on Level 2, 86 on Level 3 and 89 on Level 4. These examinations were administered amidst the very tight regulations imposed to deal with the COVID-19 pandemic.

This report covers the following quality assurance of assessment processes conducted by Umalusi:

- a. Moderation of question papers (Chapter 1);
- b. Moderation of internal continuous assessment (ICASS) (Chapter 2);
- c. Moderation of the conduct of integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) (Chapter 3);
- d. Monitoring the state of readiness to conduct examinations (Chapter 4)
- e. Monitoring of writing (Chapter 5);
- f. Standardisation of marking guidelines (Chapter 6);
- g. Monitoring of marking centres (Chapter 7);
- h. Verification of marking (Chapter 8);
- i. Standardisation and verification of results (Chapter 9); and
- j. Certification (Chapter 10).

Chapters 10 covers the status of certification of candidates' achievements prior to the November 2021 examinations.

The findings from these quality assurance of assessment processes informed the Executive Committee (EXCO) of Umalusi Council's decision on whether to approve the release of the November 2021 NC(V) examinations.

The role and responsibilities of the DHET are to:

- a. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- b. Develop and internally moderate ISAT/PAT and their accompanying marking tools and submit them to Umalusi for external moderation and approval;
- c. Manage the implementation and internal moderation of internal assessments;
- d. Conduct, administer and manage the writing of examinations at all examination centres;
- e. Conduct the marking of examinations and submit results to Umalusi for the standardisation process;
- f. Manage irregularities;
- g. Report to Umalusi on the conduct, administration and management of examinations;
- h. Maintain an information technology (IT) system that complies with the policies and regulations in order to submit all candidate records according to the certification directives; and
- i. Process and submit records of candidates' achievements to Umalusi for certification.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure the standard of the NC(V). This is a critical quality assurance process that ensures that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are in the appropriate format and technically correct.

After initial moderation, findings of the external moderation process indicated that there had been an increase in the number of NC(V) question papers that were print ready, from 22% in November 2020 to 31% in November 2021.

The NC(V) qualifications require ICASS to be administered by sites of teaching and learning. Umalusi is responsible for determining the standard and appropriateness of the implementation of the ICASS tasks.

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

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

All candidates registered to write examinations in the NC(V) qualifications administered by the DHET are required to complete ICASS tasks. For NC(V) qualifications, compliance with most criteria showed improvement, with 52% of the sites presenting PoA that were 100% compliant with all criteria, compared to 42% of the sites in 2020. However, the DHET must still improve the quality of internal moderation and of qualitative feedback that is provided to both assessors and learners.

The main purpose of verifying the state of readiness of the DHET to conduct the November 2021 NC(V) examinations was to:

- a. Evaluate the DHET's level of preparedness to conduct these examinations;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2020 examinations;
- c. Verify that the DHET had systems in place to ensure the integrity of the November 2021 NC(V) examinations; and
- d. Report on any shortcomings identified during the evaluation and verification of the DHET systems.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2021 NC(V) examinations. Umalusi noted that the dedicated DHET team responsible for the conduct, administration and management of examinations had made significant strides in their preparations for the examinations.

Umalusi staff and monitors were deployed to monitor the writing of the examinations at 32 centres to verify that the policy for the conduct, administration and management of examinations had been followed. This monitoring was also important for the identification of any irregularities during the writing of the examinations. The comparison of the November 2021 findings to the findings of the November 2020 examinations revealed a slight improvement from 90% in 2020, with 90,3% of the centres adhering to all criteria.

Umalusi participated in the standardisation of marking guidelines for question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent

marking. This standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were included. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process. Most of these meetings were held on online platforms to comply with COVID-19 regulations.

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The marking of examination scripts for the November 2021 NC(V) qualifications was managed by the DHET. The purpose of monitoring was to verify:

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

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

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

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

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

Umalusi will continue to use bilateral meetings and other structures to collaborate with all stakeholders in its efforts to raise standards in the NC(V) qualifications in South Africa.

ABBREVIATIONS AND ACRONYMS

ASC	Assessment Standards Committee
CD: NEA	Chief Directorate: National Examinations and Assessment
CEO	Chief Executive Officer
CM	Chief Marker
COVID-19	Coronavirus Disease of 2019
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
EXCO	Executive Committee of Umalusi Council
FAL	First Additional Language
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GP	Gauteng Province
GPW	Government Printing Works
HOD	Head of Department
ICASS	Internal Continuous Assessment
ICT	Information and Computer Technology
ID	Identity Document
IM	Internal Moderator
ISAT	Integrated Summative Assessment Task
IT	Information Technology
KZN	KwaZulu-Natal Province
L2	Level 2
L3	Level 3
L4	Level 4
LP	Limpopo Province
MP	Mpumalanga Province
NATED	National Accredited Technical Education Diploma
NC	Northern Cape Province
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NW	North-West Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures



PAT	Practical Assessment Task
PCHET	Parliamentary Committee on Higher Education and Training
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SA	South Africa
SACE	South African Council for Educators
SAG	Subject and Assessment Guidelines
SITA	State Information Technology Agency
SOR	State of Readiness
TVET	Technical and Vocational Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
WBE	Work-based experience
WC	Western Cape Province
WIL	Work Integrated Learning

LIST OF TABLES AND FIGURES

Table 1A:	Subjects included in the moderated sample of NC(V) question papers
Table 1B:	Approval status of NC(V) L2–4 question papers after initial moderation
Figure 1A:	Approval status of NC(V) question papers after initial moderation
Table 1C:	Summary of findings of the initial moderation of NC(V) question papers
Table 2A:	Moderation of ICASS portfolios – October 2021
Table 2B:	Failure to submit portfolios
Table 2C:	Disorganised, untidy portfolios
Table 2D:	Non-compliance related to the documentation in the PoA
Table 2E:	No amended assessment plan in the PoA
Table 2F:	Year plan not adapted to accommodate COVID-19
Table 2G:	Non-compliant mark sheets
Table 2H:	Monitoring and moderation visits of sites
Figure 2A:	Improvement in the content coverage of assessment tasks in 2021
Figure 2B:	Improvement in the cognitive demand of assessment tasks in 2021
Figure 2C:	Improvement of the quality of marking guidelines in 2021
Figure 2D:	Declining quality of PATs
Table 2I:	Inadequate analysis grids
Table 2J:	Good standardised tasks
Table 2K:	Problems in standardised tasks
Table 2L:	Non-compliance related to the tasks in the PoA
Table 2M:	Non-compliant internal examination papers
Table 2N:	Tasks of a high standard
Table 2O:	Quality of the marking guidelines
Table 2P:	Poor quality of internal moderation at campuses
Table 2Q:	High standard of internal moderation at campuses
Table 2R:	Challenges encountered in implementation of PAT
Table 2S:	Tasks of a high standard
Table 2T:	PoE that do not meet minimum requirements
Table 2U:	Standard of marking
Table 3A:	Sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT where practical demonstration of competency of selected students was undertaken.
Table 3B:	Sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT where practical demonstration of competence by students was not undertaken.

Table 3C:	Planning difficulties at sampled sites
Table 3D:	Campuses/sites where ISAT had not commenced/were incomplete at the time of Umalusi's visit
Table 3E:	Sites that completed their ISAT according to specification
Table 3F:	Implementation of ISAT/PAT
Table 3G:	ISAT/PAT where Umalusi made interventions
Table 3H:	Difficulties experienced with the marking/scoring tools
Table 3I:	Marking/Scoring
Table 3J:	Sites where no internal moderation of ISAT had yet taken place or was in progress at the time of the Umalusi' visit.
Table 3K	Types of internal moderation conducted
Table 3L	Campuses/sites that did not observe one or more of the COVID-19 protocols.
Table 4A	DHET ICASS monitoring and moderation management plan 2021 National Certificate (Vocational) L2-L4
Table 4B	DHET plan for the management of irregularities
Table 5A	Examination centres monitored by Umalusi monitors and staff
Table 5B	Examination centres where re-write of Food Preparation L3 was moderated by Umalusi monitors and staff.
Table 5C	Summary of findings from the monitoring of examination centres
Table 5D	Detailed findings of monitored examination centres
Table 6A	NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi
Table 6B	NC(V) Level 4 question papers included in the sample of marking guideline discussion meetings attended by Umalusi
Table 6C	NC(V) L2 and L3 Summary of findings
Table 6D	NC(V) L4 Summary of findings
Table 7A	Marking centres monitored by Umalusi staff members
Table 7B	Marking centres monitored by Umalusi monitors
Table 7C	Findings at marking centres monitored by Umalusi staff and monitors
Table 8A	Level 2 question papers included in the Verification of Marking
Table 8B	Level 3 question papers included in the Verification of Marking
Table 8C	Level 4 question papers included in the Verification of Marking
Table 8D	NC(V) Verification of marking Level 2: question papers, number of provinces and number of centres
Table 8E	NC(V) Verification of marking Level 3: question papers, number of provinces and number of centres
Table 8F	NC(V) Verification of marking Level 4: question papers, number of provinces and number of centres
Table 8G	NC(V) Findings Level 2 and Level 3

Table 8H	NC(V) Level 4 Findings of Verification of Marking
Table 9A	Subjects with outliers
Table 9B	Summary of standardisation decisions
Figure 10A	Certificates issued during the period 1 December 2020 to 30 November 2021
Table 10A	Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021



CHAPTER 1 MODERATION OF QUESTION PAPERS



1.1 Introduction

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

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the NC(V) Levels 2–4 examinations. While the DHET sets and internally moderates the question papers for these examinations, Umalusi moderates a sample of question papers externally.

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

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

1.2 Scope and Approach

Umalusi moderated a total of 160 question papers across NC(V) Levels 2, 3 and 4 for the November 2021 examinations. Most of these question papers were for Level 4 (62%), while Levels 2 and 3 papers each made up 19% of the sample. Table 1A below provides a list of the subjects (indicating the papers where there were more than one) and levels moderated by Umalusi.

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

No.	NC(V) Subjects moderated	November 2021		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions		✓	✓
3.	Afrikaans First Additional Language (FAL) Paper 1			✓
4.	Afrikaans First Additional Language (FAL) Paper 2			✓
5.	Agribusiness			✓
6.	Animal Production			✓
7.	Applied Accounting Paper 1			✓
8.	Applied Accounting Paper 2			✓
9.	Applied Engineering Technology			✓
10.	Applied Policing			✓
11.	Architectural Graphics and Technology Paper 1			✓
12.	Architectural Graphics and Technology Paper 2			✓
13.	Art and Science of Teaching			✓
14.	Automotive Repair and Maintenance			✓
15.	Business Practice			✓
16.	Carpentry and Roof Work			✓
17.	Civil and Structural Steel Work Detailing Paper 1			✓

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

No.	NC(V) Subjects moderated	November 2021		
		Level 2	Level 3	Level 4
18.	Civil and Structural Steel Work Detailing Paper 2			✓
19.	Client Services and Human Relations	✓		✓
20.	Community Oriented Primary Care			✓
21.	Computer Integrated Manufacturing			✓
22.	Computer Programming Paper 1			✓
23.	Computer Programming Paper 2			✓
24.	Concrete Structures	✓		✓
25.	Construction Planning			✓
26.	Construction Supervision			✓
27.	Consumer Behaviour	✓		✓
28.	Contact Centre Operations			✓
29.	Criminal Justice Process			✓
30.	Criminal Justice Structures and Mandates		✓	
31.	Criminology			✓
32.	Data Communication and Networking			✓
33.	Drawing Office Procedures and Techniques Paper 1			✓
34.	Drawing Office Procedures and Techniques Paper 2			✓
35.	Early Childhood Development		✓	✓
36.	Economic Environment			✓
37.	Electrical Principles and Practice			✓
38.	Electrical Systems and Construction	✓		✓
39.	Electrical Workmanship			✓
40.	Electronic Control and Digital Electronics		✓	✓
41.	Electrotechnology	✓		✓
42.	Engineering Fabrication Paper 1	✓		
43.	Engineering Fabrication Paper 2	✓		
44.	Engineering Fabrication Boiler Making			✓
45.	Engineering Fabrication Sheet Metal Work			✓
46.	Engineering Processes			✓
47.	English First Additional Language (FAL) Paper 1	✓	✓	✓
48.	English First Additional Language (FAL) Paper 2	✓	✓	✓
49.	Farm Planning and Mechanisation			✓
50.	Financial Management	✓		✓
51.	Fitting and Turning			✓
52.	Food Preparation			✓
53.	Freight Logistics		✓	✓
54.	Governance			✓
55.	Hospitality Generics		✓	✓
56.	Hospitality Services	✓		✓

No.	NC(V) Subjects moderated	November 2021		
		Level 2	Level 3	Level 4
57.	Human and Social Development			✓
58.	Introduction to Computers	✓		
59.	Introduction to Systems Development Paper 1	✓	✓	
60.	Introduction to Systems Development Paper 2	✓	✓	
61.	Law Procedures and Evidence			✓
62.	Learning Psychology	✓		✓
63.	Life Skills and Computer Literacy Paper 1	✓	✓	✓
64.	Life Skills and Computer Literacy Paper 2	✓	✓	✓
65.	Management Practice	✓	✓	✓
66.	Marketing	✓		✓
67.	Marketing Communication			✓
68.	Masonry		✓	✓
69.	Material Technology		✓	
70.	Materials		✓	✓
71.	Mathematical Literacy Paper 1	✓	✓	✓
72.	Mathematical Literacy Paper 2	✓	✓	✓
73.	Mathematics Paper 1	✓	✓	✓
74.	Mathematics Paper 2	✓	✓	✓
75.	Mechanical Draughting and Technology Paper 1			✓
76.	Mechanical Draughting and Technology Paper 2			✓
77.	Mechatronic Systems		✓	✓
78.	Multimedia Content		✓	
79.	Multimedia Service			✓
80.	New Venture Creation		✓	✓
81.	Office Data Processing		✓	✓
82.	Office Practice			✓
83.	Operations Management			✓
84.	Personal Assistance			✓
85.	Physical Science Paper 1	✓	✓	✓
86.	Physical Science Paper 2	✓	✓	✓
87.	Plant and Equipment	✓		
88.	Plant Production		✓	
89.	Plumbing			✓
90.	Process Chemistry	✓		✓
91.	Process Control		✓	✓
92.	Process Technology			✓
93.	Professional Engineering Practice			✓
94.	Project Management		✓	✓
95.	Public Health	✓		✓

No.	NC(V) Subjects moderated	November 2021		
		Level 2	Level 3	Level 4
96.	Pulp and Papermaking Technology		✓	✓
97.	Refrigeration and Air Conditioning Processes			✓
98.	Renewable Energy Technologies			✓
99.	Roads			✓
100.	Science of Tourism		✓	✓
101.	Soil Science	✓		
102.	Stored Programme Systems			✓
103.	Sustainable Tourism in SA and International Travel			✓
104.	Systems Analysis and Design		✓	✓
105.	The Human Body and Mind			✓
106.	The South African Health Care System	✓		✓
107.	Tourism Operations			✓
108.	Transport Economics			✓
109.	Transport Operations			✓
110.	Welding			✓
111.	Wholesale and Retail			✓
	Total	30	30	100

Umalusi employed external moderators who quality assured a sample of question papers and marking guidelines using set criteria to ensure that approved question papers met the required standards. These external moderators were subject experts from higher education institutions (HEI), technical and vocational education and training (TVET) colleges, provincial education departments and industry. The DHET submitted the question papers, accompanying marking guidelines, internal moderator reports (including the assessment grids) and moderation instruments to Umalusi for external moderation. The external moderators used the set criteria from the instruments to measure the standard of the question papers and marking guidelines. The question papers and marking guidelines were evaluated together but were approved independently of each other. An off-site moderation approach was followed for all question papers.

Umalusi externally moderated 96% of the NC(V) L4 question papers, 32% of the NC(V) L2 and 31% of the NC(V) L3 question papers. The number of L4 question papers moderated this year rose by 2% from 94% in 2020. The external moderation of L2 question papers increased by 2% from 30% in 2020 but moderated L3 papers dropped by 1% from 32% in 2020. In 2020 additional question papers from L3 were externally moderated to replace question papers involved in irregularities at colleges. All the fundamental subjects, namely English First Additional Language (FAL), Life Skills and Computer Literacy, Mathematical Literacy and Mathematics are externally moderated at every level for each examination. Moderation of the vocational subjects for Levels 2 and 3 is alternated each year with the aim of covering all subjects over a period. However, when challenges have been encountered in subjects on Levels 2 and 3 in previous examinations, or when the curriculum of a specific subject has been reviewed, such subjects are included in the list for external moderation. Other factors such as enrolments are also considered when decisions are taken on the inclusion of subjects in the sample.



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

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

- a) Technical details related to the presentation of the question papers and marking guidelines;
- b) Internal moderation and its value in assuring quality;
- c) Adherence to the relevant SAG in terms of weighting, cognitive levels and question types;
- d) Consistency and appropriateness of mark distribution and allocation according to cognitive levels and question types;
- e) Relevance and accuracy of the marking guidelines and their facilitation of consistent marking;
- f) The use of language and its appropriateness to the language level of the candidates;
- g) Adherence of the question papers to language rules and the use of unbiased content;
- h) Predictability and/or the degree of innovation in questions;
- i) Progression between subject levels and parity between the standard of the November 2021 question papers and those from previous years; and
- j) An overall evaluation of the papers by external moderators in terms of their validity, reliability, fairness and suitability to the level being assessed.

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

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

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

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

November 2021 examinations				
NC(V) Level	Number of question papers moderated by Umalusi	Number of question papers approved	Number of question papers conditionally approved	Number of question papers rejected
Level 2	30	4	25	1
Level 3	30	9	20	1
Level 4	100	19	80	1
Total	160	32	125	3

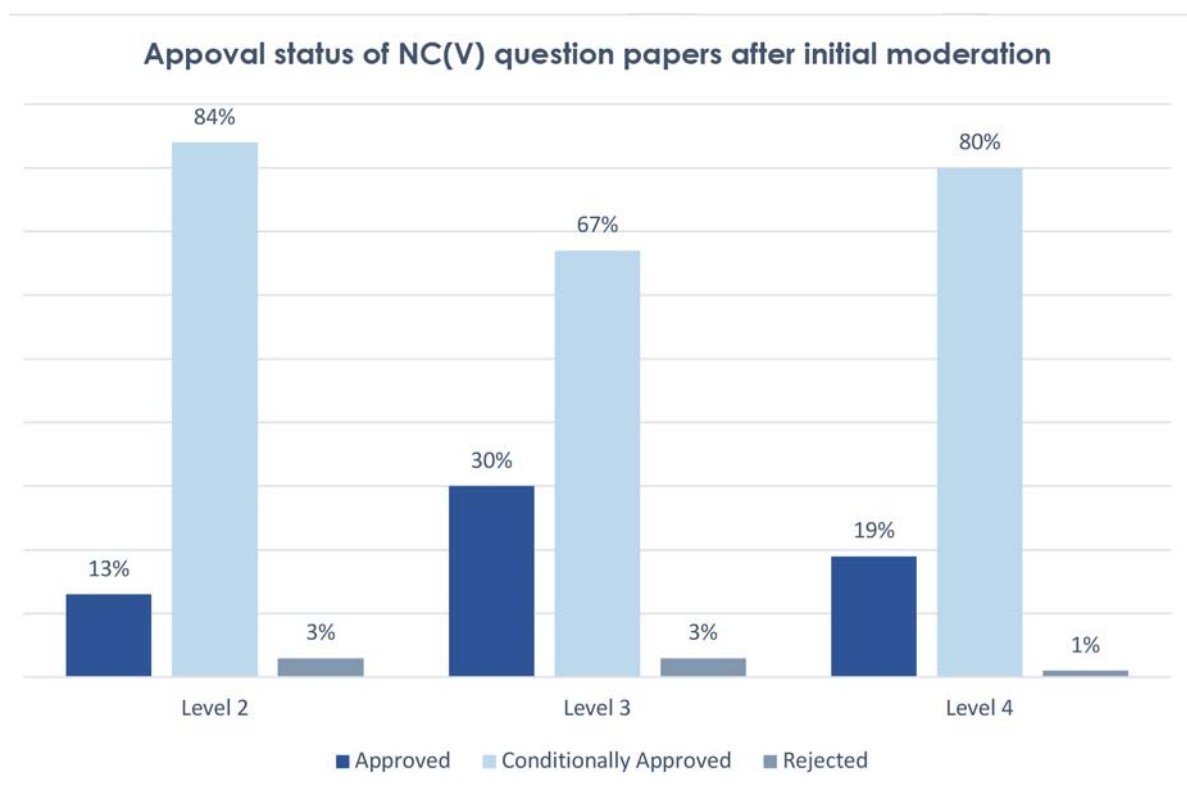
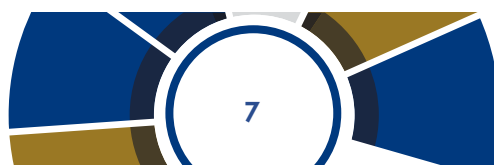


Figure 1A: Approval status of NC(V) question papers after initial moderation



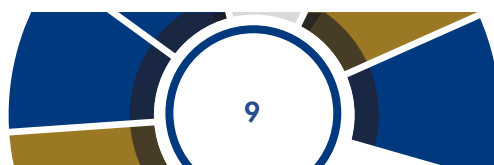
1.3 Summary of Findings

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

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

Criterion	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
General compliance	<ul style="list-style-type: none"> • Sixty-three percent of question papers and marking guidelines, as listed, met all technical requirements. This is an improvement of 13% on 50% in the November 2020 examinations. • The following technical aspects were taken into consideration: <ul style="list-style-type: none"> ◦ Submission of relevant supporting documents; ◦ Completeness and accuracy of information on cover page; ◦ Clarity of instructions to candidates; ◦ Appropriate layout of paper; ◦ Clear mark allocation and correspondence of mark allocation in question paper and marking guidelines; ◦ Appropriate visuals of print ready quality; and ◦ Adherence to format requirements of the SAG. • The remaining question papers and accompanying marking guidelines that did not meet one or more of the technical requirements amounted to 37%. 	Afrikaans FAL L4 Paper 1 Animal Production L4 Applied Accounting L4 Paper 1 and 2 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Client Services and Human Relations L2 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Concrete Structures L2 and L4 Construction Supervision L4 Criminal Justice Structures and Mandates L3 Criminology L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L3 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrotechnology L4 Engineering Fabrication L2 Paper 2 Engineering Fabrication Sheet Metal Work L4 Engineering Processes L4 English FAL L2 Paper 1 and 2 English FAL L4 Paper 2 Farm Planning and Mechanisation L4 Financial Management L2 and L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Generics L3 Hospitality Services L4

Criterion	Findings and challenges	Subjects implicated
General compliance		Introduction to Computers L2 Introduction to Systems Development L2 Paper 1 and 2 Law Procedures and Evidence L4 Learning Psychology L2 Life Skills and Computer Literacy L3 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 2 Management Practice L2 and L4 Marketing L4 Marketing Communication L4 Masonry L4 Materials L3 and L4 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 2 Mathematics L3 and L4 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Mechatronic Systems L3 and L4 Multimedia Content L3 Multimedia Service L4 New Venture Creation L4 Office Data Processing L3 and L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L3 Paper 2 Physical Science L4 Paper 1 and 2 Plant Production L3 Plumbing L4 Process Chemistry L2 and L4 Process Control L3 and L4 Process Technology L4 Professional Engineering Practice L4



Criterion	Findings and challenges	Subjects implicated
General compliance		Project Management L3 and L4 Public Health L2 and L4 Pulp and Papermaking Technology L4 Renewable Energy Technologies L4 Soil Science L2 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 The South African Health Care System L2 and L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4 Wholesale and Retail L4
Information on the cover page	One percent of the cover pages contained incorrect details. This is 7% fewer than 8% in the November 2020 examinations.	
	<ul style="list-style-type: none"> The duration of the question paper did not comply with SAG requirements (one question paper). 	Life Skills and Computer Literacy L2 Paper 1
	<ul style="list-style-type: none"> The number of pages making up the question paper was incorrectly indicated on the cover page (one question paper). 	Pulp and Papermaking Technology L3
Instructions to candidates	<ul style="list-style-type: none"> The following instructions were revised: <ul style="list-style-type: none"> Instruction 3 – The question paper consists of 5 questions. Instruction 5 – The time allowed for this question paper includes reading and printing time 	Life Skills and Computer Literacy L2 Paper 2

Criterion	Findings and challenges	Subjects implicated
Layout of question paper	<ul style="list-style-type: none"> Some pages in seven (4%) question papers were not correctly numbered. This is 3% up from 1% in the November 2020 examinations. 	Business Practice L4 Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 English FAL L3 Paper 1 Mathematics L2 Paper 1 Physical Science L2 Paper 2 Plant and Equipment L2
	<ul style="list-style-type: none"> In five (3%) question papers, some questions were incorrectly numbered. In the November 2020 examinations this was the case in 6% of the question papers. 	Afrikaans FAL L4 Paper 1 Business Practice L4 Client Services and Human Relations L4 Early Childhood Development L4 Freight Logistics L3
	<ul style="list-style-type: none"> The diagram sheet was not included in the question paper. 	Drawing Office Procedures and Techniques L4 Paper 2
	<ul style="list-style-type: none"> Not all required formulae had been included in the formula sheet for one question paper. 	Electrotechnology L2
Headers and Footers	<ul style="list-style-type: none"> The headers and footers in 6% of the question papers reflected one or more of the following discrepancies: <ul style="list-style-type: none"> Failure to adhere to the required format; Incomplete; Containing incorrect information or spelling errors; and/or Footer instruction 'please turn over' was omitted where required or included on last page of the question paper where it was unnecessary. <p>This is an increase of 2% on 4% in the November 2020 examinations.</p>	Consumer Behaviour L2 and L4 Contact Centre Operations L4 Electrical Systems and Construction L2 Electrical Workmanship L4 Electronic Control and Digital Electronics L3 Human and Social Development L4 Material Technology L3 Pulp and Papermaking Technology L3

Criterion	Findings and challenges	Subjects implicated
Font type and size	Fonts were used incorrectly in 3% of the question papers, a decrease of 1% from 4% in the previous year.	
	<ul style="list-style-type: none"> The standard font was not used throughout the question paper in 3% of papers. 	Applied Engineering Technology L4 Architectural Graphics and Technology Paper 1 and 2 Drawing Office Procedures and Techniques L4 Paper 2
	<ul style="list-style-type: none"> The font used for mathematical formulae was inappropriate in one question paper. 	Mathematical Literacy L4 Paper 2
Mark and time allocation	<ul style="list-style-type: none"> The mark allocation was not clearly indicated in 10% of the question papers, an increase of 2% from 8% in the previous examination period. 	Computer Integrated Manufacturing L4 Consumer Behaviour L2 Early Childhood Development L4 Electronic Control and Digital Electronics L4 English FAL L3 Paper 2 Freight Logistics L3 Hospitality Generics L4 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L3 Refrigeration and Air Conditioning Processes L4 Roads L4 Science of Tourism L3 and L4 Stored Programme Systems L4
	<p>The mark allocation on the question paper did not correspond to that in the marking guidelines in 3% of the question papers. This is decrease of 3% from the November 2020 examinations.</p>	Agribusiness L4 Computer Integrated Manufacturing L4 Hospitality Generics L4 Life Skills and Computer Literacy L2 Paper 2 Mathematical Literacy L2 Paper 2

Criterion	Findings and challenges	Subjects implicated
	<ul style="list-style-type: none"> • Candidates would have been able to complete the question paper in less than the allocated time. • The time allocation for the question paper was inadequate given the volume of subject content covered in the SAG. 	Contact Centre Operations L4
	<ul style="list-style-type: none"> • Candidates would not be able to complete the question paper in the allocated time as it contained too many questions. <p>Therefore, questions in two question papers had to be removed or amended .</p>	Management Practice L3 Freight Logistics L3
Quality of graphics and illustrations	<ul style="list-style-type: none"> • In 24 (15%) question papers, the quality of illustrations, graphs, tables and visuals was poor and/or not print ready, a decrease of 1% from 16% in the November 2020 examinations. • Aspects of graphics and illustrations that were not print ready included: <ul style="list-style-type: none"> ◦ Displacement of labels in diagrams/illustrations; ◦ Drawings/images containing irrelevant details; ◦ Illustrations and diagrams obscured by text or text boxes; ◦ Inappropriate font size of labels/information in relation to visuals/source material; and ◦ Unclear or distorted visuals/symbols. 	Advanced Plant Production L4 Advertising and Promotions L3 and L4 Architectural Graphics and Technology Paper 1 and 2 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 2 Electronic Control and Digital Electronics L3 and L4 Electrotechnology L2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Masonry L3 Mathematical Literacy L2 Paper 1 and 2 Mathematics L2 Paper 1 Physical Science L2 Paper 1 and 2 Physical Science L3 Paper 1 Pulp and Papermaking Technology L3 Science of Tourism L3 Systems Analysis and Design L3 and L4

Criterion	Findings and challenges	Subjects implicated
Format requirements of the Subject Assessment Guidelines	<p>Fourteen (9%) question papers did not adhere to the format requirements in the SAG.</p> <p>The proportion was the same in the November 2020 examinations.</p>	<p>Advanced Plant Production L4</p> <p>Construction Planning L4</p> <p>Criminal Justice Process L4</p> <p>Engineering Fabrication Boiler Making L4</p> <p>Engineering Fabrication L2 Paper 1</p> <p>English FAL L4 Paper 1</p> <p>Freight Logistics L3</p> <p>Hospitality Services L2</p> <p>Marketing L2</p> <p>Mathematical Literacy L3 Paper 1 and 2</p> <p>New Venture Creation L3</p> <p>Science of Tourism L3 and L4</p>
Criterion 2: Internal Moderation		
Quality and standard of internal moderator reports	<ul style="list-style-type: none"> Overall, 77% of internal moderator reports were deemed to be of an satisfactory standard. This is an improvement of 3% from 74% in the November 2020 examinations but a decline of 4% from 81% in the November 2019 examinations. While there was some improvement in aspects of internal moderators' reports in this examination; other aspects showed a decline. 	
	<ul style="list-style-type: none"> The information in the internal moderator's report did not correspond to the question paper in 5% of the papers. The proportion was the same in the November 2020 examinations. 	<p>Advanced Plant Production L4</p> <p>Agribusiness L4</p> <p>Criminal Justice Structures and Mandates L3</p> <p>Data Communication and Networking L4</p> <p>Freight Logistics L3</p> <p>Hospitality Services L2</p> <p>Life Skills and Computer Literacy L4 Paper 2</p> <p>Refrigeration and Air Conditioning Processes L4</p>

Criterion	Findings and challenges	Subjects implicated
<p>Incomplete moderator reports</p>	<ul style="list-style-type: none"> • The internal moderators' reports for 20 (13%) question papers had not been completed. This is a decrease of 4% from 17% in the November 2020 examinations, and a significant drop of 16% from the November 2019 examinations. • Incomplete reports did not provide: <ul style="list-style-type: none"> ◦ Examiner's name and/or contact details; ◦ The analysis grid; and ◦ An evaluation of the question paper in terms of specified criteria. 	<p>Advanced Plant Production L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Early Childhood Development L3 and L4 Electronic Control and Digital Electronics L4 Engineering Fabrication Boiler Making L4 Engineering Fabrication L2 Paper 1 and 2 Hospitality Services L2 Mechanical Draughting and Technology L4 Paper 1 and 2 Office Practice L4 Plant Production L3 Process Control L3 Professional Engineering Practice L4 Science of Tourism L4 Tourism Operations L4 Transport Economics L4</p>

Criterion	Findings and challenges	Subjects implicated
Standard of internal moderator reports	<ul style="list-style-type: none"> • Thirty-six (23%) of the internal moderators' reports were not up to standard. This is a decrease of 3% from 26% in the November 2020 examinations, but an increase of 4% from in the November 2019 examinations. • Internal moderators' reports that were not up to standard included those that: <ul style="list-style-type: none"> ◦ Did not describe inadequacies in the question paper; ◦ Did not provide recommendations for improvement; and ◦ Contained vague, pointless and unjustified comments. ◦ Reports of this nature added no value to efforts to improve the quality and standard of the question paper, and merely paid lip service to requirements. 	Advanced Plant Production L4 Advertising and Promotions L3 Animal Production L4 Architectural Graphics and Technology Paper 1 and 2 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Client Services and Human Relations L4 Construction Planning L4 Consumer Behaviour L2 and L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 English FAL L2 Paper 2 English FAL L4 Paper 1 and 2 Financial Management L2 and L4 Freight Logistics L3 Hospitality Generics L4 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 and 2 Marketing Communication L4 New Venture Creation L3 and L4 Physical Science L3 Paper 1 Plant Production L3 Professional Engineering Practice L4 Roads L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L4 Transport Operations L4 Wholesale and Retail L4

Criterion	Findings and challenges	Subjects implicated
<p>Relevance of internal moderator reports</p>	<ul style="list-style-type: none"> • In 37 (23%) of the internal moderators' reports the assessment grid did not correspond to the question paper; was not provided at all or was incomplete. This is an increase of 3% from 20% in the November 2020 examinations and an increase of 8% from 15% in the November 2019 examinations. • Where the assessment grid did not correspond to the question paper the following was found: <ul style="list-style-type: none"> ◦ The entire assessment grid did not correspond to the question paper; or ◦ Sections of the assessment grid did not correspond to the question paper; or ◦ The question numbers in the assessment grid did not match the numbers in the question paper. 	<p>Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 and 2 Agribusiness L4 Animal Production L4 Business Practice L4 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Consumer Behaviour L2 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 2 Electrotechnology L4 Financial Management L2 Freight Logistics L3 Hospitality Services L2 Human and Social Development L4 Learning Psychology L2 and L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L3 Paper 1 and 2 Mathematics L4 Paper 2 Office Practice L4 Physical Science L2 Paper 1 and 2 Physical Science L3 Paper 2 Roads L4 Science of Tourism L3 and L4 Systems Analysis and Design L3</p>

Criterion	Findings and challenges	Subjects implicated
Criterion 3: Content Coverage		
Coverage of learning outcomes and assessment standards	<ul style="list-style-type: none"> • In 24% of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents, an increase of 4% from the previous year. • Content coverage includes the following aspects: <ul style="list-style-type: none"> ◦ The subject and learning outcomes must be adequately covered; ◦ Adherence to the prescribed weighting of topics; ◦ Appropriate spread of subject and learning outcomes throughout the question paper; and ◦ Questions and answers fall within the broad scope of the SAG. 	Advanced Plant Production L4 Agribusiness L4 Animal Production L4 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Client Services and Human Relations L2 Construction Planning L4 Contact Centre Operations L4 Early Childhood Development L3 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Engineering Fabrication Boiler Making L4 Engineering Fabrication L2 Paper 1 and 2 Freight Logistics L3 Hospitality Generics L3 and L4 Hospitality Services L2 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 1 Management Practice L3 and L4 Marketing Communication L4 Mathematics L4 Paper 1 Mechanical Draughting and Technology L4 Paper 1 and 2 New Venture Creation L3 and L4 Office Practice L4 Operations Management L4 Physical Science L2 Paper 2 Professional Engineering Practice L4 Project Management L3 Roads L4 Science of Tourism L3 and L4 Sustainable Tourism in SA and International Travel L4 Wholesale and Retail L4

Criterion	Findings and challenges	Subjects implicated
Criterion 4: Text Selection, Types and Quality of Questions		
Types of questions	Four percent of question papers did not contain a variety of question types. This was also the case in the previous year.	Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L2 Freight Logistics L3 Multimedia Content L3 Roads L4
Correlation between difficulty level and mark allocation	There was no correlation between mark allocation and level of difficulty, and time allocation for some of the questions in 29 (18%) question papers. This is an increase of 1% from 17% in the November 2020 examinations.	Advanced Plant Production L4 Advertising and Promotions L3 and L4 Animal Production L4 Business Practice L4 Carpentry and Roof Work L4 Construction Supervision L4 Drawing Office Procedures and Techniques L4 Paper 1 Financial Management L2 and L4 Freight Logistics L3 Hospitality Generics L3 and L4 Hospitality Services L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L3 and L4 Marketing Communication L4 Marketing L2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L4 Paper 1 and 2 Mathematics L4 Paper 2 New Venture Creation L3 and L4 Office Practice L4 Plant Production L3 Sustainable Tourism in SA and International Travel L4
	Some of the questions in the question paper were at a higher cognitive level than required (one question paper).	Financial Management L2

Criterion	Findings and challenges	Subjects implicated
Source material	<ul style="list-style-type: none"> • The source material used in 13% of the question papers was inappropriate. This is 3% less than 16% in the November 2020 examinations. • Source material (i.e. prose texts, drawings, illustrations, examples, tables, graphs, figures, charts) that were considered unsuitable were: <ul style="list-style-type: none"> ◦ Not subject specific; ◦ Not of the required length; ◦ Not functional or relevant to the question/s; ◦ Contained complex language that was not appropriate for the level of candidate; ◦ Did not allow the testing of skills (where applicable); and ◦ Did not generate questions from different cognitive levels. 	Afrikaans FAL L4 Paper 2 Automotive Repair and Maintenance L4 Business Practice L4 Client Services and Human Relations L2 Contact Centre Operations L4 English FAL L2 Paper 1 Financial Management L2 Hospitality Generics L3 and L4 Hospitality Services L2 Learning Psychology L2 and L4 Life Skills and Computer Literacy L2 and L4 Paper 1 and 2 Mathematical Literacy L3 Paper 1 and 2 Science of Tourism L4 Wholesale and Retail L4
Relevance and clarity of questions	<p>In 4% of question papers the questions did not relate to pertinent issues in the subject, an increase of 1% from the previous year.</p>	Agribusiness L4 Carpentry and Roof Work L4 Client Services and Human Relations L2 English FAL L4 Paper 2 Freight Logistics L3 Hospitality Services L2 Life Skills and Computer Literacy L2 Paper 1

Criterion	Findings and challenges	Subjects implicated
	<p>In 13% of the question papers, some of the questions did not provide clear instructional key words/verbs. This was a decrease of 4% from 17% in the November 2020 examinations.</p>	<p>Advertising and Promotions L3 and L4 Applied Policing L4 Automotive Repair and Maintenance L4 Community Oriented Primary Care L4 English FAL L4 Paper 1 and 2 Financial Management L4 Freight Logistics L3 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Plant and Equipment L2 Professional Engineering Practice L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Systems Analysis and Design L3 and L4 The South African Health Care System L4 Transport Economics L4</p>
	<p>Some of the questions in the question paper contained irrelevant introductory/supporting information. This was removed to clarify the questions (two question papers).</p>	<p>Engineering Fabrication L2 Paper 1 Financial Management L2</p>
	<p>In 17% of the question papers, some of the questions did not contain sufficient information to elicit an appropriate response. This was 3% less than 20% in the previous examination period.</p>	<p>Advertising and Promotions L4 Afrikaans FAL L4 Paper 2 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Early Childhood Development L4 English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Freight Logistics L3 Hospitality Generics L4 Human and Social Development L4</p>

Criterion	Findings and challenges	Subjects implicated
		Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 Marketing Communication L4 Multimedia Content L3 Multimedia Service L4 New Venture Creation L3 Physical Science L2 Paper 1 and 2 Professional Engineering Practice L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Systems Analysis and Design L3 and L4 Transport Operations L4
	Twenty-five (16%) question papers contained factual errors or misleading information, an increase of 1% from the November 2020 examinations.	Animal Production L4 Applied Policing L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 and 2 Construction Planning L4 Consumer Behaviour L4 Electrotechnology L4 English FAL L4 Paper 1 Financial Management L2 and L4 Food Preparation L4 Hospitality Services L2 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 1 and 2 Mathematics L4 Paper 2 Mechanical Draughting and Technology L4 Paper 1 New Venture Creation L4 Physical Science L2 Paper 1 Plant Production L3 Roads L4

Criterion	Findings and challenges	Subjects implicated
	<ul style="list-style-type: none"> The multiple-choice questions in 20 (13%) question papers were poorly worded. This is a 4% rise from 9% in the November 2020 examinations. The options contained one or more of the following flaws: Did not follow grammatically from the stem; <ul style="list-style-type: none"> Were not free of clues to the correct answer; Were not approximately the same length. In some instances, the correct answer was longer, more specific, or more complete than the other options; and General options such as “All of the above” or “None of the above” were used. 	Animal Production L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L2 Early Childhood Development L3 and L4 Electrical Systems and Construction L2 English FAL L3 Paper 1 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L3 Hospitality Services L2 and L4 Introduction to Systems Development L2 Paper 1 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Marketing Communication L4 Physical Science L2 Paper 1 Science of Tourism L3 Systems Analysis and Design L3
Criterion 5: Cognitive Skills		
Distribution of cognitive levels	Sixteen percent of the question papers showed an inappropriate distribution of marks across cognitive levels. This is 4% less than 20% in the November 2020 examinations.	Advanced Plant Production L4 Animal Production L4 Business Practice L4 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Paper 1 Construction Planning L4 Electrotechnology L2 Engineering Fabrication L2 Paper 1 English FAL L4 Paper 1 Fitting and Turning L4 Freight Logistics L3 Hospitality Generics L3 and L4

Criterion	Findings and challenges	Subjects implicated
		Hospitality Services L2 Learning Psychology L2 and L4 Life Skills and Computer Literacy L2 and L4 Paper 1 Marketing Communication L4 Mathematics L4 Paper 2 New Venture Creation L3 Office Practice L4 Science of Tourism L4 Systems Analysis and Design L3 Wholesale and Retail L4
	<p>In 19 (12%) question papers, some of the questions did not match the cognitive level of the instruction, e.g. if the question says 'analyse', the answer should show analysis. This was the same proportion as in the November 2020 examinations.</p>	Advertising and Promotions L3 Animal Production L4 Community Oriented Primary Care L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Fitting and Turning L4 Freight Logistics L3 Hospitality Generics L3 and L4 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L4 Paper 1 Management Practice L2 and L3 Marketing Communication L4 Mathematical Literacy L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 Office Practice L4
Assessment of latest developments in field	<p>In 12% of the papers, some questions did not reflect the latest developments in the teaching of the knowledge field. This is twice the percentage of the November 2020 examinations.</p>	Advanced Plant Production L4 Applied Accounting L4 Paper 1 and 2 Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Early Childhood Development L4 English FAL L4 Paper 2 Freight Logistics L3 Hospitality Services L2

Criterion	Findings and challenges	Subjects implicated
		Introduction to Systems Development L2 Paper 1 and 2 Law Procedures and Evidence L4 Life Skills and Computer Literacy L2 and L4 Paper 1 Process Chemistry L2 and L4 The Human Body and Mind L4
Criterion 6: Marking guidelines		
Accuracy of marking guidelines	<ul style="list-style-type: none"> • Some of the answers in 45% of the marking guidelines were: <ul style="list-style-type: none"> ◦ Incomplete; ◦ Inaccurate; and ◦ Contained grammatical errors. <p>This percentage is the same as in the November 2020 examinations</p>	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 and 2 Agribusiness L4 Applied Policing L4 Architectural Graphics and Technology Paper 1 and 2 Automotive Repair and Maintenance L4 Civil and Structural Steel Work Detailing L4 Paper 1 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1 and 2 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Structures and Mandates L3 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L4 Economic Environment L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L3 and L4 Electrotechnology L2 Engineering Fabrication L2 Paper 2 English FAL L2 and L4 Paper 1 English FAL L3 Paper 2 Financial Management L2 and L4 Fitting and Turning L4 Freight Logistics L3 Hospitality Generics L3 and L4 Hospitality Services L2 and L4 Introduction to Computers L2

Criterion	Findings and challenges	Subjects implicated
		<p>Introduction to Systems Development L2 Paper 1 and 2</p> <p>Learning Psychology L2 and L4</p> <p>Life Skills and Computer Literacy L2 and L4 Paper 1 and 2</p> <p>Life Skills and Computer Literacy L3 Paper 1</p> <p>Management Practice L3</p> <p>Mathematical Literacy L2 and L3 Paper 2</p> <p>Mathematics L2, L3 and L4 Paper 1 and 2</p> <p>Mechanical Draughting and Technology L4 Paper 1</p> <p>New Venture Creation L3 and L4</p> <p>Office Practice L4</p> <p>Physical Science L2 Paper 1 and 2</p> <p>Physical Science L3 Paper 1</p> <p>Plant Production L3</p> <p>Professional Engineering Practice L4</p> <p>Refrigeration and Air Conditioning Processes L4</p> <p>Roads L4</p> <p>Science of Tourism L4</p> <p>Stored Programme Systems L4</p> <p>Systems Analysis and Design L3</p> <p>The Human Body and Mind L4</p> <p>Tourism Operations L4</p> <p>Welding L4</p>
<p>Mark allocation in marking guidelines</p>	<p>In 20 (13%) marking guidelines, there were errors in mark allocation and/or the mark allocations were incomplete and/or did not indicate how method marks were to be awarded (where applicable).</p> <p>This is 1% less than 14% in the November 2020 examinations.</p>	<p>Automotive Repair and Maintenance L4</p> <p>Community Oriented Primary Care L4</p> <p>Computer Integrated Manufacturing L4</p> <p>Construction Planning L4</p> <p>Electrotechnology L2</p> <p>Hospitality Generics L4</p> <p>Learning Psychology L2</p> <p>Life Skills and Computer Literacy L2 Paper 1 and 2</p> <p>Life Skills and Computer Literacy L4 Paper 1</p> <p>Marketing Communication L4</p> <p>Mathematical Literacy L3 Paper 1</p> <p>Mathematics L2 Paper 2</p>

Criterion	Findings and challenges	Subjects implicated
		Mechanical Draughting and Technology L4 Paper 1 Process Control L3 Refrigeration and Air Conditioning Processes L4 Roads L4 Science of Tourism L3 and L4 Systems Analysis and Design L3
Criterion 7: Language and Bias		
Language register	<ul style="list-style-type: none"> In 92% of question papers the language use was appropriate to candidates' language ability. However, this was not the case in the listed subjects (8%), an increase of 2% from 6% in the November 2020 examinations. 	Automotive Repair and Maintenance L4 Consumer Behaviour L2 Early Childhood Development L4 Financial Management L2 Learning Psychology L2 and L4 Life Skills and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 and 2 New Venture Creation L4 Roads L4 Science of Tourism L4 Transport Operations L4
Subject terminology	Subject terminology or data were not always used correctly in 9% of the question papers, an increase of 2% from 7% in the November 2020 examinations.	Applied Policing L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Financial Management L2 and L4 Freight Logistics L3 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 2 Process Control L4 Roads L4
Sentence structure	Some questions in 26% of question papers contained complex sentence structure and/or words/terms that may have confused candidates and made it difficult for them to produce the correct response.	Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 and 2 Construction Planning L4 Contact Centre Operations L4

Criterion	Findings and challenges	Subjects implicated
		<p>Early Childhood Development L3 and L4</p> <p>Electrotechnology L4</p> <p>English FAL L2 and L3 Paper 2</p> <p>English FAL L4 Paper 1 and 2</p> <p>Financial Management L2 and L4</p> <p>Freight Logistics L3</p> <p>Hospitality Generics L3 and L4</p> <p>Hospitality Services L2 and L4</p> <p>Introduction to Computers L2</p> <p>Introduction to Systems Development L2 Paper 1 and 2</p> <p>Learning Psychology L2 and L4</p> <p>Life Skills and Computer Literacy L2 and L4 Paper 1</p> <p>Marketing Communication L4</p> <p>Mathematical Literacy L3 Paper 2</p> <p>Mathematics L4 Paper 1</p> <p>Mechanical Draughting and Technology L4 Paper 1</p> <p>Multimedia Service L4</p> <p>New Venture Creation L4</p> <p>Physical Science L2 Paper 2</p> <p>Plumbing L4</p> <p>Professional Engineering Practice L4</p> <p>Roads L4</p> <p>Science of Tourism L4</p> <p>Systems Analysis and Design L3</p> <p>The Human Body and Mind L4</p> <p>Transport Operations L4</p>
Grammar	There were grammatical errors in 29% of question papers; this was also the case in the November 2020 examinations.	<p>Applied Policing L4</p> <p>Architectural Graphics and Technology Paper 1 and 2</p> <p>Art and Science of Teaching L4</p> <p>Automotive Repair and Maintenance L4</p> <p>Computer Integrated Manufacturing L4</p> <p>Computer Programming L4 Paper 1 and 2</p> <p>Construction Planning L4</p>

Criterion	Findings and challenges	Subjects implicated
		Consumer Behaviour L2 Data Communication and Networking L4 Early Childhood Development L3 and L4 Electronic Control and Digital Electronics L4 Electrotechnology L2 and L4 English FAL L2 and L4 Paper 1 and 2 Financial Management L2 and L4 Hospitality Generics L3 Hospitality Services L2 and L4 Introduction to Computers L2 Introduction to Systems Development L2 Paper 1 and 2 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 and L4 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L4 Paper 1 and 2 Multimedia Content L3 Multimedia Service L4 Plant and Equipment L2 Plumbing L4 Professional Engineering Practice L4 Pulp and Papermaking Technology L4 Roads L4 The Human Body and Mind L4 Transport Operations L4
	The marking guidelines for 13% of the question papers contained grammatical errors, a decrease of 1% from the previous year.	Applied Policing L4 Art and Science of Teaching L4 Data Communication and Networking L4 Electrotechnology L2 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L2 and L4 Introduction to Computers L2 Life Skills and Computer Literacy L2 Paper 2

Criterion	Findings and challenges	Subjects implicated
		Life Skills and Computer Literacy L3 and L4 Paper 1 Masonry L3 Mathematical Literacy L2 and L4 Paper 1 and 2 Professional Engineering Practice L4 Roads L4 The Human Body and Mind L4
Bias	In 3% of question papers there was evidence of bias, a decrease of 2% from 5% in the November 2020 examinations.	
	The following types of bias were observed in the listed question papers:	
	Political	English FAL L2 Paper 1
	Political, stereotyping stigmatising of HIV	Life Skills and Computer Literacy L4 Paper 1
	Provincial	Freight Logistics L3 Transport Economics L4
Criteria 8: Predictability		
Repetition of questions from previous question papers	Ninety-one percent of question papers did not repeat questions from recent past papers. Questions that could be easily spotted/ predicted or those that were taken verbatim from past question papers were replaced. This is an improvement of 5% on 86% in the November 2020 examinations.	
	Eight percent of question papers contained questions that could have been easily spotted or predicted, a decrease of 1% from 9% in the November 2020 examinations and a drop of 4% from 12% in the November 2019 examinations.	Animal Production L4 Architectural Graphics and Technology Paper 1 and 2 Business Practice L4 Hospitality Generics L4 Hospitality Services L2 and L4 Life Skills and Computer Literacy L2 Paper 1 Marketing Communication L4 New Venture Creation L4 Physical Science L2 Paper 2 Science of Tourism L3

Criterion	Findings and challenges	Subjects implicated
	Three percent of question papers contained a question(s) taken verbatim from a past question paper. This is 5% fewer than the 8% in the November 2020 examinations.	Construction Planning L4 Consumer Behaviour L2 Marketing Communication L4 Multimedia Service L4 New Venture Creation L4
Degree of originality	Nine (6%) question papers did not reflect an appropriate degree of originality. This is 2% fewer than 8% in November 2020 and 9% fewer than 15% in the November 2019 examinations. Question papers that demonstrate a degree of originality: Include new questions/scenarios; Include a variety of question types;	Business Practice L4 Computer Programming L4 Paper 1 and 2 English FAL L4 Paper 2 Freight Logistics L3 Introduction to Systems Development L2 Paper 1 and 2 Multimedia Service L4 Office Practice L4
	Change the style/pattern from that of previous years' question papers; Make use of different resources, other than the prescribed textbook/s; and Are up to date with new teaching methods and developments in the subject.	
Criterion 9: Overall Impression		
Standard of question papers	Overall, 87% of the question papers moderated by Umalusi were deemed to be of a satisfactory standard. This is an improvement of 4% on 83% in the previous examination period. The listed question papers that did not meet the required standard made up 13% of the sample.	Advanced Plant Production L4 Animal Production L4 Business Practice L4 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Fabrication Boiler Making L4 English FAL L4 Paper 1 and 2 Freight Logistics L3 Hospitality Generics L3 and L4 Hospitality Services L2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4

Criterion	Findings and challenges	Subjects implicated
		Marketing L2 Multimedia Service L4 Office Practice L4 Roads L4 Transport Operations L4 Wholesale and Retail L4
	Thirteen percent of question papers did not satisfy the requirements of the current policy/guideline documents, an increase of 4% from 9% in the November 2020 examinations.	Advanced Plant Production L4 Agribusiness L4 Animal Production L4 Carpentry and Roof Work L4 Construction Planning L4 Engineering Fabrication Boiler Making L4 Engineering Fabrication L2 Paper 1 Fitting and Turning L4 Freight Logistics L3
		Hospitality Generics L4 Hospitality Services L2 Human and Social Development L4 Life Skills and Computer Literacy L2 and L4 Paper 1 New Venture Creation L3 Physical Science L2 Paper 1 and 2 Roads L4 Science of Tourism L3 Sustainable Tourism in SA and International Travel L4
	Four percent of the question papers did not assess the outcomes of the curriculum/syllabus adequately. This was also the case in the previous year.	Advanced Plant Production L4 Agribusiness L4 Freight Logistics L3 Hospitality Services L2 Management Practice L4 Roads L4

Criterion	Findings and challenges	Subjects implicated
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 14% of papers. This is 2% lower than 16% in the November 2020 examinations.	Advanced Plant Production L4 Animal Production L4 Carpentry and Roof Work L4 Client Services and Human Relations L2 Construction Planning L4 Electrical Principles and Practice L4 Engineering Fabrication Boiler Making L4 Engineering Fabrication L2 Paper 1 English FAL L4 Paper 1 Freight Logistics L3 Hospitality Generics L3 and L4 Hospitality Services L2 Life Skills and Computer Literacy L2, L3 and L4 Paper 1 Marketing Communication L4 Multimedia Content L3 Multimedia Service L4 New Venture Creation L3 Office Practice L4 Wholesale and Retail L4

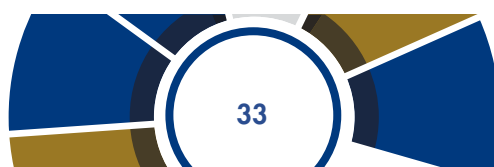
1.4 Areas of Improvement

The external moderators' reports on the initial moderation of question papers revealed some areas of improvement:

- Sixty-three percent of question papers and marking guidelines met all technical requirements, a significant improvement of 13% on 50% in the November 2020 examinations;
- Of the 87% of internal moderators' reports that were adequately completed, 77% were considered to be of an appropriate standard; this is a slight improvement from the November 2020 examinations where proportions were 4% and 3% respectively;
- Ninety-one percent of question papers included questions that reflected the latest developments in the subject, an improvement of 1% on the November 2020 examinations;
- Eighty-four percent of question papers showed an appropriate distribution of marks across cognitive levels, an improvement of 4% on 80% in the November 2020 examinations;
- Ninety-one percent of question papers did not contain questions that had been asked in the recent past. This is an improvement of 5% on 86% in the November 2020 examinations;

1.5 Areas of Non-compliance

Although some aspects of the moderation of question papers showed an improvement, a certain proportion remained the unchanged or showed a decline. These areas of non-compliance had an adverse effect on



the quality and standard of question papers:

1.5.1 Question papers with areas of severe non-compliance include:

- a. Those that did not adhere to the requirements of the SAG and/or had significant conceptual flaws. This made up 2% of the sample of question papers moderated by Umalusi, and they required resetting; and
- b. Those that were conditionally approved but required significant reworking to raise them to a satisfactory standard.

1.5.2 Additional areas of non-compliance:

i. Technical aspects

- a. Thirty-seven percent of the question papers and accompanying marking guidelines did not meet one or more of the technical requirements; and
- b. Compared to the November 2020 examinations, there was an increase in non-compliance with respect to page numbering, use of headers and footers and quality of graphics.

ii. Internal moderation

- a. Twenty-three percent of the internal moderators' reports were not of a satisfactory standard. In addition, 13% had not been completed; and
- b. In 23% of the internal moderators' reports, the accompanying assessment grid did not correspond to the question paper, was not provided at all or was incomplete. This is an increase of 3% from 20% in the November 2020 examinations and 8% from 15% in the November 2019 examinations.

iii. Content coverage and cognitive skills

- a. In 24% of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents;
- b. Sixteen percent of the question papers contained an inappropriate distribution of marks across cognitive levels, and in 12% of question papers some questions did not match the cognitive level of the instruction; and
- c. In 12% of the papers, some questions did not reflect the latest developments in the teaching of the knowledge field. In 14% of question papers the assessment of skills, knowledge, attitudes, values and reasoning was not balanced.

iv. Quality of questions

- a. There was no correlation between mark allocation and level of difficulty, and time allocation in some questions in 18% of the question papers. This is an increase of 1% from 17% in the November 2020 examinations;
- b. The source material used in 13% of the question papers was unsuitable, and in 13% of the question papers, some questions did not contain clear instructional key words/verbs;
- c. Some questions in 17% of the question papers, did not contain sufficient information to elicit appropriate responses; 16% of question papers contained factual errors or misleading information; and

d. The multiple-choice questions in 13% of the question papers were poorly formulated. This was an increase of 4% on 9% in the November 2020 examinations.

v. Marking guidelines

a. Some answers in 45% of the marking guidelines were incomplete, inaccurate and/or contained grammatical errors; and

b. In 13% of marking guidelines there were errors in mark allocation and/or mark allocation was incomplete and/or did not indicate how method marks were to be allocated (where applicable).

vi. Language and bias

a. Subject terminology or data were not always used correctly in 9% of the question papers, an increase of 2% when compared to the November 2020 examinations;

b. In 26% of question papers, some questions contained complex grammar and/or words/terms that could have confused candidates and made it difficult for them to provide the correct response; and

c. There were grammatical errors in 29% of the question papers and 13% of the marking guidelines.

vii. Predictability

a. Nine percent of the question papers contained questions that could be easily spotted/predicted and/or those that had been taken verbatim from past papers; and

b. Six percent of question papers did not contain an acceptable degree of originality.

1.6 Directives for Compliance and Improvement

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

a. Question papers comply with all the quality indicators set out in the moderation instrument;

b. Internal moderation is conducted thoroughly, with the aim of improving the quality and standard of the question papers;

c. Question papers cover the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents;

d. Examiners refrain from using questions similar to those that have been used in past papers; more innovative questions should be included to enhance the quality of the question papers; and

e. Question papers include the latest developments in the subject and reflect new teaching techniques in the subject field.

1.7 Conclusion

Overall, 87% of the question papers moderated by Umalusi were judged to be of a satisfactory standard. This is an improvement of 4% on 83% in the November 2020 examinations.

This year, the majority of question papers were conditionally approved, with only very few requiring resetting. Approximately 20% were granted immediate approval.

The DHET as an examining body must continue in its endeavours to achieve levels of excellence by ensuring that question papers of good quality and a high standard are set. The directives for compliance and improvement provide guidelines in this regard. It is hoped that in future Umalusi will encounter more question papers of good quality that require only minor changes.

Despite the many challenges encountered during the year, the external moderation of the sampled question papers for the NC(V) L2–L4 November 2021 examinations was concluded successfully.

CHAPTER 2 MODERATION OF INTERNAL CONTINUOUS ASSESSMENT



2.1 Introduction

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

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

Umalusi's quality assurance of internal assessment usually entails two phases – firstly, the initial monitoring of provision at site level, focusing on the quality of tasks and their compliance with the ICASS guidelines at the sites of learning (during May) and secondly, the moderation of the portfolio of assessment (PoA) and PoE from sampled sites (during October). This chapter covers only the October 2021 ICASS moderation phase.

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

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

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

2.2 Scope and Approach

The external moderation took place at centralised venues in eight provinces over a period of four days, from 29 October to 2 November 2021. The purpose was to moderate Levels 2, 3 and 4 student and lecturer ICASS portfolios from a sample of NC(V) subjects.

In the main, Level 4 subjects were moderated. Five subjects were moderated at Level 3, namely Afrikaans First Additional Language (FAL), Criminology, English FAL, Learning Psychology and Mathematical Literacy, while three subjects, namely Life Skills and Computer Literacy (counted as two subjects since it has two components) and Mathematics, were moderated at all three levels.

Forty-two subjects (Life Skills and Computer Literacy were counted as two subjects) were sampled for moderation, the same number as in 2019; 71 subjects were sampled in 2020. One subject was selected for moderation in Mpumalanga (MP), two in the Free State (FS), three in Limpopo (LP), four each in the provinces of the Eastern Cape (EC), North West (NW) and the Northern Cape (NC), and 12 in the Western Cape (WC). Most subjects were moderated in only one province but eight subjects were moderated in two provinces, one subject in three provinces and two in four provinces. A breakdown of these subjects is as follows: Computer Programming L4, Electrical Principles and Practice L4, English FAL L4, Hospitality Services L4, Computer Literacy Levels 2, 3 and 4, Marketing Communications L4, New Venture Creation L4 and Operations Management L4 were all moderated in two provinces; Life Skills Levels 2, 3 and 4 were moderated in three provinces and Mathematical Literacy Levels 3 and 4 and Mathematics Levels 2, 3 and 4 were moderated in four provinces.

The provinces that were requested to submit their portfolios for moderation are indicated in Table 2A. This table reflects the levels from which portfolios were included as well as the number of campuses or sites included in the process. The sample included 231 sites as opposed to 470 sites in 2020.

Table 2A: Moderation of ICASS portfolios – October 2021

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1.	Afrikaans									L3 (2) L4 (2)
2.	Applied Accounting								L4 (4)	
3.	Art and Science of Teaching			L4 (4)						
4.	Automotive Repair and Maintenance			L4 (3)						
5.	Business Practice									L4 (4)
6.	Carpentry and Roof Work			L4 (4)						
7.	Client Service and Human Relations									L4 (4)

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
8.	Computer Programming			L4 (1)				L4 (3)		
9.	Construction Supervision			L4 (4)						
10.	Consumer Behaviour			L4 (3)						
11.	Contact Centre Operations			L4 (3)						
12.	Criminology									L3 (1) L4 (1)
13.	Data Communication and Networking				L4 (3)					
14..	Economic Environment	L4 (4)								
15	Electrical Principles and Practice			L4 (4)				L4 (4)		
16.	Electrical Systems and Construction			L4 (4)						
17.	Electrical Workmanship	L4 (4)								
18.	Electronic Control and Digital Electronics									L4 (3)
19.	Engineering Fabrication Boiler Making			L4 (4)						
20.	Engineering Processes									L4 (4)
21.	English FAL		L4 (4)						L4 (4)	
22.	Financial Management			L4 (4)						
23.	Fitting and Turning			L4 (4)						
24.	Governance									L4 (4)
25.	Hospitality Services			L4 (4)	L4 (4)					

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
26.	Learning Psychology									L3 (2) L4 (2)
27.	Life Skills			L2 (4)	L3 (3)					L2 (4) L4 (4)
28.	Computer Literacy			L2 (4) L3 (4) L4 (4)	L2 (4) L4 (3)					
29.	Management Practice			L4 (4)						
30.	Marketing Communication			L4 (3)			L4 (1)			
31.	Materials					L4 (4)				
32.	Mathematical Literacy			L3 (4)	L4 (4)				L4 (2)	L3 (4)
33.	Mathematics				L2 (4) L4 (4)			L3 (4)	L3 (2)	L2 (4) L4 (3)
34.	Multimedia Services			L4 (3)						
35.	New Venture Creation		L4 (3)	L4 (4)						
36.	Office Data Processing	L4 (4)								
37.	Office Practice									L4 (4)
38.	Operations Management			L4 (4)		L4 (4)				

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
39.	Professional Engineering Practice			L4 (4)						
40.	Project Management							L4 (4)		
41.	Renewable Energy Technologies	L4 (4)								
42.	Systems Analysis and Design					L4 (4)				

Note: The fact that a subject was moderated at more than one level in a province should not be taken to mean that portfolios were moderated at all levels of the subject at all sites included in the sample.

Sites that failed to submit their files for external moderation have not been included in Table 2A. These sites are listed in Table 2B.

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

The external moderators' brief was to check compliance with the stipulations of the ICASS guidelines.

2.3 Summary of Findings

A. PORTFOLIOS OF ASSESSMENT

A total of 42 NC(V) subjects at 231 sites and was sampled by Umalusi for the moderation of PoA and PoE. Despite being informed of Umalusi's impending external moderation in writing and in good time, the following eight sites (compared to 20 sites in 2020) failed to submit their portfolios for moderation:

Table 2B: Failure to submit portfolios

TVET College	Campus	Subject
Sedibeng	Vereeniging	Automotive Repair and Maintenance L4
Elangeni	Mpumalanga	Data Communication and Networking L4
West Coast	Atlantis	Electronic Control and Digital Electronics L4
Qalabusha Correctional Service		Financial Management L4
Qalabusha Correctional Service		Life Skills and Computer Literacy L3 Paper 1
Qalabusha Correctional Service		Life Skills and Computer Literacy L4 Paper 2
Northern Cape Rural	De Aar	Mathematical Literacy L4
Flavius Mareka	Kroonstad	New Venture Creation L4

This was the second year running that two of the selected sites failed to submit their files: Sedibeng TVET College's Sebokeng Campus failed to submit their Project Management L4 files in 2020 and Qalabusha Correctional Services failed to submit their Economic Environment L4 files in 2020. In 2021, Qalabusha Correctional Services failed to submit files for three subjects (Life Skills and Computer Literacy being two subjects).

2.3.1 Contents

Umalusi expects lecturers to ensure that their PoA contain all the required information in the relevant documents, with evidence that these documents have been used for planning and recording purposes, namely:

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

Since the format of the PoA has been nationally standardised, the general finding was that the contents and appearance of the PoA had improved steadily in terms of compliance over the past ten years. This year, 120 of the 231 sites (52%) had assembled all the required documents and evidence in their PoA. This is an improvement from 2020, when the proportion was 42%.

A further 34 sites (15%), compared to 19 (4%) in 2020, were identified as having a PoA that was well-organised, neatly presented and up to date.

Fourteen PoA were disorganised and untidy and it was difficult to locate the necessary information. This number showed a slight increase on 12 in 2020 and it must be noted that two of the colleges listed in the previous year appeared on this list again, namely Rostec Technical College and Mnambithi TVET College, albeit at different campuses and for different subjects. In 2020, Rostec Technical College's Johannesburg Campus appeared on this list and in 2021 the other three campuses (Bloemfontein, Pretoria and Vereeniging) were added to the list. The sites are listed in the following table:

Table 2C: Disorganised, untidy portfolios

TVET College	Campus	Subject
South Cape	Mossel Bay	Client Services and Human Relations L4
Rostec Technical College	Pretoria	Contact Centre Operations L4
Rostec Technical College	Bloemfontein	English FAL L4
Mnambithi	Ezakheni A	Financial Management L4
Wilberforce Community College, Rhodes Technical	Johannesburg	Life Skills and Computer Literacy L2 Paper 2
Mthashana	Emandleni	Life Skills and Computer Literacy L3 Paper 1
Northlink	Protea	Life Skills and Computer Literacy L4 Paper 1
Rostec Technical College	Vereeniging	Life Skills and Computer Literacy L4 Paper 2
Sekhukhune, Mopani South East, Vhembe	CS Barlow, Sir Val Duncan, Thengwe	Materials L4
Mnambithi	Estcourt	Mathematical Literacy L4
Taletso	Lehurutshe	Project Management L4

The PoA submitted by the following sites contained unnecessary documentation or were missing documents, or contained outdated documents, as indicated in Table 2D.

Table 2D: Non-compliance related to the documentation in the PoA

Non-compliance	TVET College	Campus	Subject
Too many additional documents filed (old documents not removed)	South Cape	Mossel Bay	Client Services and Human Relations L4
	Coastal KZN	Swinton, Appelsbosch	Life Skills and Computer Literacy L2 Paper 2
	Taletso	Lehurutshe	Project Management L4
Several documents missing	Rostec Technical	Bloemfontein	English FAL L4
	Boland, West Coast	Worcester, Vredendal	Life Skills and Computer Literacy L2 Paper 1
	Ekurhuleni West, Central Johannesburg	Kempton, Johannesburg	
	Coastal KZN, Elangeni	Appelsbosch, KwaDabeka	Life Skills and Computer Literacy L4 Paper 2
	Tshwane South, Rostec Technical	Odi, Vereeniging	
	Sekhukhune, Mopani South East, Vhembe	CS Barlow, Sir Val Duncan, Thengwe	Materials L4
	Mnambithi	Estcourt	Mathematical Literacy L4
Outdated documents	South West Gauteng	Molapo	Carpentry and Roof Work L4
	West Coast, College of Cape Town	Vredendal, City	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN, Mnambithi	Appelsbosch, Ladysmith	Life Skills and Computer Literacy L4 Paper 2
	Tshwane North, Tshwane South	Soshanguvhe, Odi	
	Orbit	Mankwe	Mathematics L3
	Esayidi	Kokstad	Mathematics L4
	Vhembe, Sekhukhune, Vhembe	Techniven, CS Barlow	Systems Analysis and Design L4

Outdated documents such as the SAG have serious implications as the SAG may have changed radically over the years and this could have a serious impact on the curriculum content and other requirements of the subject. CS Barlow Campus of Sekhukhune TVET College used an outdated supplementary examination question paper based on an outdated SAG for Systems Analysis and Design L4. The paper did not cover essential sections of the curriculum such as analysis and design and failed to examine crucial elements of the subject. This applied to the same subject at two other campuses in this province: Mokopane Campus of Waterberg TVET College used an outdated 2007 SAG to set the internal examination and Vhembe TVET College's Techniven Campus used the 2017 version, thus both question papers failed to cover the analysis and design sections of the curriculum. This was regarded as a very serious omission in this subject as students would be severely compromised in the final examination and in the world of work.

At the Ngqungqushu Campus of Ingwe TVET College, there were discrepancies in attendance numbers for Electrical Workmanship L4 in documents in the PoA – 23 and 38 students – a further concern since this

difference in numbers could not be explained nor could the correct number be verified.

The second year of COVID-19 continued to disrupt the implementation of ICASS at some colleges. In response to this situation, the DHET circulated an amended subject assessment schedule in 2020 and the number of required tasks was reduced. However, the following 22 sites (10%) did not have the latest version of the amended assessment plan (COVID-19 response) in their PoA:

Table 2E: No amended assessment plan in PoA

TVET College	Campus	Subject
Rostec, Tshwane South	Pretoria, Pretoria West	Contact Centre Operations L4
King Hintsa, Buffalo City, Ingwe, King Sabatha Dalindyebo	Teko, John Knox, Ngqungqushu, Mthatha	Electrical Workmanship L4
Boland, College of Cape Town, South Cape	Worcester, City, Beaufort West	Life Skills and Computer Literacy L2 Paper 1
Tshwane South, Ekurhuleni West, Central Johannesburg	Centurion, Kempton, Johannesburg	
Esayidi, Coastal KZN	Clydesdale, Umlazi BB	Life Skills and Computer Literacy L2 Paper 2
Wilberforce Community College, Pretoria Central Correctional Services, Western, Central Johannesburg	Carletonville, Parktown	
Northern Cape Urban, Northern Cape Rural	Namaqualand, Upington	Mathematics L3
NCM	East London	Office Data Processing L4
King Hintsa	Teko	Renewable Energy Technologies L4

Some PoA were not fully compliant for the following reasons:

- Two percent of the sites did not provide a contents page (3% in 2020);
- Fourteen percent of the sites did not include all the required lecturer information in their PoA (18% in 2020). The documents that were most commonly missing were lecturers' qualifications and SACE certificate; and
- Twelve percent of the PoA submitted (12% in 2020) did not contain the latest version of the assessment guidelines, but did contain those from 2007; these were 14 years out of date. This suggested that tasks had been based on the incorrect guidelines.

The year planner had to be adapted to accommodate the amended assessment schedule. Year planners were found in 87% (83% in 2020) of the files but were not used as planning documents in any of these cases. The following sites had not updated their year plans to accommodate the revised assessment schedule, nor had they used the year planner as a planning document since the planner was undated and the content had not been adjusted. Colleges that had not adapted their year plans are listed in Table 2F.

Table 2F: Year plan not adapted to manage impact of COVID-19

TVET College	Campus	Subject
Vuselela	Potchefstroom	Applied Accounting L4
Western	Randfontein	Consumer Behaviour L4
Elangeni	Inanda	Financial Management L4
West Coast	Vredendal	Learning Psychology L3 and L4
West Coast	Vredendal	Life Skills and Computer Literacy L2
Tshwane South, Central Johannesburg	Centurion	Paper 1
Rhodes Technical, Curro TVET, Rostec Technical	Johannesburg, Midrand, Vereeniging	Life Skills and Computer Literacy L2 Paper 2
Mnambithi	Estcourt	Mathematical Literacy L4
Ekurhuleni Western, Tshwane North, Central Johannesburg, Sedibeng	Usizo Kathoras, Temba, Ellis Park, Heidelberg	Professional Engineering Practice L4

Completed mark sheets were found in 94% of the PoA but concerns were raised as indicated in Table 2G.

Table 2G: Non-compliant mark sheets

Non-compliance	TVET College	Campus	Subject
Not all marksheets had been filed	Rostec	Pretoria	Contact Centre Operations L4
	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Umlazi BB, Swinton	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College, Curro, Rhodes Technical	Roodepoort, Johannesburg	
Blank/no worksheets (could not be verified)	South West Gauteng	Roodepoort	Art and Science of Teaching L4
	Boland	Stellenbosch	Business Practice L4
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
	Rostec Technical	Vereeniging	Life Skills and Computer Literacy L3 Paper 1

Non-compliance	TVET College	Campus	Subject
Incomplete/inconsistently recorded	Coastal KZN	Durban	Data Communication and Networking L4
	Sedibeng	Heidelberg	Electrical Principles and Practice L4
	Rostec Technical	Bloemfontein	English FAL L4
	Boston	Bloemfontein	
	Tshwane North	Temba	Fitting and Turning L4
	South Cape	Beaufort West	Life Skills and Computer Literacy L2 Paper 1
	Central Johannesburg	Johannesburg	
	Esayidi	Clydesdale	Life Skills and Computer Literacy L2 Paper 2
	Rostec Technical	Vereeniging	Life Skills and Computer Literacy L4 Paper 2
	Central Johannesburg	Langlaagte	Marketing Communication N4
	Thekwini, Umgungundlovu, Mthashana, Majuba	Melbourne, Northdale, Vryheid, Newcastle Technologies	Mathematics L2
	King Hintsa	Idutywa	Office Data Processing L4
Incorrect weightings for tasks on mark sheet	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
	Sedibeng	Heidelberg	Professional Engineering Practice L4
Faulty recording/errors and discrepancies	South West Gauteng, Tshwane North,	Molapo, Soshanguve North	Carpentry and Roof Work L4
	Rostec	Pretoria	Contact Centre Operations L4
	False Bay	Westlake	Criminology L3
	Buffalo City	John Knox	Electrical Workmanship L4
	Boland, South Cape	Strand, Mossel Bay	Electronic Control and Digital Electronics L4
	Elangeni	Inanda	Financial Management L4
	West Coast	Vredendal	Life Skills and Computer Literacy L2 Paper 1
	Ekurhuleni West	Kempton	
	Esayidi, Coastal KZN	Clydesdale, Swinton	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College		

Non-compliance	TVET College	Campus	Subject
	Mthashana	Emandleni	Life Skills and Computer Literacy L3 Paper 1
	Rostec Technical	Vereeniging	Life Skills and Computer Literacy L4 Paper 2
Very little/no evidence of verification of marks	Tshwane South, Central Johannesburg, Rostec	Centurion, Johannesburg, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Esayidi, Coastal KZN, Umgungundlovu	Clydesdale, Umlazi BB, Northdale	Life Skills and Computer Literacy L2 Paper 2
	Pretoria Central Correctional Services, Curro TVET, Rhodes Technical	Roodepoort, Johannesburg	
	Elangeni	KwaDabeka	Life Skills and Computer Literacy L4 Paper 2

It was of considerable concern that marks had not been consistently verified, and thus various errors had crept in while marks were being recorded, adjusted, or converted. The danger was that the correct ICASS marks had not been submitted to the DHET.

2.3.2 Monitoring and auditing of portfolios

Although the presentation of the portfolios had improved considerably since 2020, there were still many portfolios that were in a poor state, as indicated above. One reason for the disorganised and untidy portfolios could be that monitoring and auditing visits by colleges' management teams to check these files had not taken place consistently at college or campus level throughout the academic year. Monitoring and auditing visits had taken place at 78% of the sites, slightly less than 79% in 2020. The frequency of these visits ranged from once a year to four times a year.

Where college or campus visits had taken place, 75% of these sites provided auditing reports, a slight improvement on 74% in the previous year. However, it was found that even though a monitoring visit had taken place, non-compliance issues were often ignored. It was difficult to determine when these visits had taken place as reports were not always dated and it was sometimes unclear whether they had been conducted by college or campus management. The monitoring of many campuses appeared to be a case of rubber stamping a report without checking its compliance. In 24% of cases (compared to 40% in 2020), the monitoring and moderation of portfolios took place just before the files were to be submitted for scrutiny to Umalusi. This was a significant improvement on the previous year, but it is not good practice to conduct a monitoring visit simply to tick a box, and it is doubtful whether this would have made a difference to the quality of teaching and learning. In some instances, only one monitoring visit had taken place, either very early in the year or in August or September; this is unlikely to have been helpful if there were problems at a site that had been allowed to continue undetected.

The findings of these monitoring visits are reflected in Table 2H.

Table 2H: Monitoring and moderation visits of sites

Non-compliance	TVET College	Campus	Subject
No visits had taken place	Vuselela	Klerksdorp & Potchefstroom	Applied Accounting L4
	South West Gauteng	Roodepoort	Art and Science of Teaching N4
	Central Johannesburg	Ellis Park	Carpentry and Roof Work N4
	Northlink, False Bay, South Cape, College of Cape Town	Protea, Muizenberg, Mossel Bay, City	Client Services and Human Relations L4
	Tshwane North	Soshanguve North	Construction Supervision L4
	Rostec	Pretoria	Contact Centre Operations L4
	Umfoloji	Richtek	Data Communication and Networking L4
	Western	Krugersdorp	Electrical Principles and Practice L4
	False Bay	Khayelitsha	Engineering Processes L4
	Motheo, Rostec Technical, Bolton	Bloemfontein	English FAL L4
	Mnambithi	Ezakheni A	Financial Management L4
	Lovedale	King William's Town	Economic Environment L4
	Western	Krugersdorp	Fitting and Turning L4
	Boland	Worcester	Governance L4
	Thekwini, Umfolozi	Cato Manor, Eshowe	Hospitality Services L4
	Boland	Worcester	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN, Umgungundlovu	Umlazi BB, Swinton, Northdale	Life Skills and Computer Literacy L2 Paper 2
	Mnambithi, Coastal KZN	Ladysmith, Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Rostec Technical	Vereeniging	
	Central Johannesburg	Langlaagte	Management Practice L4
Central Johannesburg	Langlaagte	Marketing Communication N4	
Sekhukhune, Capricorn	CS Barlow, Lebowakgomo	Materials L4	

Non-compliance	TVET College	Campus	Subject
	Umgungundlovu, Mnambithi	Ntambamhlophe, Estcourt	Mathematical Literacy L4
	Northern Cape Rural, Northern Cape Urban	Kuruman, City	
	Taletso, Orbit	Mmabatho, Mankwe	Mathematics L3
	Northern Cape Urban, Northern Cape Rural	Namaqualand, Upington	
	Northlink	Bellville	Mathematics L4
	Goldfields	Welkom	New Venture Creation L4
	College of Cape Town	Gugulethu	Office Practice L4
	Tshwane North	Pretoria	Operations Management L4
	Mopani, Capricorn, Makhado Correctional Services	Phalaborwa, Senwabarwana	Operations Management L4
	Eastcape Midlands	Park Avenue	Renewable Energy Technologies L4
	'Window dressing' (only one monitoring visit, just before Umalusi's visit)	Vuselela	Potchefstroom
Ekurhuleni West		Germiston	Art and Science of Teaching L4
Central Johannesburg, Tshwane North		Alexandra, Temba	Automotive Repair and Maintenance L4
Tshwane North		Soshanguve	Carpentry and Roof Work L4
Ekurhuleni West Ekurhuleni East		Lazarus Nhlapo, Kwa-Thema	Construction Supervision L4
Tshwane North, Ekurhuleni West		Pretoria, Alberton	Consumer Behaviour L4
Tshwane North		Mamelodi	Contact Centre Operations L4
Coastal KZN		Durban	Data Communication and Networking L4
Tshwane North		Soshanguve North	Electrical Principles and Practice L4
Taletso		Mmabatho	

Non-compliance	TVET College	Campus	Subject
	Sekhukhune	CS Barlow	Electrical Systems and Construction L4
	Buffalo City	John Knox	Electrical Workmanship L4
	Boland	Strand	Electronic Control and Digital Electronics L4
	Ekurhuleni West	Tembisa	Engineering Fabrication Boiler Making L4
	Northern Cape Rural	De Aar, City, Kathu	English FAL L3
	Maluti	Bethlehem	English FAL L4
	Elangeni	Inanda	Financial Management L4
	Tshwane North, Ekurhuleni East	Temba, Daveyton	Fitting and Turning L4
	South Cape	George	Governance L4
	Central Johannesburg	Parktown	Hospitality Services L4
	West Coast	Vredendal	Learning Psychology L3 and L4
	West Coast	Vredendal	Life Skills and Computer Literacy L2 Paper 1
	Pretoria Central Correctional Services		Life Skills and Computer Literacy L2 Paper 2
	Northlink, West Coast	Protea, Citrusdal	Life Skills and Computer Literacy L4 Paper 1
	Pretoria Central Correctional Services		Management Practice L4
	Pretoria Central Correctional Services		Mathematical Literacy L3
	Mthashana	Emandleni	Mathematical Literacy L4
	Vuselela	Potchefstroom	Mathematics L3
	Northern Cape Urban: Northern Cape Rural	Namaqualand Upington	
	Curro TVET, Ekurhuleni East	Midrand, Springs	Multimedia Services L4
	Nkangala	Witbank	
	Maluti, Motheo	Harrismith, Bloemfontein	New Venture Creation L4
	King Hintsa, Port Elizabeth	Idutywa, Dower	Office Data Processing L4
	West Coast, South Cape	Vredenburg, Bitou	Office Practice L4

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

Non-compliance	TVET College	Campus	Subject
	Sedibeng	Sebokeng	Operations Management L4
	Tshwane North	Temba	Professional Engineering Practice L4
	Orbit, Taletso	Brits, Mafikeng	Project Management L4
Only one monitoring visit between February and September	Central Johannesburg, Tshwane North	Alexandra, Temba	Automotive Repair and Maintenance L4
	South West Gauteng, Tshwane North	Molapo, Soshanguve North	Carpentry and Roof Work L4
	Taletso, Vuselela, Curro TVET	Lehurutshe, Jouberton, Midrand	Computer Programming L4
	Ekurhuleni West, Ekurhuleni East	Lazarus Nhlapo, Kwa-Thema	Construction Supervision L4
	Tshwane North	Pretoria	Consumer Behaviour L4
	Tshwane North	Mamelodi	Contact Centre Operations L4
	Elangeni, Umfolozi, Coastal KZN	Kwamashu, Richtek, Durban	Data Communication and Networking L4
	Taletso	Mmabatho	Electrical Principles and Practice L4
	Tshwane North	Soshanguve North	
	Waterberg, Sekhukhune	Thabazimbi, CS Barlow	Electrical Systems and Construction L4
	Buffalo City, Ingwe	John Knox, Ngqungqushe	Electrical Workmanship L4
	Tshwane North	Temba	Engineering Fabrication Boiler Making L4
	Northern Cape Rural	De Aar, City, Kathu	English FAL L3
	South Cape	George	Governance L4
	Central Johannesburg	Parktown	Hospitality Services L4
	West Coast	Vredendal	Learning Psychology L3 and L4
	West Coast, South Cape	Vredendal, Beaufort West	Life Skills and Computer Literacy L2 Paper 1
	Pretoria Central Correctional Services, Curro TVET, Rhodes Technical	Roodepoort, Johannesburg	Life Skills and Computer Literacy L2 Paper 2
	Northlink, West Coast	Protea, Citrusdal	Life Skills and Computer Literacy L4 Paper 1

Non-compliance	TVET College	Campus	Subject
	Elangeni	KwaDabeka	Life Skills and Computer Literacy L4 Paper 2
	Tshwane South	Odi	
	Pretoria Central Correctional Services		Management Practice L4
	Pretoria Central Correctional Services		Mathematical Literacy L3
	Mthashana	Emandleni	Mathematical Literacy L4
	Thekwini, Umgungundlovu, Majuba	Melbourne, Northdale, Newcastle Technology	Mathematics L2
	Curro TVET	Midrand	Mathematics L3
	Mthashana	Nongoma	Mathematics L4
	Curro TVET, Ekurhuleni East, Nkangala	Midrand, Springs, Witbank	Multimedia Services L4
	Maluti, Motheo	Harrismith, Bloemfontein	New Venture Creation L4
	Tshwane South	Atteridgeville	
	King Hintsa, Port Elizabeth	Idutywa, Dower	Office Data Processing L4
	Sedibeng	Sebokeng	Operations Management L4
	Central Johannesburg	Ellis Park	Professional Engineering Practice L4
	Taletso	Lehurutshe	Project Management L4
	Port Elizabeth, Ingwe, King Hintsa	Iqhayiya, Ngqungqushe, Teko	Renewable Energy Technologies L4
	Sekhukhune, Vhembe	CS Barlow, Techniven	Systems Analysis and Design L4

This general lack of quality assurance of teaching, learning and assessment at management, provincial/regional department and national level may have been a contributing factor to the level of non-compliance in the sector. As in 2020, it appeared that the responsibility for quality assurance of assessment processes rested mainly with Umalusi.

2.3.3 Assessment tasks

Umalusi’s focus was on one practical task only, but in the absence of practical tasks, external moderators were obliged to consider the internal examination instead.

Ninety-two percent of the assessment tasks were appropriate, compared to 90% in 2020 and 81% in 2019. A substantial amount of work had been covered in 88% of the tasks, as in 2020 but an improvement on 77% in 2019. The weighting and cognitive spread of the questions were appropriate in 89% of the tasks: an improvement on 84% in 2020 and 78% in 2019. There had thus been a steady improvement in the content coverage of the assessment tasks over the last three years. This is illustrated in Figure 2A.

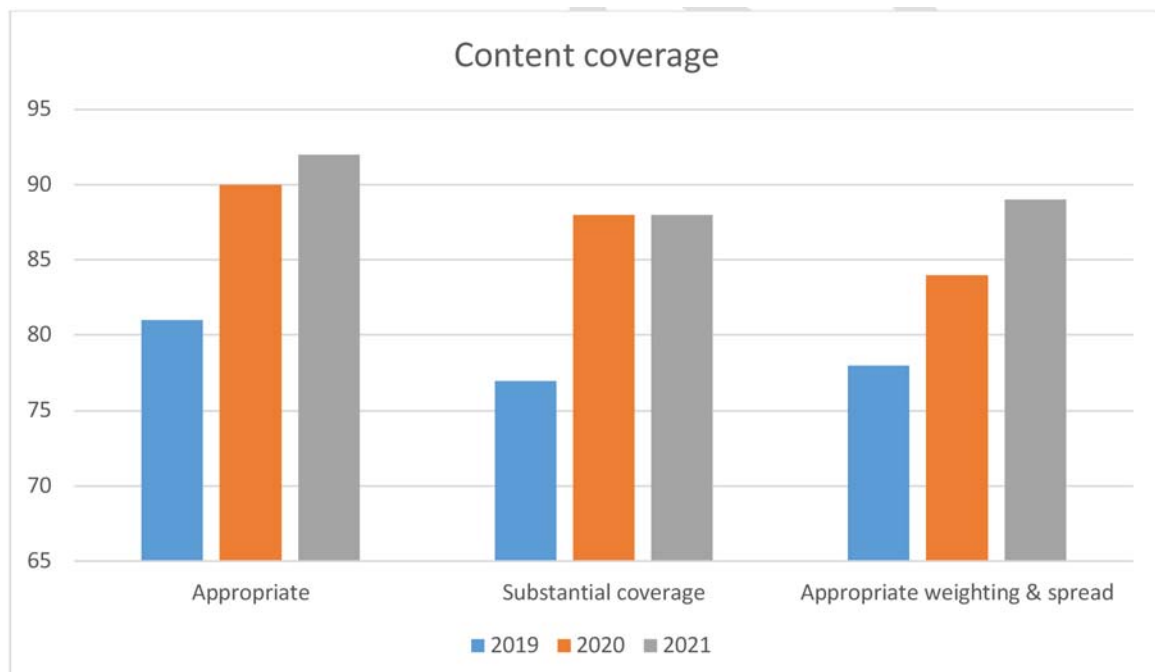


Figure 2A Improvement in the content coverage of assessment tasks in 2021

Ninety-two percent of the tasks were pitched at the right level, compared to 89% in 2020 and 75% in 2019. Eighty-three percent (67% in 2020 and 65% in 2019) encouraged creative responses and 91% (78% in 2020 and 74% in 2019) included an element of practical application. Ninety-one percent of the tasks reflected the latest developments in the subject (81% in 2020 and 75% in 2019). It was thus gratifying to note that there had been a steady improvement in the cognitive demand of the tasks, which is illustrated in Figure 2B.

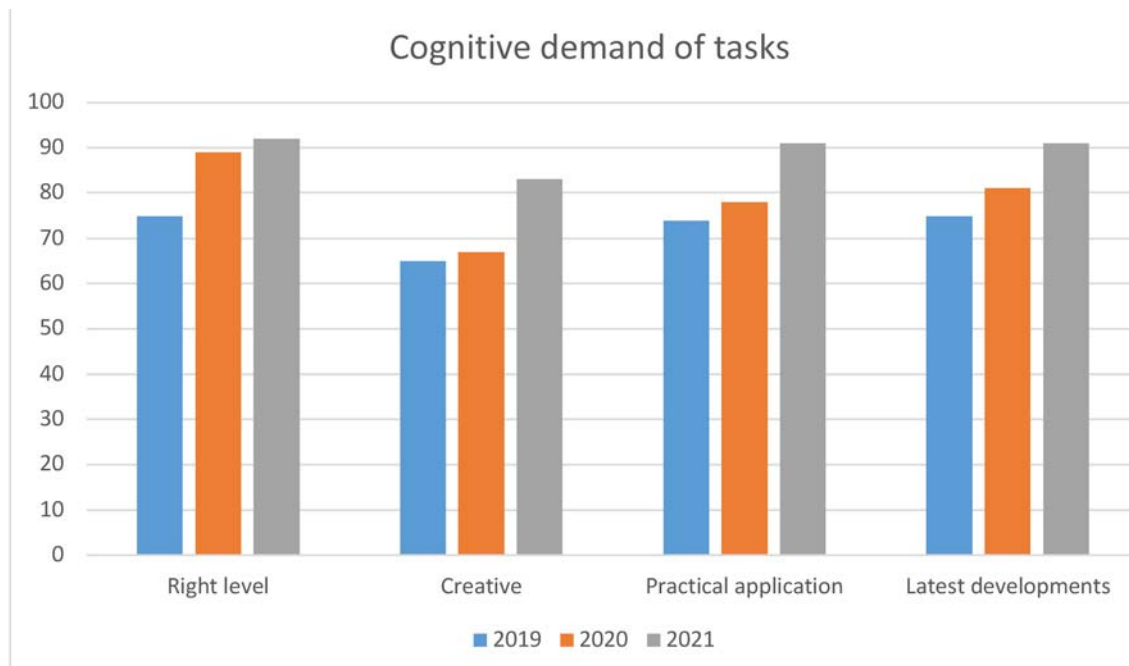


Figure 2B Improvement in the cognitive demand of assessment tasks in 2021

Seventy-five percent (68% in 2020) of the sites had attempted to use an analysis grid to set the assessment task, but this was not always used correctly to ensure that questions in the tasks were at the appropriate cognitive level. Questions were thus often too easy, focusing mainly on first-level knowledge and comprehension questions with very few or no questions set at higher levels of cognition that required application or analysis. This focus on the lower levels of Bloom’s Taxonomy did not contribute to the development of students’ critical thinking skills, which they would require in the world of work. These concerns are reflected in Table 2I.

Table 2I: Inadequate analysis grids

Non-compliance	TVET College	Campus	Subject
Incomplete analysis grid	Thekwini, Umgungundlovu, Mthashana	Melbourne, Northdale, Vryheid	Mathematics L2
	Western	Carletonville	New Venture Creation L4
Incorrect analysis grid/ blank analysis grid	False Bay	Khayelitsha	Business Practice L4
	Rostec	Pretoria	Contact Centre Operations L4
	Ekurhuleni West, Tshwane North, Central Johannesburg	Usizo Kathoras, Temba, Ellis Park	Professional Engineering Practice L4

Non-compliance	TVET College	Campus	Subject
Incorrect weightings in analysis grid	Vuselela	Klerksdorp	Art and Science of Teaching L4
	Tshwane South	Pretoria West	Contact Centre Operations L4
	Capricorn	Seshego	Electrical Systems and Construction L4
	Ingwe	Ngqungqushu	Electrical Workmanship L4
	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Esayidi	Clydesdale	Life Skills and Computer Literacy L2 Paper 2
	Pretoria Central Correctional Services		

There was a general improvement in the technical aspects of the tasks:

- Eighty-three percent of the tasks were neatly typed and contained all the relevant information. This was three percentage points up from 80% in the previous year. The tasks in Mathematical Literacy and Mathematics were handwritten in many cases because the assessors were unable to type mathematical symbols; they could not use the software available for these two subjects or it was not available at the colleges. This was a concern listed in 2020;
- The instructions in the questions were clear and unambiguous in 90% of the tasks, compared to 80% in 2020, a considerable improvement;
- In 94% of the tasks, appropriate language and terminology was used, a slight improvement on 91% in 2020;
- The mark allocation was clear in 92% of the tasks, compared to 89% in 2020. The marks in the task corresponded to the marks allocated in the marking guide in 85% of the tasks (88% in 2020). This was one of a few examples where there was no improvement on the previous year;
- The numbering was correct in 91% of the tasks, compared to 88% in 2020; and
- The time allocation was realistic and adequate for 92% of the tasks; this compared well to 89% in 2020.

Standardised tasks helped sites to maintain a high quality of assessment. Most assessments at the Western and Northern Cape colleges were of a high standard since they had been standardised by the Western-Northern Cape Focus Groups. These assessments were subjected to a thorough moderation process. The tasks were well designed, well-balanced, and covered all relevant topics and included questions from a range of cognitive levels. The shared task was relevant to the world of work, well-planned, creative and interactive. The lecturers coordinating the Focus Group were experienced subject matter specialists and provided guidance wherever it was needed, hence the quality of the assessments was very high. Besides allowing for well-planned assessments and support among the colleges, standardised tasks contributed to the improvement of teaching and learning in the classroom while at the same time sharing the workload among lecturers. The internal examination at these sites was also of a high standard.

It was not always easy to identify which campuses had used standardised tasks, but the following sites used standardised tasks of a high standard:

Table 2J: Good standardised tasks

TVET College	Campus	Subject
Boland	Worcester & Paarl	Afrikaans FAL L3
Boland	Worcester & Paarl	Afrikaans FAL L4
Northern Cape Rural	City, Kathu, Kuruman	English FAL L4
Boland, West Coast, College of Cape Town, South Cape	City, Beaufort West, Vredendal, Worcester	Life Skills and Computer Literacy L2 Paper 1
Boland, West Coast, False Bay, South Cape	Caledon, Malmesbury, Muizenberg, Bitou	Mathematical Literacy L3
Northlink, West Coast, Boland, College of Cape Town	Wingfield, Atlantis, Strand, Pinelands	Mathematics L2

Nevertheless, a weakness emerged in the use of standardised tasks. The DHET had agreed that 10% of the standardised internal examination could be changed by colleges, but these changes were never properly moderated, with an adverse effect on the standard of the task. Some questions were added or changed, leading to incorrect numbering, language errors and discrepancies between the task and the marking guideline. Since shadow moderation had taken place in some instances, these inconsistencies were frequently not identified. In another case, the internal examination and marking guidelines had been retyped but the marking tool did not reflect the answers to the amended questions. The result was that the marking tool no longer corresponded to its question paper. The question was raised as to whom should be made responsible for moderating the adjusted questions and ensuring that they corresponded to the marking tool.

The problems mentioned above were identified at the following sites:

Table 2K: Issues arising from standardised tasks

TVET College	Campus	Subject
Boland	Stellenbosch and Strand	Business Practice L4
False Bay	Khayelitsha	Business Practice L4
South Cape	Beaufort-West	Business Practice L4
False Bay	Khayelitsha	Business Practice L4
Boland, West Coast, College of Cape Town, South Cape	Strand, Vredenburg, Gugulethu, Bitou	Office Practice L4

All planned tasks could be found in 87% of the PoA, an improvement on 74% in 2020. Unfortunately, there were many instances where tasks were not numbered in the order prescribed in the ICASS guidelines. In addition, no time or mark allocation was indicated, or time and mark allocations were inappropriate. Other weaknesses are indicated in Table 2L.

Table 2L: Issues of non-compliance in tasks in the PoA

Non-compliance	TVET College	Campus	Subject
No tasks	Boland	Stellenbosch	Business Practice L4
	Sedibeng	Heidelberg	Electrical Principles and Practice L4
	NCM	East London	Office Data Processing L4
No practical tasks	NCM	East London	Office Data Processing L4
Not all tasks had been filed	Rostec Technical	Bloemfontein	English FAL L4
	Northern Cape Rural	City	
	Northern Cape Rural	Kathu	
	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Umgungundlovu	Northdale	Life Skills and Computer Literacy L2 Paper 2
	Rhodes Technical	Johannesburg	
Prescribed task replaced with a different one	Northern Cape Rural	Kathu	English FAL L4
	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
	False Bay	Westlake	Life Skills and Computer Literacy L4 Paper 1
Incomplete tasks	Rostec	Bloemfontein	English FAL L4
	Northlink	Protea	Life Skills and Computer Literacy L4 Paper 1
	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
Incorrect numbering	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
No indication of how marks were to be allocated	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
Information on cover page missing or incomplete	Vuselela	Klerksdorp & Potchefstroom	Applied Accounting L4
	Ekurhuleni West, Central Johannesburg	Kempton, Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Mnambithi, Elangeni, Coastal KZN	Ladysmith, KwaDabeka, Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Thekwini, Umgungundlovu, Mthashana, Majuba	Melbourne, Northdale, Vryheid, Newcastle Technology	Mathematics L2

Non-compliance	TVET College	Campus	Subject
No cover page or information regarding duration, mark allocation etc.	South-West Gauteng	Roodepoort	Art and Science of Teaching L4
Not set according to guidelines	NCM	East London	Office Data Processing L4
	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Esayidi	Clydesdale	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College		
	Mnambithi	Ladysmith	Life Skills and Computer Literacy L4 Paper 2
	Umgungundlovu, Mthashana, Majuba	Northdale, Vryheid, Newcastle Technology	Mathematics L2
	NCM	East London	Office Data Processing L4
Tasks not based on syllabus	Mthashana	Emandleni	Mathematical Literacy L4
	King Hintsa	Teko	Renewable Energy Technologies L4
Reuse of old tasks	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
Inflated marks	Tshwane North, Central Johannesburg, South-West Gauteng	Soshanguve North, Ellis Park, Molapo	Carpentry and Roof Work L4
	Tshwane North	Soshanguve North	Construction Supervision L4
	Tshwane North, Western, Ekurhuleni West	Pretoria, Randfontein, Alberton	Consumer Behaviour L4
	West Coast, Boland	Vredendal, Worcester	Life Skills and Computer Literacy L2 Paper 1
	False Bay	Westlake	Life Skills and Computer Literacy L4 Paper 1
	Ekurhuleni East, Tshwane South, Western, Tshwane North	Benoni, Atteridgeville, Carletonville, Soshanguve	New Venture Creation L4
	King Hintsa, Port Elizabeth	Idutywa, Dower	Office Data Processing L4
	Sekhukhune	CS Barlow	Systems Analysis and Design L4
Spelling/ language errors	Tshwane South, Central Johannesburg	Centurion, Johannesburg	Life Skills and Computer Literacy L2 Paper 1

Non-compliance	TVET College	Campus	Subject
Misleading/ difficult to understand/ incorrect questions	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
Not all outcomes covered/ incomplete	Western	Randfontein	Consumer Behaviour L4
	Tshwane North	Soshanguve North	Electrical Principles and Practice L4
	Mnambithi	Ezakheni A	Financial Management L4
	Ekurhuleni West, Central Johannesburg, Rostec	Kempton, Johannesburg, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Esayidi, Coastal KZN	Clydesdale, Umlazi BB	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College		
	Maluti	Harrismith	New Venture Creation L4
Test-like questions	Northern Cape Urban, Northern Cape Rural	Namaqualand, Upington	Mathematics L3
Tasks photocopied directly from a textbook or guide	Mthashana	Nongoma	Mathematics L4
Candidates did not all answer the same question paper	South West Gauteng	Roodepoort	Art and Science of Teaching L4
Task and marking tool in PoA differed from that in PoE	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Tshwane South	Odi	
Questions in the task do not correspond to answer in the marking guide	NCM	East London	Office Data Processing L4
Marks for task do not correspond to those in marking guide	False Bay	Khayelitsha	Business Practice L4
	Waterberg	Thabazimbi	Electrical Systems and Construction L4
	Coastal KZN, Elangeni	Appelsbosch, KwaDabeka	Life Skills and Computer Literacy L4 Paper 2
	Tshwane South, Curro TVET	Odi, Midrand	
	Thekwini	Melbourne	Mathematics L2
	Tshwane South	Atteridgeville	New Venture Creation L4

Non-compliance	TVET College	Campus	Subject
Marks in PoA do not correspond to marks in PoE	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
	Motheo	Bloemfontein	New Venture Creation L4
Incorrect mark allocation	False Bay	Khayelitsha	Business Practice L4
	Ekurhuleni East	Kwa-Thema	Construction Supervision L4
	Central Johannesburg	Langlaagte	Marketing Communication N4
Incorrect time allocation	Tshwane North, Western, Ekurhuleni West	Pretoria, Randfontein, Alberton	Consumer Behaviour L4
	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
Marks not consistent	Boland	Worcester & Paarl	Afrikaans FAL L3
	Orbit	Brits & Rustenburg	Applied Accounting L4
	Central Johannesburg, South West Gauteng	Ellis Park, Molapo	Carpentry and Roof Work L4
No mark distribution indicated in sketches/questions	Lephalale, Sekhukhune	Ellisras, CS Barlow	Electrical Systems and Construction L4
	Mnambithi	Ezakheni A	Financial Management L4
	Central Johannesburg, Ekurhuleni West, Rostec	Johannesburg, Kempton, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN, Elangeni	Appelsbosch, KwaDabeka	Life Skills and Computer Literacy L4 Paper 2
	Rostec Technical	Vereeniging	

NCM College in East London did not implement the DHET's prescribed ICASS tasks for Office Data Processing L4; tasks that were implemented did not reflect current practices in the subject.

There were also instances of non-compliance in the internal examination, as can be seen in Table 2M.

Table 2M: Non-compliance in internal examination question papers

Non-compliance	TVET College	Campus	Subject
No cover sheet (only the mark)	King Hintsa, Buffalo City, Ingwe, King Sabatha Dalindyebo	Teko, John Knox, Ngqungqushe, Mthatha	Electrical Workmanship L4
Based on outdated SAGs	Waterberg, Sekhukhune, Vhembe	Mokopane, CS Barlow, Techniven	Systems Analysis and Design L4
Covered too little content from the syllabus	Umgungundlovu, Mthashana, Majuba	Northdale, Vryheid, Newcastle Technology	Mathematics L2
	Esayidi	Kokstad	Mathematics L4
	Waterberg, Mopani South West, Sekhukhune, Vhembe	Mokopane, Sir Val Duncan, CS Barlow, Techniven	Systems Analysis and Design L4
Too many lower order questions	Waterberg, Vhembe, Mopani South West	Mokopane, Techniven, Sir Val Duncan	Systems Analysis and Design L4

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

Non-compliance	TVET College	Campus	Subject
Incomplete marking tool	Ekurhuleni West	Usizo Kathoras	Professional Engineering Practice L4
Too theoretical	Waterberg, Vhembe	Mokopane, Techniven	Systems Analysis and Design L4
Cut and paste from previous examination papers	South West Gauteng, Ekurhuleni West	Roodepoort, Germiston	Art and Science of Teaching L4
	Vuselela	Klerksdorp & Potchefstroom	Art and Science of Teaching L4
	Central Johannesburg, South West Gauteng	Ellis Park, Molapo	Carpentry and Roof Work L4
	Thekwini, Umfolozi, Umgungundlovu, Elangeni	Cato Manor, Eshowe, Ntambamhlophe, KwaMashu	Hospitality Services L4
	Central Johannesburg	Parktown	Hospitality Services L4
	Ekurhuleni East, Tshwane South, Western	Springs, Centurion, Randfontein	Hospitality Services L4
	Pretoria Central Correctional Services		Life Skills and Computer Literacy L2 Paper 2
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	South West Gauteng	Dobsonville	Marketing Communication N4
	Northern Cape Urban	City	Mathematical Literacy L4
	Taletso, Vuselela, Orbit, Curro TVET	Mmabatho, Potchefstroom, Mankwe, Midrand	Mathematics L3
	Northern Cape Urban, Northern Cape Rural	Namaqualand, Upington	Mathematics L3
	Maluti, Motheo, Goldfields	Harrismith, Bloemfontein, Welkom	New Venture Creation L4
	Ekurhuleni East, Tshwane South, Western, Tshwane North	Benoni, Atteridgeville, Carletonville, Soshanguve	New Venture Creation L4
	Sekhukhune	CS Barlow	Systems Analysis and Design L4

The use of previous examination question papers verbatim as internal examination papers decreased this year to 31, an improvement on the previous year (57). A concern was that the national examination question papers and memoranda were widely available online and could easily be accessed by students who were writing these examinations.

However, many colleges produced tasks of a high standard. These are listed in the following table:

Table 2N: Tasks of a high standard

TVET College	Campus	Subject
Boland	Worcester & Paarl	Afrikaans FAL L4
Ekurhuleni West	Lazarus Nhlapo	Carpentry and Roof Work L4
Tshwane South	Atteridgeville	Construction Supervision L4
Sekhukhune	CS Barlow	Electrical Systems and Construction L4
College of Cape Town	Thornton	Engineering Processes L4
Boland, West Coast, College of Cape Town, False Bay	Worcester, Vredenburg, Thornton, Khayelitsha	Engineering Processes L4
Motheo	Bloemfontein	English FAL L4
Tshwane North	Temba	Fitting and Turning L4
Curro TVET	Roodepoort	Life Skills and Computer Literacy L2 Paper 2

The name of Life Orientation (Life Skills or ICT) was changed in 2019 to Life Skills and Computer Literacy. Paper 1 was devoted to Life Skills and Paper 2 to Computer Literacy, yet at many sites, the old name was still in use.

The quality of the assessment tools or marking guidelines is discussed in the following section.

2.3.4 Assessment tools

There was a considerable improvement in the quality of the assessment tools in 2021:

- The marking tools were relevant and appropriate in 87% of tasks, compared to 85% in 2020 and 76% in 2019;
- Eighty-seven percent of the marking guidelines were clear and neatly typed; this was an improvement on 84% in 2020 and 77% in 2019. The handwritten marking guidelines for Mathematical Literacy and Mathematics are discussed above;
- Mark allocations within questions were clearly indicated in 81% of the tasks, an improvement on 74% in 2020 and 69% in 2019; and
- The marking guidelines for 82% of the tasks were easy to use, a considerable improvement on 73% in 2020 and 71% in 2019.

The following figure indicates the improvement in the quality of the marking guidelines or tools over the last three years:

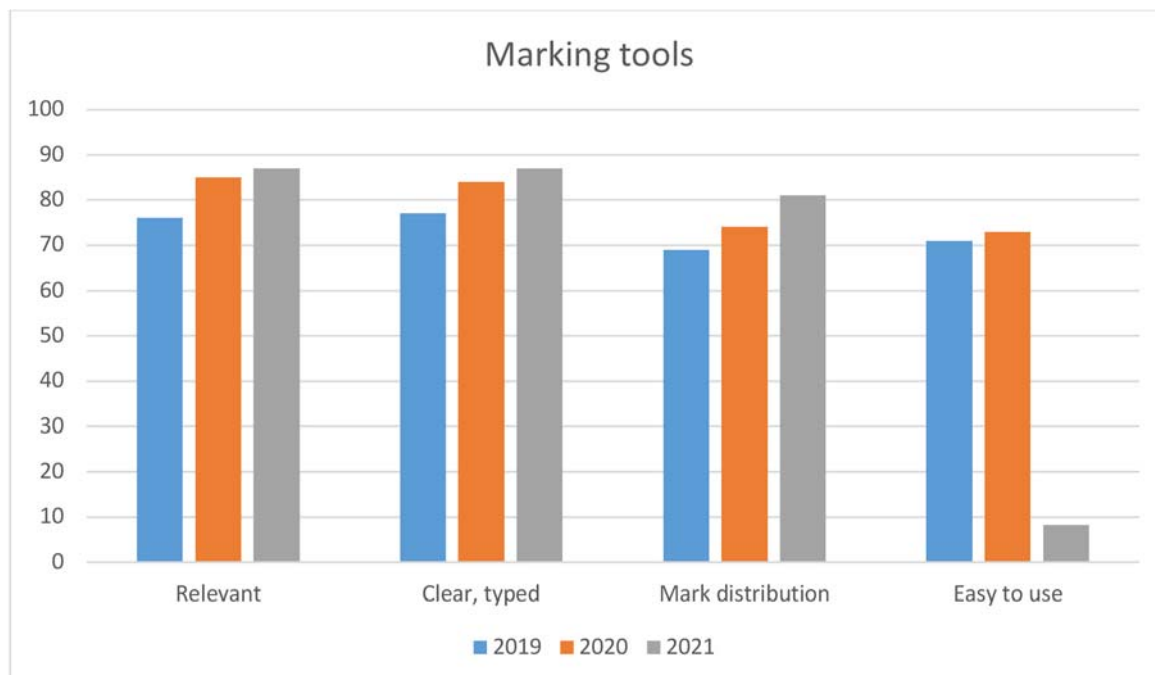


Figure 2C Improvement in the quality of marking guidelines from 2019 to 2021

The PoA should contain the assessment tasks with their marking tools, including the internal examination, but this was not always the case. PoA for 86% of subjects (80% in 2020) did contain all the marking guidelines but not all sites submitted marking tools with their tasks. There were also tasks that could not be moderated or validated for a variety of reasons. Table 2O reflects the shortcomings in this regard.

Table 2O: Quality of marking guidelines

Non-compliance	TVET College	Campus	Subject
No marking guidelines filed in the PoA	South West	Roodepoort	Art and Science of Teaching L4
	Gauteng		
	Boland	Stellenbosch	Business Practice L4
	Tshwane North	Mamelodi	Contact Centre Operations L4
	Sedibeng	Heidelberg	Electrical Principles and Practice L4
	Rostec Technical	Bloemfontein	English FAL L4
Incomplete marking guidelines	Lephalale	Ellisras	Electrical Systems and Construction L4

Non-compliance	TVET College	Campus	Subject
Some marking guidelines not filed	False Bay	Westlake	Electronic Control and Digital Electronics L4
	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN, Umgungundlovu	Umlazi BB, Northdale	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College, Tshwane South	Wilberforce Community College, Odi	
	Taletso	Mmabatho	Mathematics L3
Handwritten marking guidelines	South West Gauteng	Roodepoort	Art and Science of Teaching L4
	Tshwane North	Soshanguve North	Electrical Principles and Practice L4
	Ingwe	Ngqungqushe	Electrical Workmanship L4
	Umfoloji	Eshowe	Hospitality Services L4
	Umgungundlovu, Wilberforce Community College	Northdale	Life Skills and Computer Literacy L2 P2
	Elangeni	KwaDabeka	Life Skills and Computer Literacy L4 P2
	Tshwane South	Odi	
	Gert Sibande	Standerton	Marketing Communication L4
	Sedibeng	Heidelberg	Mathematical Literacy L3
	Mnambithi	Estcourt	Mathematical Literacy L4
	Umgungundlovu	Northdale	Mathematics L2
	Taletso, Orbit, Vuselela, Curro TVET	Mmabatho, Mankwe, Potchefstroom, Midrand	
	Northern Cape Rural	Namaqualand, Upington	
	Mthashana	Nongoma	Mathematics L4
	Esayidi	Kokstad	
	NCM	East London	Office Data Processing L4
	South Cape, Boland, West Coast	Bitou, Strand, Vredenburg	Office Practice L4
	Taletso	Lehurutshe	Project Management L4

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

Non-compliance	TVET College	Campus	Subject
Poor correlation between task and marking guideline	Orbit	Brits & Rustenburg	Applied Accounting L4
	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
Numbering in task does not correspond to numbering in marking guideline	Tshwane South	Centurion	Life Skills and Computer Literacy L2 Paper 1
Mark allocation in task does not correspond to mark allocation in marking guideline	Tshwane South	Centurion	Life Skills and Computer Literacy L2 Paper 1
	West Coast, Boland, College of Cape Town	Wingfield, Atlantis, Strand, Pinelands	Mathematics L2
Some incorrect answers	Mthashana	Vryheid	Mathematics L2
Some answers missing	Umfoloji	Eshowe	Hospitality Services L4
	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
Guidelines do not assist markers/no indication of how marks should be allocated	Tshwane North	Temba	Fitting and Turning L4
	Central Johannesburg, Rostec, Tshwane South,	Johannesburg, Pretoria, Centurion	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Swinton	Life Skills and Computer Literacy L2 Paper 2
	Elangeni	KwaDabeka	Life Skills and Computer Literacy L4 Paper 2
	Curro TVET	Midrand	
Ticks but no sub-totals/ticks do not correspond to totals	Umgungundlovu, Mthashana, Majuba	Northdale, Vryheid, Newcastle Technology	Mathematics L2
	South West Gauteng, Sedibeng	Roodepoort, Sebokeng	Operations Management L4
Inappropriate marking guideline (too vague to ensure accurate marking)	Central Johannesburg, Tshwane North, Ekurhuleni West	Alexandra, Temba, Boksburg	Automotive Repair and Maintenance L4
Language/spelling/factual errors	Orbit	Mankwe, Rustenburg	Electrical Principles and Practice L4
	Tshwane North	Soshanguve	Life Skills and Computer Literacy L4 Paper 2
Incorrect mark allocation	Vuselela	Klerksdorp	Applied Accounting L4

Many of these omissions and errors in the design and implementation of the assessment tasks and marking guidelines could have been identified with thorough internal moderation. This remains a weakness in the ICASS assessment system at most sites, and there was little change despite this aspect being mentioned every year.

2.3.5 Internal Moderation

The improvements in all areas discussed in this report thus are encouraging. However, poor internal moderation practices are still evident and in some cases internal moderation declined in 2021. Internal moderation of tasks and marking tools, and of student performance remains inconsistent, and an understanding of the importance of internal moderation to the success of the entire assessment process is still largely unrecognised.

a) Pre-Moderation (moderation of assessment tasks)

Although there were indications that pre-moderation had taken place, as in an internal moderator's checklist at 76% of the sites (75% in 2018, 85% in 2019 and 83% in 2020), there was little evidence that it had been used properly. The general improvement that was seen from 2019 did not continue in 2021 where performance was only marginally better than in 2018. It appeared that relevant, qualitative feedback had been given to the assessor in 37% of instances, an improvement on 34% in 2020, despite glaring errors in the task. These findings are reflected in Table 2P. The general lack of qualitative internal moderation of tasks at colleges resulted in poor assessment practices at the sites described above.

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

The required 10% of marked tasks were internally moderated at 82% of the sites (79% in 2020), with 80% of the moderated sample containing a full range of marks, compared to 77% in 2020. Once again, it was observed that when internal moderation of marking occurred, it was often no more than a formality, with the ticks, crosses and mark allocation of the marker merely being duplicated. The internal moderator provided qualitative feedback to the assessor in 41% of cases, compared to 34% in 2020. Even though post-moderation showed a general improvement in 2021, it was still far from satisfactory as it appeared that fewer than half of the sites had taken internal moderation seriously.

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

Table 2P The poor quality of internal moderation at campuses

Quality issues	TVET College	Campus	Subject
Poor standard of internal moderation	Sedibeng, Western, Tshwane South, Tshwane North	Heidelberg, Krugersdorp, Pretoria West, Soshanguve North	Electrical Principles and Practice L4
	Lephalale	Ellisras	Electrical Systems and Construction L4
	Mnambithi, Esayidi	Ezakheni, Port Shepstone	Financial Management L4
	Orbit	Mankwe, Rustenburg	Electrical Principles and Practice L4
	West Coast	Vredendal	Life Skills and Computer Literacy L2 Paper 1
	Tshwane South, Ekurhuleni West, Central Johannesburg, Rostec	Centurion, Kempton, Johannesburg, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
	Mthashana	Emandleni	Life Skills and Computer Literacy L3 Paper 1
	Majuba	Newcastle Technology	Mathematics L2
	Port Elizabeth, Ingwe, King Hintsa, Eastcape Midlands	Iqhayiya, Ngqungqushe, Teko, Park Avenue	Renewable Energy Technologies L4

Quality issues	TVET College	Campus	Subject
No evidence of internal moderation	Vuselela	Klerksdorp & Potchefstroom	Art and Science of Teaching L4
	Ekurhuleni West	Germiston	Art and Science of Teaching L4
	South West Gauteng, Tshwane North	Molapo, Soshanguve North	Carpentry and Roof Work L4
	Tshwane North	Mamelodi	Contact Centre Operations L4
	Coastal KZN	Durban	Data Communication and Networking L4
	King Hintsa, Ingwe	Teko, Ngqungqushe	Electrical Workmanship L4
	Rostec Technical	Bloemfontein	English FAL L4
	Central Johannesburg	Langlaagte	Marketing Communication N4
	Mnambithi	Estcourt	Mathematical Literacy L4
	Goldfields	Welkom	New Venture Creation L4
	Western	Carletonville	New Venture Creation L4
Incomplete internal moderation	Ekurhuleni East, Tshwane North	Kwa-Thema, Soshanguve North	Construction Supervision L4
	Western	Randfontein	Consumer Behaviour L4
	Coastal KZN	Umlazi BB, Swinton	Life Skills and Computer Literacy L2 Paper 2
	Rhodes Technical	Johannesburg	Life Skills and Computer Literacy L2 Paper 2

Quality issues	TVET College	Campus	Subject
No/little evidence of pre-moderation	South West Gauteng	Roodepoort	Art and Science of Teaching L4
	Lovedale, Buffalo East	King William's Town, East London	Economic Environment L4
	Coastal KZN, Umgungundlovu	Umlazi BB, Swinton, Northdale	Life Skills and Computer Literacy L2 Paper 2
	Ekurhuleni West, Sedibeng	Usizo Kathoras, Heidelberg	Professional Engineering Practice L4
	Taletso	Lehurutshe, Mafikeng	Project Management L4
No/little post-moderation	Central Johannesburg	Johannesburg	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN, Umgungundlovu	Umlazi BB, Swinton, Northdale	Life Skills and Computer Literacy L2 Paper 2
	Curro TVET	Roodepoort	Life Skills and Computer Literacy L2 Paper 2
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Rostech, Tshwane South	Vereeniging, Odi	Life Skills and Computer Literacy L4 Paper 2

Quality issues	TVET College	Campus	Subject
Merely a formality/shadow moderation	South West Gauteng, Ekurhuleni West	Roodepoort, Germiston	Art and Science of Teaching L4
	Vuselela	Klerksdorp & Potchefstroom	Art and Science of Teaching L4
	Central Johannesburg, South West Gauteng	Ellis Park, Molapo	Carpentry and Roof Work L4
	South Cape	Mossel Bay	Client Services and Human Relations L4
	Western, Tshwane North, Ekurhuleni West	Randfontein, Pretoria, Alberton	Consumer Behaviour L4
	Lephalale, Waterberg, Capricorn, Sekhukhune	Ellisras, Thabazimbi, Seshego, CS Barlow	Electrical Systems and Construction L4
	Elangeni	Inanda	Financial Management L4
	West Coast	Vredendal	Learning Psychology L3 and L4
	West Coast, Boland	Vredendal, Worcester	Life Skills and Computer Literacy L2 Paper 1
	Ekurhuleni West, Central Johannesburg, Rostec, Wilberforce Community College	Kempton, Johannesburg, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Pretoria Central Correctional Services		Management Practice L4
	Central Johannesburg	Langlaagte	Marketing Communication N4
	Northern Cape Rural	Kuruman	Mathematical Literacy L4
	West Coast	Atlantis	Mathematics L2
	Tshwane South	Atteridgeville	New Venture Creation L4
	West Coast, South Cape	Vredenburg, Bitou	Office Practice L4
	Orbit, Taletso	Brits, Lehurutshe, Lichtenburg, Mafikeng	Project Management L4

In addition to the absence of any moderation, the suggestion that moderation had taken place for the sake of compliance rather than to improve the assessment practices it was meant to oversee was a concern. In some cases, the internal moderator had little to no knowledge of the subject and was unable to conduct a qualitative internal moderation.

However, there were some sites that rose to the occasion and provided good qualitative moderation, although only in four subjects. The following nine sites (fewer than 1%) are to be congratulated on their constructive internal moderation practices:

Table 2Q: Campuses with good internal moderation practices

TVET College	Campus	Subject
False Bay	Muizenberg	Client Services and Human Relations L4
Motheo, Maluti	Bloemfontein, Bethlehem	English FAL L4
Northern Cape Rural	Kuruman	English FAL L4
Umgungundlovu, Thekwini	Midlands, Umbilo	Life Skills and Computer Literacy L3 Paper 1
South Cape	Oudtshoorn	Life Skills and Computer Literacy L4 Paper 1
Umgungundlovu, Mthashana	Northdale, Vryheid	Mathematics L2

2.3.6 Implementation of PAT (Practical Assessment Tasks)

The Practical Assessment Tasks or PATs were administered at Level 3 and 4 in all the core subjects, but not in the fundamentals, namely the Languages, Mathematical Literacy, Mathematics and the two components of Life Skills and Computer Literacy.

The PAT were implemented according to instructions at 62% of the sites, a significant drop from 91% in 2019 and 75% in 2020. At 58% of the sites, the lecturer had a clear understanding of what was expected, compared to 70% in 2020. The marking tool made accurate marking possible at 64% of the sites; in 2020 this proportion was 75%. Internal moderation had been conducted at 58% of the sites, compared to 60% in 2020. This moderation was of a satisfactory standard at 45% of sites, a drop from 59% in 2020. This was the fourth year that PATs were implemented and these results were not encouraging. There has been a steady decline in quality since PATs were first introduced. In 2021, the colleges failed completely to implement PATs properly as can be seen in the following figure:

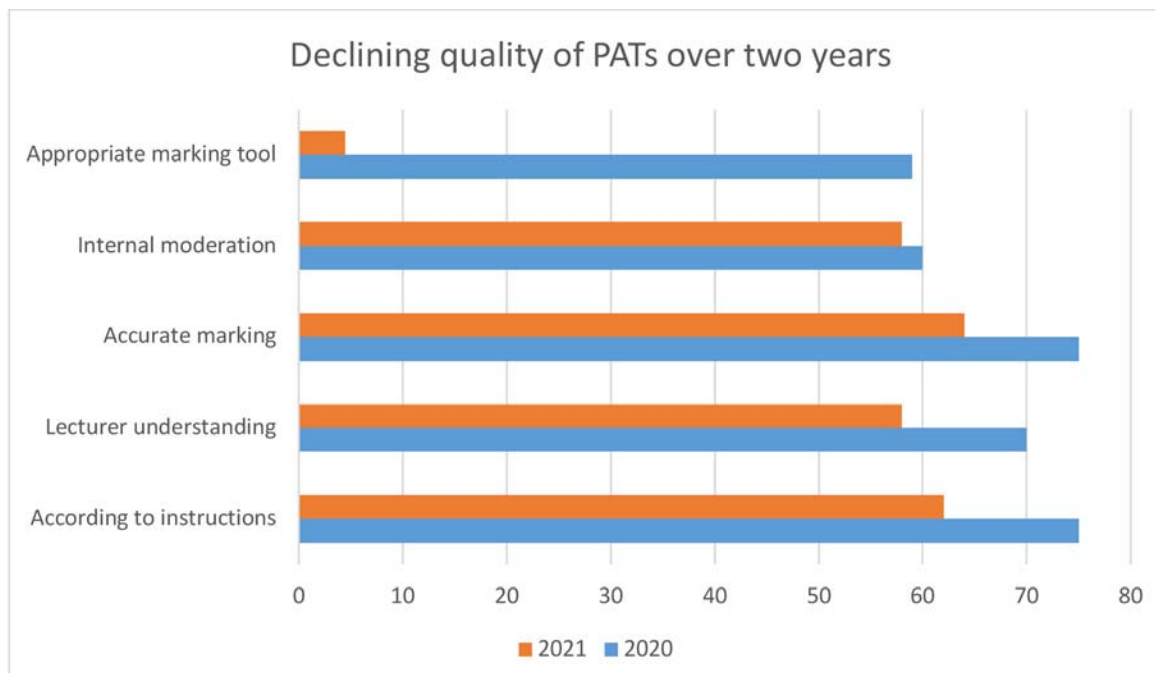


Figure 2D Declining quality of PATs

The PAT were not implemented at all, or were incomplete or the prescribed PAT had not been used. There were additional problems that are reflected in Table 2R, some related to the specific requirements of subjects.

Table 2R: Challenges encountered when implementing the PATs

Quality issues	TVET College	Campus	Subject
No PAT administered	Capricorn	Seshego	Electrical Systems and Construction L4
	Rostec, South West Gauteng	Vereeniging, Roodepoort West	Life Skills and Computer Literacy L3 Paper 1
	Pretoria Central Correctional Services		Management Practice L4
Not all PATs completed	Central Johannesburg	Alexandra	Automotive Repair and Maintenance N4
	King Sabatha Dalindyebo	Mthatha	Electrical Workmanship L4
	Capricorn	Lebowakgomo	Materials L4
Not administered according to instructions	False Bay	Westlake	Electronic Control and Digital Electronics L4
	Western	Krugersdorp	Electrical Principles and Practice L4
	Taletso, Vuselela, Orbit	Mmabatho, Jouberton, Rustenburg	Electrical Principles and Practice L4
	Vhembe	Techniven	Systems Analysis and Design L4

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

Quality issues	TVET College	Campus	Subject
Students not properly prepared to complete the task	King Hintsa	Idutywa	Office Data Processing L4
Not done in a controlled environment	Sedibeng, Tshwane South, Tshwane North	Heidelberg, Pretoria West, Soshanguve North	Electrical Principles and Practice L4
	Waterberg, Vhembe	Mokopane, Techniven	Systems Analysis and Design L4
No PATs included in lecturers' files	Elangeni	Kwa-Mashu	Data Communication and Networking L4
Old version of PAT tasks implemented	Coastal KZN, Umfolozi	Durban, Richtek	Data Communication and Networking L4
			Data Communication and Networking L4
	Motheo	Bloemfontein	New Venture Creation L4
	Vhembe	Techniven	Systems Analysis and Design L4
Incorrect PAT 1	False Bay	Westlake	Electronic Control and Digital Electronics L4
Lecturers not sure about what was expected of students in Sub-task 2 and 3	Rostec, Tshwane South, Tshwane North	Pretoria, Pretoria West, Mamelodi	Contact Centre Operations L4
Errors in marking tool	Motheo	Bloemfontein	New Venture Creation L4
Marks awarded but insufficient evidence that tasks had been done to validate the scores	South West Gauteng	Roodepoort	Art and Science of Teaching L4
	Central Johannesburg, Tshwane North, Ekurhuleni West	Alexandra, Temba, Boksburg	Automotive Repair and Maintenance L4
	Taletso, Vuselela, Orbit	Mmabatho, Jouberton, Rustenburg	Electrical Principles and Practice L4
	Thekwini, Umfolozi, Umgungundlovu, Elangeni	Cato Manor, Eshowe, Ntambamhlophe, KwaMashu	Hospitality Services L4
	Central Johannesburg, Ekurhuleni East, Tshwane South, Western	Parktown, Springs, Centurion, Randfontein	Hospitality Services L4
Cut and pasted answers from the internet marked correct (plagiarism)	Boland, False Bay, South Cape	Stellenbosch, Strand, Khayelitsha, Beaufort-West	Business Practice L4
	Waterberg, Vhembe	Mokopane, Techniven	Systems Analysis and Design L4

Quality issues	TVET College	Campus	Subject
Inflated marks	False Bay	Khayelitsha	Business Practice L4
	Sedibeng	Heidelberg	Electrical Principles and Practice L4
	West Coast	Vredendal	Learning Psychology L3 and L4
	Maluti, Motheo, Goldfields	Harrismith, Bloemfontein, Welkom	New Venture Creation L4
	NCM	East London	Office Data Processing L4
	West Coast, South Cape	Vredenburg, Bitou	Office Practice L4
	Ekurhuleni West, Tshwane North, Sedibeng	Usizo Kathoras, Temba, Heidelberg	Professional Engineering Practice L4
No evidence that lecturers were qualified assessors	Tshwane North, Ekurhuleni West	Temba, Boksburg	Automotive Repair and Maintenance L4
Level of compliance could not be verified as the implementation and moderation was done on site	Ekurhuleni West	Lazarus Nhlapo	Carpentry and Roof Work L4
	Central Johannesburg, South West Gauteng, Tshwane North	Ellis Park, Molapo, Soshanguve North	Carpentry and Roof Work L4
No feedback to the students	Tshwane South, Ekurhuleni West, Ekurhuleni East, Tshwane North	Atteridgeville, Lazarus Nhlapo, Kwa-Thema, Soshanguve North	Construction Supervision L4
Students had seen marking guideline for PAT 2 – all answers were the same	Western	Krugersdorp	Electrical Principles and Practice L4
Shadow moderation	Maluti, Motheo, Goldfields	Harrismith, Bloemfontein, Welkom	New Venture Creation L4

There were several concerns:

- Capricorn TVET College's Seshego Campus replaced the PAT for Electrical Systems and Construction L4 with an assignment;
- Pretoria Central Correctional Services replaced the PAT with their own theoretical test for Management Practice L4;
- Only one of the three students had evidence of any marks at Central Johannesburg College's Alexandra Campus for Automotive Repair and Maintenance L4;
- All four students received 0 out of 15 for material, components and tool list for Electrical Workmanship L4 at King Sabatha Dalindyebo's Mthatha Campus, yet this was a very simple task; apparently, none of the students had done it;
- The measurements for Electrical Principles and Practice L4 were very similar to the marking guide at

Taletso, Vuselela and Orbit Colleges' Mmabatho, Jouberton and Rustenburg Campuses respectively, which raised suspicions that students had seen the task before attempting the PAT; and

- f. Most concerning was that the time allocated for the completion of the PAT 2 in Professional Engineering Practice L4 was four hours: one hour to prepare and three hours to respond to the task in a controlled environment. Yet Central Johannesburg's Ellis Park Campus deviated from this instruction and gave students five days to complete the task. All students obtained full marks although one of the students' tasks had not been marked.

Recommendations for a complete overhaul of the PAT will follow.

B. STUDENTS' PORTFOLIOS OF EVIDENCE

Each campus was required to submit five PoE containing specified information. Over the years, the requirements for the PoE have changed from providing all the following information to providing some of the information in separate folders or envelopes. Colleges have been allowed to choose one of the two options, but have often deviated from these requirements. The percentage of sites that included the following aspects are reflected below:

- a. Table of contents (82%);
- b. Student information (81%);
- c. Student identity document (71%);
- d. Student authenticity (79%);
- e. Assessment schedule (78%);
- f. All marked tasks (90%);
- g. Evidence of internal moderation (where applicable) (87%);
- h. Appropriate record of marks (87%);
- i. Scores in PoA and PoE that correspond (84%); and
- j. Prescribed number of tasks (89%).

The quality of some of the PoE met the required standards:

Table 2S: Tasks of a high standard

TVET College	Campus	Subject
Vuselela	Klerksdorp	Applied Accounting L4
Northlink, False Bay, South Cape. College of Cape Town	Protea, Muizenberg, Mossel Bay, City	Client Services and Human Relations L4
College of Cape Town	Crawford	Learning Psychology L3 and L4
Orbit, Taletso	Brits, Mafikeng	Project Management L4
Eastcape Midlands	Park Avenue	Renewable Energy Technologies L4
Vhembe	Techniven	Systems Analysis and Design L4

However, in the absence of a clear directive, some colleges made their own decisions about what should be included in a PoE, and in some cases even whether a PoE was necessary at all, as can be seen in the following table:

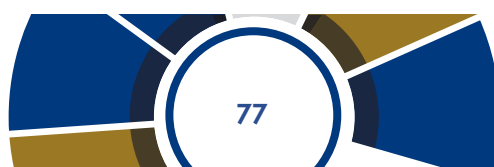


Table 2T: PoE not meeting minimum requirements

Non-compliance	TVET College	Campus	Subject
No PoE	Boland	Stellenbosch, Strand	Business Practice L4
	Mnambithi	Ezakheni A	Financial Management L4
Poor quality/ disorganised/missing documents	Tshwane North	Soshanguve North	Construction Supervision L4
	Umfolozzi	Richtek	Data Communication and Networking L4
	Rostec Technical	Bloemfontein	English FAL L4
	Wilberforce Community College, Rhodes Technical	Rhodes Technical	Life Skills and Computer Literacy L2 Paper 2
	Thekwini	Melbourne	Mathematics L2
	South West Gauteng	Roodepoort	Operations Management L4
	Sekhukhune	CS Barlow	Systems Analysis and Design L4
No/little student information to be found	King Sabatha Dalindyebo	Mthatha	Electrical Workmanship L4
	Western	Krugersdorp	Fitting and Turning L4
	Rostec	Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Umlazi BB	Life Skills and Computer Literacy L2 Paper 2
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
	Northlink	Protea	Life Skills and Computer Literacy L4 Paper 1
	Northern Cape Rural	Kuruman	Mathematical Literacy L4
	Mopani South West	Sir Val Duncan	Systems Analysis and Design L4
None/not all tasks	Tshwane North	Soshanguve North	Construction Supervision L4
	West Coast	Vredendal	Life Skills and Computer Literacy L2 Paper 1
	Ekurhuleni East	Benoni	Management Practice L4
No record of marks	Western	Krugersdorp	Electrical Principles and Practice L4
	Orbit	Mankwe	Electrical Principles and Practice L4
	Western	Krugersdorp	Fitting and Turning L4
	Boland	Worcester	Life Skills and Computer Literacy L2 Paper 1
	Wilberforce Community College		Life Skills and Computer Literacy L2 Paper 2
	Rostec	Vereeniging	Life Skills and Computer Literacy L3 Paper 1

2.3.7 Student performance

Eighty percent of the students (as opposed to 87% in 2020) responded well to the tasks. Seventy-five percent of the marks allocated were a true reflection of students' ability (compared to 79% in 2020). Nevertheless, student performance had declined since 2020.

2.3.8 Standard of marking

The marking was consistent with the marking guide at 71% of sites, compared to 79% of the previous year. The standard of marking was acceptable in 69% of instances (78% in 2020) with qualitative and relevant feedback to students occurring at only 42% of the sites; this was nonetheless a great deal better than 28% in 2020.

The low standard of marking may have been the result of a poor marking guide or, in some instances, of markers ignoring the guide. The following table reflects the standard of marking at colleges:

Table 2U: Standard of marking

Non-compliance	TVET College	Campus	Subject
Deviations from marking guide	Central Johannesburg, South West Gauteng	Ellis Park, Molapo	Carpentry and Roof Work L4
	Capricorn	Seshego	Electrical Systems and Construction L4
	False Bay	Westlake	Electronic Control and Digital Electronics L4
	Boland, College of Cape Town, South Cape	Worcester, City, Beaufort West	Life Skills and Computer Literacy L2 Paper 1
	Tshwane South	Centurion	Life Skills and Computer Literacy L2 Paper 1
	Central Johannesburg	Langlaagte	Management Practice L4
Incorrect/poor marking guide /some answers incorrect or missing	Gert Sibande	Standerton	Marketing Communication N4
Task in PoA do not correspond to the marking guide in PoE	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Tshwane South	Odi	Life Skills and Computer Literacy L4 Paper 2
Marks allocated incorrectly	Vuselela	Potchefstroom	Art and Science of Teaching L4
	Taletso	Mmabatho	Electrical Principles and Practice L4
	Umgungundlovu	Northdale	Mathematics L2
	Mthashana	Vryheid	Mathematics L2
Marks added up incorrectly	South Cape	Beaufort West	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2

Non-compliance	TVET College	Campus	Subject
No ticks, only marks/no indication of how marks were allocated	Boland	Worcester	Governance L4
	Ekurhuleni West	Kempton	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Swinton	Life Skills and Computer Literacy L2 Paper 2
	Central Johannesburg	Langlaagte	Management Practice L4
	Thekwini	Melbourne	Mathematics L2
	Western	Carletonville	New Venture Creation L4
Some unmarked questions	Vuselela	Potchefstroom	Art and Science of Teaching L4
Inconsistent/poor marking	South Cape	Mossel Bay	Client Services and Human Relations L4
	Sedibeng	Heidelberg	Electrical Principles and Practice L4
	Lephalale, Capricorn	Ellisras, Seshego	Electrical Systems and Construction L4
	False Bay	Westlake	Electronic Control and Digital Electronics L4
	Taletso	Mmabatho	Electrical Principles and Practice L4
	Boland	Worcester	Life Skills and Computer Literacy L2 Paper 1
	Central Johannesburg, Rostec	Johannesburg, Pretoria	Life Skills and Computer Literacy L2 Paper 1
	Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L4 Paper 2
	Rostec	Vereeniging	Life Skills and Computer Literacy L4 Paper 2
	West Coast	Atlantis	Mathematics L2
	Goldfields	Welkom	New Venture Creation L4
	South Cape	Bitou	Office Practice L4
	Sekhukhune	CS Barlow	Systems Analysis and Design L4
Incorrect answers marked as correct	West Coast	Vredendal	Learning Psychology L3 and L4
	College of Cape Town	City	Life Skills and Computer Literacy L2 Paper 1
	West Coast	Atlantis	Mathematics L2
	Esayidi	Kokstad	Mathematics L4
	Tshwane North	Soshanguve	New Venture Creation L4
	Sekhukhune, Mopani South West	CS Barlow, Sir Val Duncan	Systems Analysis and Design L4
Additional marks awarded	False Bay	Westlake	Life Skills and Computer Literacy L4 Paper 1
	Thekwini	Melbourne	Mathematics L2

Most of these issues of non-compliance could have been identified by an internal post-moderation process, as pointed out earlier.

2.4 Areas of Improvement

The area which showed the greatest improvement by colleges in 2021 was the compilation of the PoA. More sites submitted their files as requested than in the previous year. There was also a significant improvement in the quality of tasks and marking guidelines.

Some colleges were doing their best to perform well and were delivering a good service. These were listed earlier in this report. The sites listed below were noted for producing work of high quality, and can be regarded as leaders in their field. The areas of good practice were as follows:

- a. Many colleges kept files that were neatly arranged in an orderly way, making documents easily accessible. File dividers were neatly and accurately numbered and corresponded to the table of contents;
- b. There was an assessment schedule for each term, combining all subjects and thus preventing a clash of assessment dates. This facilitated planning for Contact Centre Operations L4 at the Pretoria West campus of Tshwane South TVET College;
- c. The quality of the tasks, marking guidelines and standard of marking for Engineering Processes L4 were all of a high standard at Worcester Campus of Boland TVET College, Vredenburg Campus of West Coast TVET College, Thornton Campus of College of Cape Town and Khayelitsha Campus of False Bay TVET College. Other colleges could learn from these practices;
- d. The oral task for English FAL L4 at the Bloemfontein Campus of Motheo TVET College was well structured with clear instructions and a good rubric;
- e. The internal examination for Mathematics L2 at the Melbourne Campus of Thekwini TVET College was an example of good practice. It was a well-balanced paper that covered all relevant topics and contained questions from a range of cognitive levels. This could be shared with other campuses;
- f. The assessment and moderation policies at the Temba Campus of the Tshwane North TVET College were excellent (Automotive Repair and Maintenance L4);
- g. Northlink TVET College's Protea Campus, False Bay TVET College's Muizenberg Campus, South Cape TVET College's Mossel Bay Campus and College of Cape Town's City Campus had all made an effort to support their learners in Mathematics L2 during these difficult times;
- h. Orbit TVET College's Brits Campus kept an irregularity register in Project Management L4 for recording any irregularities that took place after each assessment had been completed. They had also developed a template to record the analysis of the results per lecturer. There was also an assessment review form on which the lecturer responded to these results by answering certain questions. For example, 'Were the marks surprisingly high or too low?', 'Why was this the case?', 'Which questions did the students struggle with?' This is an example of qualitative moderation;
- i. The presentation and content of tasks and accompanying marking tools for Life Skills and Computer Literacy L2 Paper 2 at Curro TVET College's Roodepoort Campus was commended and should be shared with other colleges; and
- j. The Protea Campus of Northlink TVET College, Muizenberg Campus of False Bay TVET College, Mossel Bay Campus of South Cape College and the City Campus of College of Cape Town maintained a high

standard of teaching and learning in Client Services and Human Relations L4 and students were well guided in the execution of their task.

2.5 Areas of Non-compliance

The areas of concern are as follows:

- a. **Portfolios of Assessment:** There were still far too many sites that had not adhered to the ICASS requirements for the compilation of these portfolios.
- b. **Internal Moderation:** The lack of qualitative internal moderation remained a concern and may have been the reason for the poor quality of some tasks and marking tools and poor marking. Internal moderation processes in Construction Supervision L4 were singled out as non-existent with no feedback provided to lecturers or students at Tshwane South TVET College's Atteridgeville Campus, Ekurhuleni West TVET College's Lazarus Nhlapo Campus, Ekurhuleni East TVET College's Kwa-Thema Campus, and Tshwane North's Soshanguve North Campus. This was also the case in Contact Centre Operations L4 at Rostec Technical College's Pretoria Campus, Tshwane South TVET College's Pretoria West Campus and Tshwane North TVET College's Mamelodi Campus.
- c. **Monitoring and audit of campuses by management:** A significant number of colleges and campuses were not being visited regularly to ensure that the portfolios were in order.
- d. **Infrastructure:** It was difficult to ascertain whether the challenges of ageing infrastructure and a lack of consistent access to resources such as the internet had been resolved, but these appeared to be persistent problems at Taletso TVET College's Lehurutshe Campus, Vuselela TVET College's Jouberton Campus, Orbit TVET College's Rustenburg Campus and Curro TVET College's Rustenburg Campus. This prevented these campuses from offering the subject Computer Programming L4 effectively. Also, students at the Temba Campus of Tshwane North's TVET College were unable to do their Engineering Fabrication Boiler Making L4 practical in the workshop because of the theft of equipment.
- e. **Uncontrolled assessment environment:** Allowing tests or the internal examination to take place in an uncontrolled environment was a concern at Sedibeng TVET College's Heidelberg Campus; students appeared to have copied from each other since most of their answers in the internal examination for Electrical Principles and Practice L4 were the same. One could only assume that the test had not been administered in a controlled environment. Students of Electrical Principles and Practice L4 at Tshwane South TVET College's Pretoria West Campus may also have seen the internal examination paper and the marking guideline as all their answers were identical to those in the marking tool. This test could not have taken place in a controlled environment. There was also a possibility that the marking tool for Professional Engineering Practice L4 had become available to students at Ekurhuleni West TVET College's Usizo Kathoras Campus, Tshwane North TVET College's Temba Campus and Sedibeng TVET College's Heidelberg Campus, as all students' answers were identical. It was reported above that students of Professional Engineering Practice L4 at the Ellis Park Campus of Central Johannesburg College were handed an assessment to do at home over five days when they ought to have been given the task an hour before a three-hour test under controlled conditions.
- f. **Problems arising from the DHET's prescribed project:** Westlake Campus of False Bay TVET College, Oudtshoorn Campus of South Cape TVET College, Protea Campus of Northlink TVET College and the Citrusdal Campus of West Coast TVET College all had difficulty with the DHET's prescribed project for Life Skills and Computer Literacy L4 Paper 1. There was no distinction between instructions given to

lecturers and those given to students, and there were also too many instructions.

- g. **Mathematics:** Correct rounding is important in Mathematics, yet the candidates at Northlink TVET College's Wingfield Campus, West Coast TVET College's Atlantis Campus, Boland TVET College's Strand Campus and College of Cape Town's Pinelands Campus could not round correctly. Mathematics lecturers at the Mmabatho Campus of Taletso TVET College, Potchefstroom Campus of Vuselela TVET College, Mankwe Campus of Orbit TVET College and Midrand Campus of Curro TVET College could not type mathematical equations or diagrams and thus set the assessment tasks and tools by hand.
- h. **No improvement since May visit:** False Bay TVET College's Westlake Campus ignored the recommendations made during a site visit in May. There was no improvement in the Life Skills and Computer Literacy L4 Paper 1. Mathematical Literacy L4 was moderated at Mnambithi TVET College's Estcourt Campus in June, when files were in a poor state; the files submitted in October for the off-site moderation had not improved and no attention had been paid to the recommendations.
- i. **Decline in quality of PATs over the past four years:** This is a major concern since the PATs are meant to boost the practical application of subjects taught at the TVET colleges. Moderation revealed that lecturers had failed to administer the PATs or did not know how to implement them. This was discussed in detail in section 2.3.6.

Six sites, listed below, require assistance with many aspects of ICASS, such as compiling their portfolios of evidence properly, assessment processes such as the setting of tasks and marking guidelines, consistent marking and internal moderation, and administering the PATs correctly:

- a. South West Gauteng TVET College's Roodepoort Campus (Art and Science of Teaching L4);
- b. Mnambithi TVET College's Ezakheni A Campus (Financial Management L4);
- c. Central Johannesburg TVET College's Johannesburg Campus (Life Skills and Computer Literacy L2 Paper 1);
- d. Northlink TVET College's Protea Campus (Life Skills and Computer Literacy L4 Paper 1);
- e. Elangeni TVET College's KwaDabeka Campus (Life Skills and Computer Literacy L4 Paper 2); and
- f. *Coastal KZN TVET College's Appelsbosch Campus (Life Skills and Computer Literacy L4 Paper 2).

The following 12 sites were identified as urgently in need of a visit from Umalusi moderators as it appeared that no teaching or learning had taken place at these sites.

- i. Sedibeng TVET College's Heidelberg Campus (Electrical Principles and Practice L4);
- ii. *Western TVET College's Krugersdorp Campus (Electrical Principles and Practice L4);
- iii. Capricorn TVET College's Seshego Campus (Electrical Systems and Construction L4);
- iv. Ingwe TVET College's Ngqungqushe Campus (Electrical Workmanship L4);
- v. Rostec Technical College's Bloemfontein Campus (English FAL L4);
- vi. False Bay TVET College's Westlake Campus (Life Skills and Computer Literacy L4 Paper 1);
- vii. Pretoria Central Correctional Services (Mathematical Literacy L3);
- viii. Mnambithi TVET College's Estcourt Campus (Mathematical Literacy L4);
- ix. NCM's East London Campus (Office Data Processing L4);
- x. Waterberg TVET College's Mokopane Campus (Systems Analysis and Design L4);
- xi. Sekhukhune TVET College's CS Barlow Campus (Systems Analysis and Design L4); and
- xii. Vhembe TVET College's Techniven Campus (Systems Analysis and Design L4).

*It should be noted that the Krugersdorp Campus of Western TVET College was identified for an urgent intervention in 2020.

2.6 Directives for Compliance and Improvement

Based on the findings in this report, recommendations for improving the implementation of ICASS at colleges are provided below.

The DHET is required to:

- a. Standardise the requirements for the contents of the Portfolios of Assessment and Evidence; only one list of contents should be used by all colleges in the country as many portfolios were haphazardly compiled;
- b. Review the entire concept of PAT as the standard these tasks has declined steadily over the years;
- c. Introduce standardised assessment tasks and tools for all TVET colleges in all provinces, set by teams of experts; this would enable lecturers to learn from one another and would lighten their workload;
- d. Ensure that the managers of colleges monitor their campuses regularly to ensure that proper planning takes place and to ensure that the correct and appropriate documentation is filed in the relevant portfolios and updated regularly.
- e. Sites that repeatedly fail to submit their files for external moderation should be followed up and visited in the May of the following year.
- f. External moderation should take place at a provincial and national level; it should not be left to Umalusi to conduct this moderation.

Regarding the PAT, the following is required:

1. The PAT guidelines should be updated (Systems Analysis and Design L4).
2. Questions should be set at the correct cognitive level (New Venture Creation L4).
3. Clearer marking tools are necessary (Construction Supervision L4 and Electronic Control and Digital Electronics L4).

Furthermore, college management should ensure:

- i. That lecturers are trained to set assessment tasks;
- ii. That colleges maintain or replace ageing infrastructure and ensure that students have access to resources such as the internet, especially in subjects such as Computer Programming. Practical assessments should be administered at colleges, and time should not be spent transporting students elsewhere;
- iii. That internal moderation is improved;
- iv. That sites are discouraged from using previous examination papers verbatim as internal examination papers;
- v. That practical tasks are implemented for all subjects and not replaced by the PAT;
- vi. That only suitably qualified lecturers with adequate knowledge in their subjects are appointed as lecturers and internal moderators.

2.7 Conclusion

In the fourth year of its implementation, it appears that PAT are failing. There has been a steady decline in quality since their inception. Not all the problems observed are the fault of the colleges, however, as some of the standardised tasks and marking guidelines lecturers are required to use are not of an acceptable standard. It remains a concern that the students at vocational and technical colleges do not do sufficient

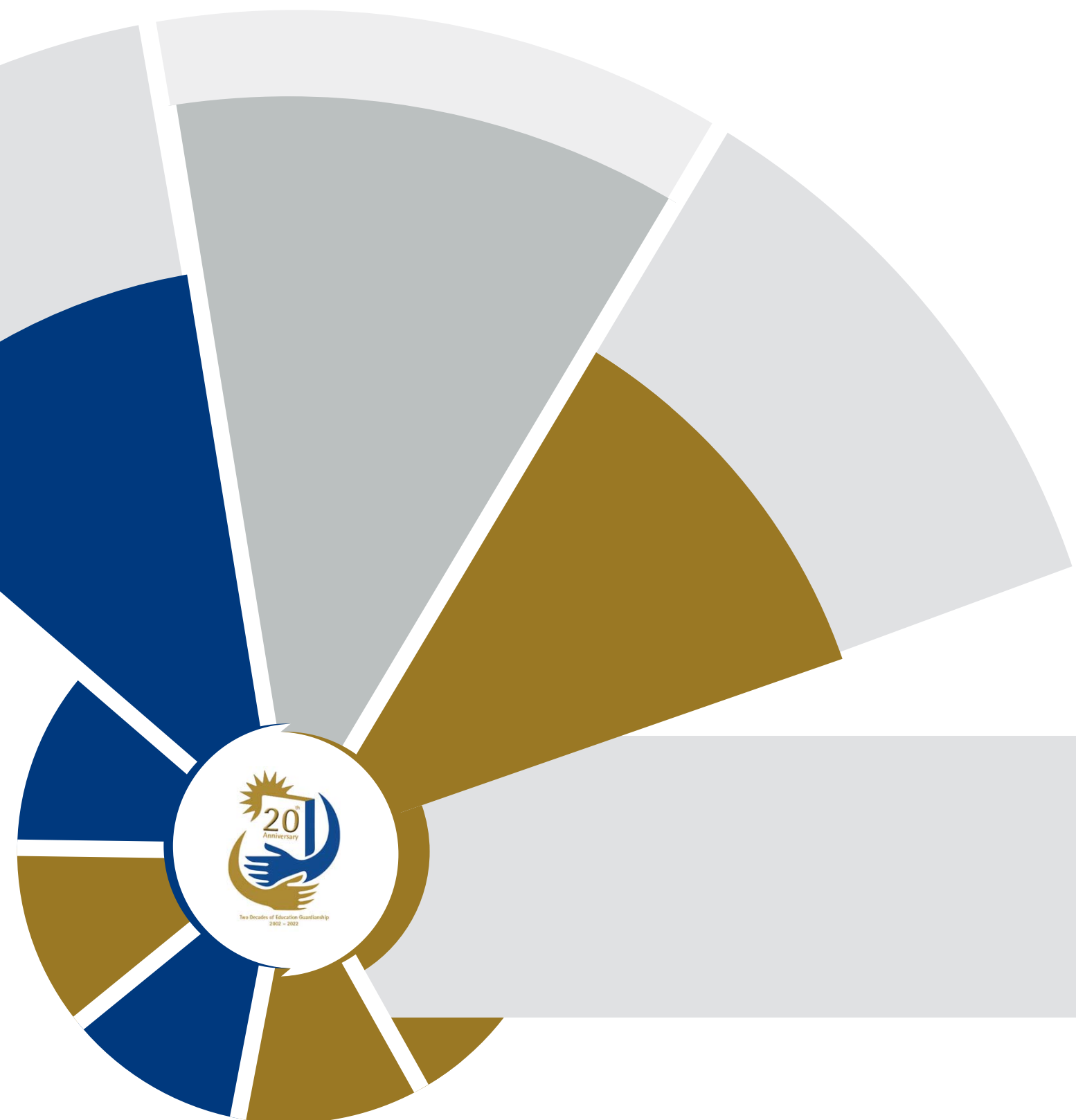
practical tasks. It was never the idea that PAT would take the place of practical tasks but 2021 saw a significant increase in problems associated with PAT. The DHET should revise the implementation of PAT so that it functions as intended.

Nonetheless, it was heartening to find that in 2021 the colleges did improve in several areas, particularly in the compilation of the PoA and the setting of appropriate tasks and marking tools. This is especially commendable in the light of the many challenges posed by the COVID-19 pandemic. In many instances, colleges were innovative and supportive of their students. However, it was disheartening to see how little monitoring of campuses had taken place at the college, campus, provincial and national level. Many problems could have been identified early and corrected if managers had monitored their campuses more diligently and more regularly.

Constructive feedback both for lecturers who set the tests and tasks and for students is essential. Efficient and thorough internal moderation should enable a better quality of teaching and learning. Many of these colleges should be applauded for the good work that they are doing; however, too many colleges demonstrate a lack of interest in teaching and learning and regard external moderation as nothing more than a superficial compliance check.

Nonetheless, the fact that colleges fared so much better in 2021, the second year of COVID-19, in all the fields highlighted in this report is laudable. It is hoped that those that have not done as well will use this report to improve so that this sector can be proud of what it has achieved.

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



3.1 Introduction

Moderation of the conduct of the integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) by Umalusi occurs at the sites where the National Certificate (NC(V)) programmes are offered. The ISAT is a compulsory, practical component of the external summative assessment for vocational subjects in the NC(V), while the PAT is a compulsory, practical component of the internal continuous assessment (ICASS). The ISAT tests the skills and practice of cumulative learning achieved during the year. It constitutes 15% of the external summative assessment mark in the vocational subjects, while 35% is allocated to the year-end examinations. The NC(V) L2–L4 November 2021 PAT constitutes 25% of the ICASS mark and the remaining 25% is allocated to two internal assessments and one internal examination.

The ISAT and PAT evaluate the practical skills of students through the performance of assessment tasks that replicate or simulate a workplace or real-life process and/or product. The ISAT is conducted under assessment conditions; this occurs either in phases throughout the year, during a specific period, or as a once-off task, depending on the nature of the subject. On the other hand, the PAT constitutes two practical tasks that are implemented as part of ICASS.

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

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

3.2 Scope and Approach

The moderation of the ISAT/PAT in 2021 focused on 54 NC(V) Level 4 subjects, the final exit level of the qualification. In addition, three subjects from NC(V) Level 3 and three from NC(V) Level 2 were included in the sample. In total, Umalusi moderated the conduct of the ISAT/PAT for 60 subjects at 42 sites across the nine provinces. Umalusi selected sites that had not been visited before, sites that had not been visited in the recent past (in the last three years) and sites that required a follow-up visit because areas of non-compliance had been identified during previous moderation processes.

The approach to the moderation of the conduct of ISAT/PAT in 2021 was twofold:

- a. In 38 NC(V) Level 4 subjects, three NC(V) Level 3 subjects and three NC(V) Level 2 subjects moderated (as per Table 3A), students' competence in the ISAT/PAT was verified by demonstrations by a sample of students at 35 sites; and
- b. A further 16 NC(V) Level 4 subjects at 14 sites were added to the original sample (as per Table 3B). In the case of these moderated subjects, the students' competence in the ISAT/PAT was not verified.

Table 3A below indicates the subjects and sites included in the monitoring and moderation of the conduct of the Level L2, L3 and L4 ISAT/PAT where students' competence in the ISAT/PAT was verified by

demonstrations by a sample of students.

Table 3A: Sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT where demonstrations of competency were provided

No.	Subject	Province	College	Campus/Site
1.	*Advertising and Promotions L4	Mpumalanga	Gert Sibande	Ermelo
2.	Animal Production L4	Mpumalanga	Ehlanzeni	Mthimba
3.	Applied Engineering Technology L4	North West	Orbit	Rustenburg
4.	Architectural Graphics and Technology L4	Limpopo	Capricorn	Seshego
5.	Civil and Structural Steel Work Detailing L2	Free State	Goldfields	Tosa
6.	Concrete Structures L2	Gauteng	Tshwane South	Atteridgeville
7.	Construction Planning L4	North West	Vuselela	Jouberton
8.	Consumer Behaviour L4	Gauteng	Ekurhuleni West	Alberton
9.	Drawing Office Procedures and Techniques L3	Gauteng	Central Johannesburg	Ellis Park
10.	Early Childhood Development L4	North West	Vuselela	Potchefstroom
11.	Electronic Control and Digital Electronics L3	Western Cape	South Cape	Mossel Bay
12.	Electrotechnology L4	Gauteng	Ekurhuleni West	Germiston
13.	Engineering Fabrication Boiler Making L4	Western Cape	False Bay	Westlake
14.	Farm Planning and Mechanisation L4	Limpopo	Waterberg	IT and Computer Science Centre
15.	*Financial Management L4	Mpumalanga	Nkangala	Witbank
16.	Food Preparation L4	Western Cape	West Coast	Malmesbury
17.	Governance L4	Northern Cape	Northern Cape Urban	Kimberley (Moremogolo)
18.	Hospitality Generics L4	Western Cape	False Bay	Muizenberg
19.	Hospitality Services L4	Eastern Cape	Eastcape Midlands	Grahamstown
20.	Human and Social Development L4	Eastern Cape	Buffalo City	East London
21.	Management Practice L4	Free State	Motheo	Thaba Nchu
22.	Marketing L4	Gauteng	South West	Technisa
23.	Marketing Communication L4	Gauteng	Sedibeng	Vanderbijlpark
24.	Masonry L4	KwaZulu-Natal	Coastal KZN	Appelsbosch
25.	Mechanical Draughting and Technology L4	Gauteng	Central Johannesburg	Ellis Park
26.	Office Data Processing L4	Eastern Cape	Lovedale	King
27.	Operations Management L4	North West	Orbit	Brits
28.	Personal Assistance L4	North West	Orbit	Mankwe
29.	Physical Science L2	Mpumalanga	Gert Sibande	Ermelo

No.	Subject	Province	College	Campus/Site
30.	Physical Science L3	KwaZulu-Natal	Umfolozi	Mandeni
31.	Physical Science L4	Gauteng	Ekurhuleni West	Kempton
32.	Process Control L4	KwaZulu-Natal	Umfolozi	Mandeni
33.	Professional Engineering Practice L4	KwaZulu-Natal	Coastal KZN	Swinton Road
34.	Public Health L4	Limpopo	Waterberg	Business Studies Centre
35.	Pulp and Papermaking Technology L4	KwaZulu-Natal	Umfolozi	Mandeni
36.	Refrigeration and Air Conditioning Processes L4	Limpopo	Capricorn	Seshego
37.	Renewable Energy Technologies L4	Free State	Goldfields	Tosa
38.	Science of Tourism L4	Northern Cape	Northern Cape Urban	City
39.	Stored Programme Systems L4	Eastern Cape	Buffalo City	East London
40.	Sustainable Tourism in SA and International Travel L4	Northern Cape	Northern Cape Urban	City
41.	Systems Analysis and Design L4	Eastern Cape	King Sabata Dalindyebo	Mthatha
42.	The Human Body and Mind L4	Western Cape	Northlink	Parow
43.	Transport Operations L4	Free State	Maluti	Harrismith
44.	Wholesale and Retail L4	Western Cape	West Coast	Malmesbury

*Students were not available at the time of the Umalusi visit, therefore, there were no demonstrations to verify competency in the ISAT/PAT.

Table 3B below indicates additional subjects and sites included in the monitoring and moderation of the conduct of the Level L2, L3 and L4 ISAT/PAT, where verification of students' competence was not undertaken.

Table 3B: Sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT where demonstrations of competence by students were not provided

No.	Subject	Province	College	Campus/Site
1.	Advanced Plant Production L4	Eastern Cape	Lovedale	Alice
2.	Applied Accounting L4	Gauteng	Tshwane South	Atteridgeville
3.	Applied Policing L4	Western Cape	Northlink	Parow
4.	Art and Science of Teaching L4	Gauteng	South West	Roodepoort
5.	Automotive Repair and Maintenance L4	KwaZulu-Natal	Coastal KZN	Swinton Road
6.	Business Practice L4	Western Cape	West Coast	Atlantis
7.	Client Services and Human Relations L4	Western Cape	South West	Mossel Bay
8.	Contact Centre Operations L4	Eastern Province	King Sabata Dalindyebo	Mthatha

No.	Subject	Province	College	Campus/Site
9.	Criminal Justice Process L4	Gauteng	Tshwane North	Temba
10.	Criminology L4	Western Cape	False Bay	Westlake
11.	Data Communication and Networking L4	Eastern Province	King Sabata Dalindyebo	Mthatha
12.	Electrical Principles and Practice L4	Gauteng	Sedibeng	Heidelberg
13.	Materials L4	KwaZulu-Natal	Coastal KZN	Appelsbosch
14.	Multimedia Services L4	Gauteng	Ekurhuleni East	Springs
15.	Office Practice L4	Gauteng	Tshwane South	Atteridgeville
16.	Tourism Operations L4	Limpopo	Letaba	Tzaneen

3.3 Summary of Findings

The findings of the ISAT/PAT conduct at these sites are indicated in Tables 3C to 3L by criteria, as per Umalusi' s monitoring instrument for the ISAT/PAT conduct.

3.3.1 Planning for the Conduct of ISAT/PAT

The successful implementation of the ISAT/PAT depends on thorough planning and preparation. It is the responsibility of individual colleges to plan and prepare for the conduct of the ISAT/PAT; this should include taking into account factors such as availability of resources/facilities, the number of students, staffing requirements, staff competency, procurement procedures and timing of tasks.

The planning and preparation for ISAT/PAT in 2021 was beset by challenges as in the 2020 examination period. Challenges that had a negative impact on economic and academic activities included the COVID-19 pandemic and power outages (commonly referred to as load-shedding). In the face of these national crises, contingency planning was crucial in all sectors of the economy.

College operations were hindered by COVID-19 restrictions and protocols. Rotational timetables were devised to ensure that social distancing was maintained at campuses while academic activities continued. Subsequently, the students' contact time at colleges was drastically reduced and this affected academic activities adversely. Contingency measures were therefore taken at some campuses/sites, as discussed below.

Load-shedding affected the day-to-day running of businesses, institutions and households. Not much could be accomplished at campuses during periods of load-shedding; in some instances ISAT/PAT require the use of computers, printers and internet facilities, which are all dependent on electricity.

Staffing shortages occurred at some sites where staff members who tested positive for the virus had to remain in isolation for 10 days. This forced remaining staff members to carry the extra workload to avoid interruptions to the academic programme. Sadly, at two of the visited sites, lecturers in charge of the ISAT had passed away from the virus. New appointments were made in their places, but this posed fresh challenges. The new staff members were required to assume their duties with immediate effect, with little time for induction or mentoring. In addition, the planning and conduct of the ISAT/PAT had to be done hurriedly.

The contingency measures taken by colleges to complete the academic programmes and in particular the ISAT/PAT were similar to those taken in the 2020 academic year. These measures included:

- a) Sites improvising by arranging for group work where individual work was required or enlarging the group size when group work was required;
- b) Modifying the specifications of the ISAT/PAT to complete them on time;
- c) Substituting the required utensils/materials/consumables with available resources to complete the ISAT/PAT;
- d) Communicating instructions to the ISAT/PAT via social media and on-line platforms; and
- e) Allowing students to complete some tasks off-campus; these would ordinarily have been done under assessment conditions.

Some difficulties arose from the pandemic and its trajectory during the 2021 academic year. The planning and conduct of the ISAT/PAT were influenced by the following:

- a) The implementation of rotational attendance by students resulted in reduced contact time with lecturers and restricted access to computer and internet facilities at the campuses;
- b) Students' use, at their own expense, of public computer and internet facilities to complete tasks;
- c) The use of on-line platforms rather than face-to-face teaching and learning;
- d) The restriction or cancellation of visits to outside agencies/organisations for practical purposes;
- e) Students infected with or affected by the COVID-19 virus required more time to complete tasks; and
- f) Poor attendance led to poor performance in ISAT/PAT (causal sequence of the pandemic).

Besides the ripple effects of the pandemic, the following additional challenges were experienced at some of sites during the planning stages of the ISAT:

- i. The college was placed under the administration of the Department of Higher Education and Training (DHET); this meant that financial decisions, procurement and so on could no longer be managed by the college;
- ii. Inadequate/inappropriate facilities;
- iii. Shortage of equipment, components, tools, livestock, consumables and personal protective equipment;
- iv. Lack of computer and internet facilities;
- v. Student unrest;
- vi. Difficulties with procurement;
- vii. Theft of equipment;
- viii. Non-compliance with health and safety regulations;
- ix. Staffing issues; and
- x. Poor housekeeping

Table 3C reflects the planning challenges facing the sampled sites.

Table 3C: Planning challenges at sampled sites

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Receipt by and distribution of PAT/ ISAT to colleges	<ul style="list-style-type: none"> Only one of the visited sites had not made use of the latest ISAT. This was also the case in the 2020 examinations. The ISAT for the 2015 –2017 cycle was used at this site. The ISAT for the subject was reviewed in 2019 and implemented in 2020. The head of department indicated that the college had not received the reviewed ISAT from the DHET. 	Civil and Structural Steel Work Detailing L2	Tosa
Clear understanding of the expectations of ISAT	<ul style="list-style-type: none"> At 47 (78%) of the visited sites, lecturers had a clear understanding of what was expected from the students in the ISAT. This is 14% less than 92% in the 2020 examination. Lecturers at 13 (22%) sites, listed below, did not clearly understand what the ISAT required from students: 		
	<ul style="list-style-type: none"> The ISAT/PAT required that students grow flowering plants over an eight-week period, recording their observations in a logbook and taking photographs as evidence of the progress and authenticity of the task. After eight weeks the students were expected to use the collected evidence to compile a typed report to which they attached all evidence for submission. Instead of flowering plants, vegetables were planted and managed over a two to three-week period. Students did not all have their own seedlings; 24 seedlings were shared among 48 students. No logbooks were kept and the available photographs did not prove progress or authenticity as students visited a fully functioning nursery where they observed seedlings of flowering plants at different growth stages and took photographs of these. They did not personally manage the seedlings, as this was done by the nursery staff. 	Advanced Plant Production L4	Alice

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> The ISAT required students to find three articles on elements that might have an influence on the tourism industry in a country. There were no such articles in the students' portfolios of evidence (PoE). For sub-task 2 (analysis of the articles), chunks of information with no relevance to the tourism industry were provided. The analysis of an article could not be assessed properly without the specific article. Marks were awarded for answers to five questions on each article. This had not been done in most of the ISAT moderated by Umalusi. Two sub-tasks – the influence of technology on tourism and providing advice to a guesthouse owner – were also incorrectly assessed. 	Business Practice L4	Atlantis
	<ul style="list-style-type: none"> Photographic evidence in the students' PoE suggested that unauthorised adjustments had been made to the ISAT. During interviews with the external moderator, most of the students failed to identify the parts of the formwork. This suggests that they did not understand why the assessment had been conducted and what the correct procedures were. 	Concrete Structures L2	Atteridgeville
	<ul style="list-style-type: none"> The area (numeric value) of the brickwork of the sub-structure was changed by the lecturer. This is an indication that the lecturer may not have understood how to calculate the correct height of the sub-structure and changed the area (numeric value). The plan and specifications should have been used to calculate the correct height of the sub-structure. 	Construction Planning L4	Jouberton

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> The candidates did not obtain a quotation from a building supplier, thus making it difficult for them to make the calculations correctly in some of the sub-tasks. The lecturer allowed the candidates to take examples into the assessment venues. The ISAT instruction clearly states that sub-tasks 1, 3 and 4 must be done under supervision in the given timeframe, as specified in the lecturer's guide to the ISAT. 	Construction Planning L4	Jouberton
	<ul style="list-style-type: none"> Only sub-task 3 was done as per ISAT requirements. Furthermore, lecturers awarded marks to tasks completed incorrectly. Where research was required, students printed documents from the internet and passed these off as their own work. Some students handed in blank documents for sub-task 5 and marks were awarded for these. 	Contact Centre Operations L4	Mthatha
	<ul style="list-style-type: none"> It was evident from the students' PoE that the lecturer did not fully understand what was meant to be assessed. Marks were awarded for incorrect answers. Students answered questions that were not in the ISAT. Two personal computers were used instead of three as indicated in the ISAT. 	Data Communication and Networking L4	Mthatha
	<ul style="list-style-type: none"> The lecturer's understanding that the students should be made aware of what was being assessed entailed giving them the question paper. The lecturer handed the students the ISAT documents the day before conducting the ISAT. Students took these off-campus to familiarise themselves with the requirements of the ISAT. 	Financial Management L4	Witbank

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> Students completed the ISAT off-campus and not under assessment conditions as per ISAT requirements. 	Governance L4	Kimberley (Moremogolo)
	<ul style="list-style-type: none"> The lecturer did not understand the link between the ISAT sub-tasks and regarded each one as a separate entity, assessing them accordingly. The checklist for all sub-tasks of the ISAT highlights the link between the advertisement and job-description and the suitability of the student for the advertised post. 	Hospitality Generics L4	Muizenberg
	<ul style="list-style-type: none"> The students' responses/answers should relate to the specific event they had chosen, but this was not always the case. Responses/answers to some questions consisted of information obtained from textbooks, which had no relevance to the event that they had chosen. These were nonetheless marked, leading to students obtaining higher scores than they deserved. The ISAT stipulates that the research aspect (feedback) must be handwritten on Worksheet A. Most of the candidates did not comply with this instruction. 	Office Practice L4	Atteridgeville
	<ul style="list-style-type: none"> The lecturer requested students to download and print information from the internet. This is contrary to the requirements of the ISAT. Sub-task 1 required the students to submit a handwritten technical report based on the information provided in the ISAT. The students had not complied with this requirement. <p>Sub-task 2 required the students to compile a graph using MS Excel. The lecturers indicated that they were incapable of using MS Excel and students were left to their own devices. Any assistance required in this regard had to be obtained from the Life Skills and Computer Literacy lecturers.</p>	Professional Engineering Practice L4	Swinton Road

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> Although the lecturer had a satisfactory understanding of the ISAT, the actual implementation was not done correctly. The lecturer read the instructions and told students how to do the tasks instead of observing and populating the rubric while students worked through each task. The ISAT was conducted in groups of ten (10) because of a lack of equipment. Not all students in the groups were active participants as groups were too large. <p>A group should consist of three (3) students to each workbench to ensure that each candidate has his/her role, such a timekeeper, scribe or the performer of the task.</p>	Pulp and Papermaking Technology L4	Mandeni
	<ul style="list-style-type: none"> The lecturer did not understand/observe the instructions to sub-task 5. The students did not know how to: <ol style="list-style-type: none"> compare theoretical volumes with measured volumes; convert m^3/s to l/s; use the pitot tube; and block the filter and measure the current drawn on the motor. The electric fan was blowing air towards the intake and not towards the grill. The implication was that all students would have incorrect readings etc. The lecturer was not aware that the motor was sucking rather than blowing air at the output grills. The external moderator provided guidance to the lecturer and assisted the students in changing the electrical connections on the motor to reverse the fan's direction. 	Refrigeration and Air Conditioning Processes L4	Seshego

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Inadequate/ inappropriate facilities	At six of the 60 (10%) visited sites listed below, facilities were inadequate: (This is an increase of 7% from 3% in the 2020 examinations.)		
	The lecturers made use of their personal vehicles since the college did not have resources for the programme/ISAT.	Automotive Repair and Maintenance L4	Swinton Road
	The campus did not have a designated laboratory for Data Communication and Networking and this made the implementation of ISAT/ PAT difficult. The venue used for the ISAT was too small to accommodate the number of students enrolled for the course.	Data Communication and Networking L4	Mthatha
	The campus did not have a suitably equipped simulated environment, that is, a kitchen or restaurant.	Hospitality Services L4	Grahamstown
	The campus did not have a science laboratory. Experiments were conducted in classrooms or any other empty room on campus.	Physical Science L3	Mandeni
	The science laboratory was not suitably equipped for the ISAT.	Physical Science L4	Kempton
	<ul style="list-style-type: none"> The simulation room was used for other purposes, such as offices and document storage. The examination bed and other equipment was borrowed from the campus wellness clinic for the purposes of the ISAT/PAT. 	Public Health L4	Business Studies Centre
Shortage of components/ equipment/tools/ livestock	There were not enough components/ equipment/tools/livestock at five (8%) of the sites listed below: (This is an increase of 5% on 3% in the 2020 examinations.)		
	There was a shortage of livestock and artificial insemination tools/equipment for the ISAT.	Animal Production L4	Mthimba
	<ul style="list-style-type: none"> The equipment was not sufficient for the number of enrolled students. There were only two crimping tools and one cable tester for use by 59 students. In addition, there were only 25 pairs of RJ45 jacks, meaning that 34 students had none to work with. 	Data Communication and Networking L4	Mthatha

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> The lecturer acquired the rest of the jacks at his own expense so that all students were able to complete their tasks on time. Furthermore, the crimping tools that had been ordered were incorrect and the lecturer was awaiting the arrival of the correct tools. 		
	<p>Materials with incorrect specifications were used for the ISAT:</p> <p>Laminated copper of 0,75 mm instead of 0,2 mm thickness was used and this resulted in the inductor becoming too bulky.</p>	Electrical Principles and Practice L4	Heidelberg
	Silverware was substituted with stainless steel cutlery and a side table was used in place of a gueridon trolley.	Hospitality Services L4	Grahamstown
	There was a shortage of pitot tubing and brackets. The brackets were required to fasten the ducting system in the air as the system was lying on the floor.	Refrigeration and Air Conditioning Processes L4	Seshego
Shortage of consumables	The two sites (3%) listed below did not have the necessary consumables to conduct the ISAT:		
	Only vegetable seeds were available: spinach, cabbage, beetroot and peppers. There were no flowering plants.	Advanced Plant Production L4	Alice
	Students used their own paper and other resources for the ISAT/PAT as these were not provided by the campus.	Art and Science of Teaching L4	Roodepoort
Difficulties with procurement/timely procurement of consumables	At three sites (5%), the procurement of consumables was delayed:		
	<p>The college was placed under administration by the DHET in February 2021.</p> <p>Because of restrictions imposed by the administrator and a lack of funds:</p> <ol style="list-style-type: none"> There were delays in procurement and the required personal protective equipment only arrived in September 2021; 	Automotive Repair and Maintenance L4	Swinton Road

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
	<ul style="list-style-type: none"> ii. Consumables required for the task were not available, such as toner and copy paper; and iii. The workshop was not regularly sanitised. 		
	<ul style="list-style-type: none"> • The Hospitality department had to move the ISAT/PAT from 2 August to 25 August owing to the late arrival of consumables. • The delays in procurement were the result of: • A lack of suppliers in Grahamstown; and • the sourcing of consumables from Gqeberha, which took longer than expected. 	Hospitality Services L4	Grahamstown
	<ul style="list-style-type: none"> • Provision of resources was severely limited because the college had been placed under administration. • Complicated procurement procedures and a lack of funds had an impact on the provision of resources for the ISAT/PAT. • Since all the materials specified in the ISAT/PAT were unavailable, the lecturer procured less costly materials and students were able to complete the task on time. 	Materials L4	Appelsbosch
Student unrest	<ul style="list-style-type: none"> • Student unrest at two sites affected planning and preparation for the ISAT/PAT, causing delays and postponements of the ISAT/PAT. • To complete the ISAT/PAT on time, unauthorised modifications were made to the task, as was the case in Advanced Plant Production L4. 	Advanced Plant Production L4	Alice
		Human and Social Development L4	East London
Load-shedding	During load-shedding, not much can be accomplished at campuses, especially if the ISAT/PAT requires the use of computers, printers, and internet facilities that are dependent on electricity. Students were therefore allowed to complete the ISAT off-campus.	Personal Assistance L4	Mankwe

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
COVID-19 lockdown challenges	<ul style="list-style-type: none"> In observance of social distancing regulations, students attended campus every other week. This reduced the hours they spent at college . The ISAT was therefore given to students to complete off-campus. However, students were allowed access to the computer room and internet facilities, if tasks required this. The actual construction of the ISAT was done off-campus. 	Art and Science of Teaching L4	Roodepoort
Theft of equipment	<ul style="list-style-type: none"> The workshop set aside for Materials L4 had to be abandoned because of repeated break-ins. The remaining tools and equipment were moved to the lecture room and the practical component of the ISAT was conducted outside this venue. This allowed the lecturer to complete the academic activities and assessments. Consumables required for the practical component of the ISAT/PAT were not readily available, forcing the lecturer to make use of the limited resources at his/her disposal. 	Materials L4	Appelsbosch
Health and safety regulations	Students did not wear protective gear during the ISAT.	Concrete Structures L2	Atteridgeville
	<ul style="list-style-type: none"> The campus did not have the protective clothing and safety equipment required for the ISAT. The method of disposing of chemicals raised concerns. 	Physical Science L3	Mandeni
Housekeeping	The workshop was in a very poor state and in urgent need of housekeeping. In addition, it had to be sanitised regularly to comply with COVID-19 protocols.	Automotive Repair and Maintenance L4	Swinton Road

Aspects	Findings and Challenges	ISAT/PAT	Campus/Site
Use of outside facilities	<ul style="list-style-type: none"> The nurseries at the University of Fort Hare were used. These nurseries were well resourced and had farmhands to do the work, therefore students were observers and did not perform the tasks themselves. 	Advanced Plant Production L4	Alice
	<ul style="list-style-type: none"> The ISAT venue was 70 kilometres from the campus. Because of COVID-19 restrictions, only a limited number of students could be transported to the ISAT venue at any given time. The time spent on the ISAT itself was shortened by an hour; groups were given three hours instead of four to complete the task. 	Farm Planning and Mechanisation L4	IT and Computer Science Centre
	<ul style="list-style-type: none"> The college did not have a suitably resourced simulated environment, that is a kitchen or restaurant; currently the facilities at a school in the community are used. Practical sessions were limited because the students could only be hosted when the school's facilities were not being used by its own students. 	Hospitality Services L4	Grahamstown

3.3.2 Implementation of the ISAT/PAT

The ISAT had not commenced or was only partially completed at three of the 60 (5%) sites at the time of the visit by Umalusi (refer to Table 3D), a decrease of 1% from the 2020 examinations.

Table 3D: Campuses/sites where ISAT had not commenced/were incomplete at the time of Umalusi's visit

Aspects	Findings and challenges	ISAT	Campus/Site
Sites at which the ISAT had not commenced/were incomplete at the time of Umalusi's visit	The ISAT was only partially completed because of a shortage of resources.	Animal Production L4	Mthimba
	The ISAT/PAT had not started at these sites.	Masonry L4	Appelsbosch
		Mechanical Draughting and Technology L4	Ellis Park

Sixty-seven percent of the visited sites (an improvement of 9% on 58% in the 2020 examinations) completed their ISAT according to specifications, as indicated in Table 3E.

Table 3E: Sites that completed their ISAT according to specifications

No.	ISAT	Campus/Site
1.	Advertising and Promotions L4	Ermelo
2.	Applied Accounting L4	Atteridgeville
3.	Applied Engineering Technology L4	Rustenburg
4.	Applied Policing L4	Parow
5.	Architectural Graphics and Technology L4	Seshego
6.	Art and Science of Teaching L4	Roodepoort
7.	Civil and Structural Steel Work Detailing L2	Tosa
8.	Client Services and Human Relations L4	Mossel Bay
9.	Consumer Behaviour L4	Alberton
10.	Criminal Justice Process L4	Temba
11.	Criminology L4	Westlake
12.	Drawing Office Procedures and Techniques L3	Ellis Park
13.	Early Childhood Development L4	Potchefstroom
14.	Electronic Control and Digital Electronics L3	Mossel Bay
15.	Electrotechnology L4	Germiston
16.	Engineering Fabrication Boiler Making L4	Westlake
17.	Financial Management L4	Witbank
18.	Food Preparation L4	Malmesbury
19.	Hospitality Generics L4	Muizenberg
20.	Hospitality Services L4	Grahamstown
21.	Human and Social Development L4	East London
22.	Marketing Communication L4	Vanderbijlpark
23.	Marketing L4	Technisa

No.	ISAT	Campus/Site
24.	Materials L4	Appelsbosch
25.	Multimedia Services L4	Springs
26.	Office Data Processing L4	King
27.	Operations Management L4	Brits
28.	Physical Science L2	Ermelo
29.	Physical Science L3	Mandeni
30.	Physical Science L4	Kempton
31.	Process Control L4	Mandeni
32.	Public Health L4	Business Studies Centre
33.	Renewable Energy Technologies L4	Tosa
34.	Science of Tourism L4	City
35.	Stored Programme Systems L4	East London
36.	Sustainable Tourism in SA and International Travel L4	City
37.	The Human Body and Mind L4	Parow
38.	Tourism Operations L4	Tzaneen
39.	Transport Operations L4	Harrismith
40.	Wholesale and Retail L4	Malmesbury

While 67% of the ISAT were conducted in the appropriate manner, this was not the case at the remainder of the sites, as evident from the findings and recommendations provided in the ISAT reports.

Table 3F: Implementation of ISAT/PAT

Aspects	Findings and challenges	ISAT	Campus/Site
Adherence to specifications of ISAT/PAT	While 67% of sites conducted the ISAT in an appropriate manner, the listed sites deviated from the requirements of the ISAT:		
	<ul style="list-style-type: none"> Sub-task 1: The group of 34 students were observed in one session and their assessment for the sub-task was completed, although one third of this task could only be scored at a later stage. No checklists or mark sheets were used during this exercise; scoring was done from memory. Sub-task 2: Students were to manage 45 seedlings of flowering plants for a period of eight weeks while keeping a logbook and compiling photographic evidence. Only 24 seedlings were observed for three weeks. Seedlings of vegetables were used instead of flowering plants. Sub-task 3: Guidelines on how to compile the report were provided. Although some writing accompanied the assessment tool, it did not address all the requirements of a technical report. 	Advanced Plant Production L4	Alice
	<ul style="list-style-type: none"> Owing to shortage of livestock and artificial insemination tools/equipment, the ISAT was only partially completed. 	Animal Production L4	Mthimba
	<ul style="list-style-type: none"> The lecturers used their personal vehicles, simulating faults on these vehicles that students were required to identify. The use of personal vehicles compromised the extent to which faults could be simulated as the lecturers did not want to risk damage to their private vehicles. 	Automotive Repair and Maintenance L4	Swinton Road

Aspects	Findings and challenges	ISAT	Campus/Site
	<ul style="list-style-type: none"> For these reasons, they selected two system faults instead of three as required by the ISAT. The same faults were repeated for all students; it is possible that students may have relayed the information to others who were waiting their turn, thus, compromising the authenticity of the assessment. 	Automotive Repair and Maintenance L4	Swinton Road
	<ul style="list-style-type: none"> The ISAT required students to find three articles on elements that might have an influence on the tourism industry in a country. There were no such articles in the students' PoE. For sub-task 2 (analysis of the articles), chunks of information with no relevance to the tourism industry were provided. Analysis of the articles was assessed but without the articles this was limited. 	Business Practice L4	Atlantis
	<ul style="list-style-type: none"> Portable tools overheated and work had to be stopped periodically. This extended the time spent on sub-task 2. Sub-task 1 and sections of sub-task 3 were not done according to specifications. 	Concrete Structures L2	Atteridgeville
	<ul style="list-style-type: none"> The candidates did not obtain a quotation from a building supplier; without this source of reference, they were unable to do the calculations required in the sub-tasks. The lecturer allowed the candidates to take source material/examples into the assessment venues. 	Construction Planning L4	Jouberton

Aspects	Findings and challenges	ISAT	Campus/Site
	<ul style="list-style-type: none"> The ISAT instruction, as specified in the lecturer's guide, clearly states that sub-tasks 1, 3 and 4 must be done under supervision within the stipulated timeframe. 		
	<ul style="list-style-type: none"> The resources for sub-task 4 were not available on campus, therefore, improvisations were made to complete the task. The ISAT instruction clearly states that the whole ISAT is to be done in a controlled environment under supervision; sub-tasks 1 and 2 were completed in the computer laboratory under assessment conditions but sub-tasks 3 and 5 were done off-campus. Upon verification of the students' PoE, anomalies in sub-tasks 1 to 5 were found. 	Contact Centre Operations L4	Mthatha
	<ul style="list-style-type: none"> Sub-tasks 2 and 3 were not completed as per specifications. The tasks required the candidate to develop an installation plan with timeframes and milestones, listing three tools. However, the evidence in the students' PoE showed that the sub-tasks had been done incorrectly. 	Data Communication and Networking L4	Mthatha
	<ul style="list-style-type: none"> Incorrect materials were used for the ISAT. Laminated copper 0,75 mm in thickness instead of 0,2 mm was used and this resulted in the construction of the inductor being too bulky. 	Electrical Principles and Practice L4	Heidelberg
	<ul style="list-style-type: none"> All groups were allocated three hours instead of four to complete the ISAT; this disadvantaged the candidates. Part of sub-task 3 (preparing concrete or cement mix and using it to secure corner posts) was not done. 	Farm Planning and Mechanisation L4	IT and Computer Science Centre

Aspects	Findings and challenges	ISAT	Campus/Site
	<ul style="list-style-type: none"> • Instead, the corner posts were secured with packed stones which were compressed to hold the posts in position. • The reason for this was that it allowed the posts and the sites to be used in future assessments. 		
	<ul style="list-style-type: none"> • The ISAT was done off-campus and not under assessment conditions or according to ISAT requirements. 	Governance L4	Kimberley (Moremogolo)
	<ul style="list-style-type: none"> • Tasks and sub-tasks were completed off-campus and not under supervision as per ISAT requirements. 	Management Practice L4	Thaba Nchu
	<ul style="list-style-type: none"> • PAT2 (detailed drawings and assembly drawings) was not done. As the ISAT is a progression from PAT2, the ISAT could not be completed according to specifications. 	Mechanical Draughting and Technology L4	Ellis Park
	<ul style="list-style-type: none"> • Students' responses/answers should have related to the specific event that they chose, but this was not always the case. • Responses/answers to some questions consisted of information obtained from textbooks, which had no bearing on the event the student had chosen. • The ISAT stipulates that the research aspect (feedback) must be handwritten on Worksheet A. Most candidates did not comply with this instruction. 	Office Practice L4	Atteridgeville
	<ul style="list-style-type: none"> • The ISAT was not performed under assessment conditions, as per ISAT requirements. 	Personal Assistance L4	Mankwe
	<ul style="list-style-type: none"> • Plagiarism was rife; information/ documents were downloaded from the internet, printed, and passed off as students' own work. 	Professional Engineering Practice L4	Swinton Road

Aspects	Findings and challenges	ISAT	Campus/Site
	<ul style="list-style-type: none"> The ISAT was not treated as a practical examination, as the lecturer read out the instructions and told the students how to perform the tasks, instead of observing and populating the rubric while students performed each task. 	Pulp and Papermaking Technology L4	Mandeni
	<ul style="list-style-type: none"> The sub-task required the students to do the following: <ul style="list-style-type: none"> Compare the volumes: the students had not done so, but the lecturer awarded them marks for the task; Measure pressures: the students did not have a pitot tube to measure the pressure; Trace and report electrical fault: the students had not done this because the lecturer did not follow the correct instructions in the ISAT. 	Refrigeration and Air Conditioning Processes L4	Seshego
	<ul style="list-style-type: none"> Many of the students fulfilled few to none of the requirements of the ISAT and the exercise was primarily a copy, paste and exchange of information activity. 	Systems Analysis and Design L4	Mthatha

During Umalusi’s moderation of the conduct of ISAT/PAT, irregularities of a serious nature were identified at some of the visited sites. To address these matters and to ensure that the standard of ISAT/PAT was raised to an acceptable level, Umalusi made some immediate interventions. In some cases, a second visit to the campus/site concerned was scheduled by Umalusi. The purpose of this visit was to verify that the ISAT/PAT had been completed and that it met the required standard. Another action was the request for outstanding documents and documents that had been amended after recommendations were made during the initial visit from Umalusi. These documents were used for verification purposes. Table 3G provides a list of campuses/sites that were included in these interventions.

Table 3G: ISAT/PAT where Umalusi made interventions

Findings and Challenges	Resolutions/ Actions	ISAT/PAT	Campus/Site
The ISAT was only partially completed owing to a lack of resources.	<ul style="list-style-type: none"> The ISAT was duly completed, candidates were assessed, and all evidence was verified by the external moderator. 	Animal Production L4	Mthimba
The campus did not make use of the latest ISAT; the ISAT for the 2015–2017 cycle was used instead.	<ul style="list-style-type: none"> The ISAT/PAT was redone, using the correct version of the ISAT/PAT document. All evidence was verified by the external moderator. 	Civil and Structural Steel Work Detailing L2	Tosa
The marks awarded were inflated and not reflective of candidates’ competence.	<ul style="list-style-type: none"> Candidates repeated the ISAT and the reassessed marks were verified as a true reflection of candidates’ abilities. 	Construction Planning L4	Jouberton
The marks awarded were inflated and not a true reflection of candidates’ competence.	<ul style="list-style-type: none"> The ISAT was remarked and verified as consistent with submitted evidence. 	Hospitality Generics L4	Muizenberg
Neither the ICASS nor the ISAT had been completed.	<ul style="list-style-type: none"> The ISAT was duly completed; however, owing to the nature of the subject, the external moderator could conclusively verify the authenticity of the evidence. 	Masonry L4	Appelsbosch
Neither the ICASS nor the ISAT had been completed.	<ul style="list-style-type: none"> These were duly completed, assessed and verified by the external moderator. 	Mechanical Draughting and Technology L4	Ellis Park

Findings and Challenges	Resolutions/ Actions	ISAT/PAT	Campus/Site
<p>Marks awarded were inflated.</p> <p>During Umalusi's initial visit, the computer room was not available, therefore candidates could not perform the task so that the marks could be verified. A second visit was required for this purpose.</p>	<ul style="list-style-type: none"> To verify the high marks against candidates' competence, a second moderation by the external moderator was conducted, in which the performance of selected candidates was assessed and internally moderated. 	Office Data Processing L4	King
<p>Plagiarism from the internet was rife and candidates were awarded inflated marks.</p>	<ul style="list-style-type: none"> Candidates repeated the ISAT and the reassessed marks were verified as a true reflection of their abilities. 	Professional Engineering Practice L4	Swinton Road
<p>Marks were inflated and no internal moderation had been done.</p>	<ul style="list-style-type: none"> Candidates were reassessed, internal moderation was completed, and marks were adjusted where necessary. 	Refrigeration and Air Conditioning Processes L4	Seshego
<p>Moderation by Umalusi was not possible on the day of the visit as students arrived late and the ISAT model/ project was dismantled for other purposes.</p>	<ul style="list-style-type: none"> A second visit was arranged for the external moderation by Umalusi. The second moderation revealed that the conduct of ISAT had been of a high standard. 	Stored Programme Systems L4	East London
<p>Plagiarism from the internet was rife. Students submitted identical tasks for the ISAT.</p>	<ul style="list-style-type: none"> The ISAT was redone, remarked, and verified as authentic by the external moderator. 	Systems Analysis and Design L4	Mthatha

The assessment tool should provide clarity on what is expected of the candidate and how marks/scores are to be awarded to different levels of competence. Some marking/scoring tools did not allow for accurate marking/scoring of the competency demonstrated in the task and in some marking tools, more marks were allocated for preparation than for performance. The difficulties experienced with marking/scoring tools are reflected in Table 3H.

Table 3H: Difficulties with marking/scoring tools

Aspects	Findings and challenges	ISAT
Scoring/ marking tools	<ul style="list-style-type: none"> The marking tools were not designed to assess practical skills. 	Architectural Graphics and Technology L4
	<ul style="list-style-type: none"> Although the marking instrument illustrated repletion, the mark allocations on the checklist/ instrument were not clearly defined. Where five marks were allocated to one concept, the awarding of marks was left to the discretion of the assessor. Five quality indicators should have been provided for five marks, with one mark being awarded to each quality indicator. 	Art and Science of Teaching L4
	<ul style="list-style-type: none"> Fewer marks were allocated to performance than to preparation and marks for sub-tasks were disproportionate. 	Concrete Structures L2
	<ul style="list-style-type: none"> Preparation time was much longer than performance time, implying that more marks should be awarded to preparation than to performance. 	Consumer Behaviour L4
	<ul style="list-style-type: none"> Tasks 6.7.1 and 6.7.2 focused on academic prowess and not on skills. This is an academic subject and the skill of reasoning should be tested. If that was taken into consideration the ISAT complied fully. 	Criminal Justice Process L4
	<ul style="list-style-type: none"> The assessment tools were not designed to assess practical skills; a clear breakdown of marks should have been provided. 	Electrotechnology L4
	<ul style="list-style-type: none"> The assessment tool was not designed to achieve standardised marking across campuses and colleges. This tool should be improved to achieve consistency in marking/scoring. 	Management Practice L4
	<ul style="list-style-type: none"> Sub-tasks 2 and 4 required discretionary marking as the marking tools for these tasks were vague. The tools should be improved if they are to achieve consistency in marking/scoring across campuses and colleges. 	Science of Tourism L4
	<ul style="list-style-type: none"> There were some discrepancies between the ISAT and the marking guideline that should be corrected. 	The Human Body and Mind L4

The marking/scoring of the competency of the task at 50% of the visited sites was inappropriate. This is an increase of 27% on 23% in the 2020 examinations. Inappropriate marking/scoring was attributed to among others, poorly designed marking/scoring tools, failure to adhere to the marking/scoring tools, subjective and inconsistent marking/scoring, lenient marking/scoring, careless marking/scoring, and the modification of tasks that resulted in mismatches between marking/scoring tools and task instructions. These findings are reflected in Table 3I.

Table 3I: Marking/Scoring

Aspects	Findings and challenges	ISAT	Campus/Site
Marking/scoring	The marking/scoring was not correct and/or not a true reflection of candidates' competence, skills, understanding or insight at 50% of the visited sites, as listed below:		
	<p>Sub-task 1:</p> <p>The assessor did not use a checklist.</p> <p>One third of the task could only be assessed four to five weeks after the initial assessment, but all candidates were awarded marks for the entire sub-task.</p> <p>Sub-task 2:</p> <p>The task should be conducted over a period of at least eight weeks.</p> <p>Students were given only two to three weeks to complete the task.</p> <p>More than 90% of the marks were allocated to aspects of the task to be completed in weeks four to eight.</p> <p>Observations had not been made, therefore no marks should have been awarded for this.</p> <p>Logbooks were not available.</p> <p>Sub-task 3:</p> <p>Logbooks were to be used when compiling the reports; however, reports were compiled without them and high scores were awarded.</p>	Advanced Plant Production L4	Alice

Aspects	Findings and challenges	ISAT	Campus/Site
	The internal moderator had used shadow marking.	Applied Accounting L4	Atteridgeville
	Lenient marking Shadow marking by the internal moderator.	Architectural Graphics and Technology L4	Seshego
	Subjective marking Where five marks were allocated for one concept, the awarding of these marks was left to the discretion of the assessor. Marking was not consistent.	Art and Science of Teaching L4	Roodepoort
	Lenient marking	Business Practice L4	Atlantis
	Lenient marking The internal moderator used shadow marking.	Civil and Structural Steel Work Detailing L2	Tosa
	Stringent marking by assessor. The internal moderator used shadow marking. The marks were raised during external moderation.	Client Services and Human Relations L4	Mossel Bay
	Lenient marking The internal moderator used shadow marking. The authenticity of the tasks could not be verified as the lecturer assisted/supervised students during moderation by the Umalusi moderator.	Concrete Structures L2	Atteridgeville
	Lenient marking The internal moderator used shadow marking. The authenticity of the tasks could not be verified.	Construction Planning L4	Jouberton
	Lenient marking The internal moderator used shadow marking. There was a discrepancy of $\pm 20\%$ between marks allocated by the internal moderator and by the external moderator.	Contact Centre Operations L4	Mthatha
	Lenient marking The rate of discrepancy between the assessor's and the external moderator's marks rose by 10%.	Consumer Behaviour L4	Alberton
	Marks were awarded for sub-tasks 2 and 3 yet none of the students answered the questions correctly. The marks were not a true reflection of students' competence, skills, understanding or insight.	Data Communication and Networking L4	Mthatha
	The internal moderator had engaged in shadow marking.	Early Childhood Development L4	Potchefstroom

Aspects	Findings and challenges	ISAT	Campus/Site
	<p>Marking was inconsistent.</p> <p>Marks were awarded for incorrect answers and for unanswered questions.</p> <p>There were significant discrepancies between the marks awarded by the assessor and by the internal moderator; for instance, the marker awarded a student 80% while the internal moderator awarded 59%.</p>	Electrical Principles and Practice L4	Heidelberg
	<p>Lenient marking</p> <p>Discrepancies of 20% to 40% between external moderator's and assessor's marks.</p> <p>The internal moderator had engaged in shadow marking.</p>	Electrotechnology L4	Germiston
	<p>The candidates worked in groups of four and all candidates in a group were awarded the same mark.</p> <p>Each individual team member should have been assessed individually.</p>	Farm Planning and Mechanisation L4	IT and Computer Science Centre
	<p>Lenient marking</p> <p>The internal moderator had engaged in shadow marking.</p> <p>Discrepancies were found between external moderator's and assessor's marks.</p>	Financial Management L4	Witbank
	<p>Inflated marks</p> <p>Discrepancies in external moderator's, internal moderator's and assessor's marks.</p> <p>The average marks awarded to students for the three sub-tasks were approximately 14% too high as the lecturer/assessor did not understand/ interpret the ISAT instructions correctly and awarded marks incorrectly.</p>	Hospitality Generics L4	Muizenberg
	The internal moderator had engaged in shadow marking.	Hospitality Services L4	Grahamstown
		Management Practice L4	Thaba Nchu
	<p>The sub-tasks completed by students did not comply with the requirements of the ISAT/PAT.</p> <p>Therefore, the marks awarded were not appropriate (they were inflated) and not a true reflection of candidates' competence, skills, understanding or insight.</p>	Office Practice L4	Atteridgeville

Aspects	Findings and challenges	ISAT	Campus/Site
	Lenient marking Inflated marks Candidates were not penalised for plagiarism.	Professional Engineering Practice L4	Swinton Road
	Lenient marking The internal moderator had engaged in shadow marking. A difference of 10% between assessor's and external moderator's marks.	Public Health L4	Business Studies Centre
	The lecturer did not mark/score during the conduct of the ISAT. The marks awarded were not reliable because students performed the task in large groups and the scoring was done long after completion of the ISAT.	Pulp and Papermaking Technology L4	Mandeni
	The lecturer awarded marks for certain sections of the ISAT, even though the candidates completed these sections incorrectly, or did not attempt them.	Refrigeration and Air Conditioning Processes L4	Seshego
	Students performed better during the demonstration and marks were raised by the external moderator.	Renewable Energy Technologies L4	Tosa
	Lenient marking A difference of between 4% and 7% between marks awarded by internal moderator and by external moderator.	Science of Tourism L4	City

3.3.3 Internal Moderation of ISAT

Internal moderation was conducted at 90% of the visited sites and mostly at campus level. This is an improvement of 12% from 78% in the 2020 examinations. Fifty-eight percent of sites implemented the moderation of the end product of the task and 32% implemented the moderation of both the conduct and the end product. At 10% of the sites (a decrease of 5% from the 2020 examinations) no internal moderation of ISAT had taken place at the time of the visit by Umalusi (see Table 3J).

Table 3J: Sites where no internal moderation of ISAT had taken place, or where internal moderation was in progress at the time of the Umalusi visit

No.	ISAT	Campus/Site
1.	Animal Production L4	Mthimba
2.	Art and Science of Teaching L4	Roodepoort
3.	Automotive Repair and Maintenance L4	Swinton Road
4.	Drawing Office Procedures and Techniques L3	Ellis Park
5.	Masonry L4	Appelsbosch
6.	Refrigeration and Air Conditioning Processes L4	Seshego

Table 3K indicates the various methods of internal moderation used at campuses.

Table 3K: Types of internal moderation conducted

No.	Types of Moderation	Subject	Campus/Site
1.	Moderation of product	Advanced Plant Production L4	Alice
		Advertising and Promotions L4	Ermelo
		Applied Accounting L4	Atteridgeville
		Applied Policing L4	Parow
		Architectural Graphics and Technology L4	Seshego
		Business Practice L4	Atlantis
		Civil and Structural Steel Work Detailing L2	Tosa
		Concrete Structures L2	Atteridgeville
		Construction Planning L4	Jouberton
		Consumer Behaviour L4	Alberton
		Contact Centre Operations L4	Mthatha
		Criminology L4	Westlake
		Data Communication and Networking L4	Mthatha
		Early Childhood Development L4	Potchefstroom
		Electrotechnology L4	Germiston
		Farm Planning and Mechanisation L4	IT and Computer Science Centre
		Financial Management L4	Witbank
		Hospitality Generics L4	Muizenberg
		Human and Social Development L4	East London
		Management Practice L4	Thaba Nchu
		Marketing Communication L4	Vanderbijlpark
		Mechanical Draughting and Technology L4	Ellis Park
		Multimedia Services L4	Springs
		Office Data Processing L4	King
		Office Practice L4	Atteridgeville
		Personal Assistance L4	Mankwe
		Physical Science L4	Kempton
		Process Control L4	Mandeni
		Professional Engineering Practice L4	Swinton Road
		Public Health L4	Business Studies Centre
		Science of Tourism L4	City
		Sustainable Tourism in SA and International Travel L4	City
Systems Analysis and Design L4	Mthatha		
Tourism Operations L4	Tzaneen		
Wholesale and Retail L4	Malmesbury		

No.	Types of Moderation	Subject	Campus/Site
2.	Moderation of conduct and product	Applied Engineering Technology L4	Rustenburg
		Client Services and Human Relations L4	Mossel Bay
		Criminal Justice Process L4	Temba
		Electrical Principles and Practice L4	Heidelberg
		Electronic Control and Digital Electronics L3	Mossel Bay
		Engineering Fabrication Boiler Making L4	Westlake
		Food Preparation L4	Malmesbury
		Governance L4	Kimberley (Moremogolo)
		Hospitality Services L4	Grahamstown
		Marketing L4	Technisa
		Materials L4	Appelsbosch
		Operations Management L4	Brits
		Physical Science L2	Ermelo
		Physical Science L3	Mandeni
		Pulp and Papermaking Technology L4	Mandeni
		Renewable Energy Technologies L4	Tosa
		Stored Programme Systems L4	East London
		The Human Body and Mind L4	Parow
Transport Operations L4	Harrismith		

3.3.4 COVID-19 Standard Operating Procedures

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

- Each campus/site should have a COVID-19 committee;
- Screening and temperature checks of staff, students and visitors should be made at the entrance to the campus;
- Records of screening and temperature checks must be kept;
- Procedures to handle/deal with staff and students showing symptoms of COVID-19 must be established;
- Hand sanitisers must be provided at the entrances to ISAT venues;
- Staff and students must wear masks or protective cloths;
- Floor markers must be placed at entrances and in ISAT venues to ensure social distancing; and
- Regular cleaning/sanitising of ISAT venues is required.

Seventy-seven percent of the visited campuses/sites complied fully with the COVID-19 standard operating procedures. This was a drop of 10% from 87% in the 2020 examinations. Campuses/sites where one or more COVID-19 protocol was not observed of are listed in Table 3L.

Table 3L: Campuses/sites where one or more COVID-19 protocol was not observed

Challenges in managing/coping with COVID-19 protocols	Subject	Campus/Site
<ul style="list-style-type: none"> The campus did not keep a register of screening checks. 	Advanced Plant Production L4	Alice
	Mechanical Draughting and Technology L4	Ellis Park
	Wholesale and Retail L4	Malmesbury
<ul style="list-style-type: none"> The ISAT venues were not cleaned/sanitised regularly. 	Automotive Repair and Maintenance L4	Swinton Road
	Public Health L4	Business Studies Centre
<ul style="list-style-type: none"> Social distancing markers/signs were not displayed at the entrance or in ISAT venues. 	Human and Social Development L4	East London
	Pulp and Papermaking Technology L4	Mandeni
<ul style="list-style-type: none"> No screening or temperature checks of staff, students or visitors at the entrance to the campus. 	Management Practice L4	Thaba Nchu
<ul style="list-style-type: none"> Hand sanitisers were not provided at the entrance to ISAT venues. Social distancing markers/signs were not displayed at the entrance or in ISAT venues. The ISAT venues were not cleaned/sanitised regularly. 	Contact Centre Operations L4	Mthatha
<ul style="list-style-type: none"> No screening or temperature checks of staff, students or visitors at the entrance to the campus. Hand sanitisers were not provided at the entrance to ISAT venues. Social distancing markers/signs were not displayed at the entrance or ISAT venues. The ISAT venues were not cleaned/fumigated regularly. 	Data Communication and Networking L4	Mthatha
<ul style="list-style-type: none"> The campus did not keep a register of screening checks. Social distancing markers/signs were not displayed at the entrance or in ISAT venues. The ISAT venues were not cleaned/sanitised regularly. 	Electrotechnology L4	Germiston

Challenges in managing/coping with COVID-19 protocols	Subject	Campus/Site
<ul style="list-style-type: none"> • Hand sanitisers were not provided at the entrance to ISAT venues. • Social distancing markers/signs were not displayed at the entrance or in ISAT venues. • The ISAT venues were not cleaned/sanitised regularly. 	Hospitality Services L4	Grahamstown
<ul style="list-style-type: none"> • The campus did not have a COVID-19 committee and there was no plan in place to deal with staff and students showing symptoms of COVID-19. 	Office Data Processing L4	King
<ul style="list-style-type: none"> • Social distancing markers/signs were not displayed at the entrance or in ISAT venues. • The ISAT venues were not cleaned/sanitised regularly. 	Professional Engineering Practice L4	Swinton Road

3.4 Areas of Improvement

Some areas of improvement in the conduct of the ISAT/PAT were observed in the 2021 examinations:

- Sixty-seven percent of the visited sites completed their ISAT according to specifications. This is an increase of 9% from 58% of the 2020 examinations; and
- Ninety percent of sites had moderated the ISAT end product or both the ISAT conduct and the end product, an improvement of 12% on 78% in the 2020 examinations.

3.5 Areas of Non-compliance

The external moderators' reports on the moderation of the conduct of the ISAT/PAT revealed some challenges and areas of non-compliance.

3.5.1 Planning

- The planning and preparation of the ISAT/PAT at many sites was affected by the COVID-19 pandemic and by load-shedding:
 - Students' preparedness for the PAT/ISAT was severely compromised by the reduced contact time with lecturers;
 - The use of on-line platforms denied students the benefits of face-to-face teaching and learning, thus preparations for the PAT/ISAT were adversely affected;
 - The integrity of the PAT/ISAT was compromised as students were obliged to make use of public computer and internet facilities to complete tasks that should have been done under assessment conditions;
 - The restrictions on visits to outside agencies/organisations limited students' practice for the PAT/ISAT;
 - Absenteeism among infected students and staff made it impossible for campuses/sites to adhere

- to the ISAT plan/schedule;
 - vi. Campuses/sites had to revise their ISAT plans/schedules for eventualities such as the death of a staff member or extensions to the due date required by infected students;
 - vii. Individuals who had been newly appointed in the positions of ill/deceased staff did not have sufficient time to familiarise themselves with the planning and implementation of the PAT/ISAT and were not able to do justice to the exercise; and
 - viii. Contingency measures were taken by campuses/sites during load-shedding.
- b) Apart from the effects of the pandemic and of load-shedding, the following challenges were experienced at some sites during the planning stages of the ISAT:
- i. A financially distressed college was placed under the administration of the DHET and was unable to buy the essential resources required for the conduct of the PAT/ISAT; staff had to improvise to complete the PAT/ISAT;
 - ii. Difficulties with procurement, inadequate/inappropriate facilities, shortages of equipment, components, tools, livestock, consumables, personal protective equipment and a lack of computer and internet resources were signs of poor planning and hindered the effective implementation of the PAT/ISAT;
 - iii. Student unrest caused delays to the planning and preparation for the PAT/ISAT;
 - iv. Theft of equipment necessitated contingency measures; thus, modifications were made to some of the sub-tasks and existing resources were used to complete the PAT/ISAT;
 - v. Students performing the PAT/ISAT in unsafe environments (non-compliance with health and safety regulations and poor housekeeping) could expose themselves/other people/property to danger or harm;
 - vi. Staff turnover and staff incompetence at some campuses/sites interfered with planning, preparation and implementation of the PAT/ISAT; and
 - vii. The use of off-campus facilities was problematic in some instances as the campus/site had no control over the use of facilities belonging to other institutions. Access to the facilities of other institutions were restricted as their own students were given priority. Students from campuses/sites made visits to these facilities but did not have enough practice in the skills required by the subject field and were thus not fully prepared for the PAT/ISAT.

3.5.2 Implementation of ISAT

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

- a) At 33% of the visited sites, tasks and sub-tasks were not completed according to the specifications of the ISAT/PAT;
- b) Owing to limited access to computer and internet facilities at some sites, students used outside facilities at their own expense to complete the tasks;
- c) In tasks where internet research was required, some students plagiarised internet sites;
- d) Student readiness for the ISAT/PAT was questionable at some sites;
- e) Poor housekeeping was observed at one of the visited sites; and
- f) At 12 (20%) of the visited sites, irregularities of a serious nature were identified. To address the matter and to ensure that the level of ISAT/PAT was raised to an acceptable standard, Umalusi urgently made some interventions. Furthermore, two of the sites concerned had not yet begun the ICASS or ISAT at the time of the visit by Umalusi.

3.5.3 Quality and Standard of Marking and Scoring

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

- a) Where modifications of the ISAT were made and where there were deviations from the specifications of the tasks, inconsistent marking/scoring occurred;
- b) The assessment tools did not support accurate marking/scoring of the competency of the task in 15% of the moderated ISAT;
- c) The quality and standard of marking/scoring was not appropriate at 50% of the visited sites. This is an increase of 27% from 23% in the 2020 examinations;
- d) Flawed rubrics/marketing tools led to subjective and lenient marking;
- e) Careless marking/scoring and a failure to adhere to the marking/scoring tool was identified at some sites; and
- f) In some cases, where group work was required, the candidates' individual competence was not assessed, and all members of the group were awarded the same marks/scores.

3.5.4 Quality and Standard of Moderation

Although moderation was conducted at 90% of the visited sites:

- a) The quality and standard of internal moderation was not appropriate in all cases;
- b) At some sites, supporting documents such as reports were not readily available;
- c) Most of the moderation occurred at campus level only;
- d) Internal moderation had not taken place at 10% of the sites at the time of the visit by Umalusi and it was not clear whether there was any plan to moderate the ISAT;
- e) Shadow marking by the internal moderator and a lack of feedback to assessors/students was a recurring problem; and
- f) Discrepancies between the external moderators' and assessors' marks were observed at some sites.

3.5.5 COVID-19 standard operating procedures

Certain COVID-19 protocols were neglected at some sites.

- a) Twenty-three percent of the visited campuses/sites did not comply fully with the COVID-19 standard operating procedures, and increase of 10% from 13% in the 2020 examinations.

3.6 Directives for Compliance and Improvement

The moderation of the conduct of the ISAT/PAT revealed that an intervention by the DHET is urgently required to ensure that the conduct of the ISAT/PAT, as a valuable component of the NC(V) assessment, is of a satisfactory standard:

- a) The ISAT/PAT should be reviewed and updated regularly, with changes/trends in the subject field taken into consideration;
- b) The procurement of assets and consumables for the ISAT/PAT should be done in good time by the colleges;
- c) The tasks and sub-tasks should be completed according to the specifications of the ISAT/PAT;
- d) Authenticity should be ensured throughout the implementation of the ISAT;
- e) Marking/scoring tools for some ISATs should be amended and/or additional checklists should be developed to facilitate reliable and effective marking/scoring at all sites;
- f) Assessors and internal moderators should adhere to the assessment tools/marketing guidelines;

- g) Internal moderation of ISAT/PAT should be conducted conscientiously and provide meaningful feedback to the assessor, candidates and other concerned parties;
- h) Procedures should be put in place to monitor and moderate the conduct of ISAT at college, provincial and national level;
- i) Colleges should not offer a programme for the NC(V) qualification if they do not have the necessary resources to do justice to its implementation; and
- j) Sites that have been guilty of neglect, gross non-compliance and irregularities must be monitored by the DHET.

3.7 Conclusion

The conduct of the ISAT/PAT for the 2021 examination period was once again adversely affected by the COVID-19 pandemic. The contingency measures taken by colleges to complete the academic programme and in particular the ISAT/PAT were similar to those taken in the 2020 academic year. Regular power outages (load-shedding) also had a negative impact on college operations.

The lack of facilities, equipment and consumables remained an issue at some of the visited sites. On the other hand, there was an improvement in the acquisition of equipment and consumables at some sites, as observed by external moderators when second visits were required. Those sites that used outside facilities for practice and conduct of the ISAT/PAT had limited use of these facilities, thus students did not get enough practice in the required skills and competencies. Some sites continue to offer the same NC(V) programmes, despite experiencing difficulties with resources and facilities in previous examination periods. Umalusi will continue to monitor sites where issues of neglect, gross non-compliance and irregularities were observed.

To raise the standard of the ISAT/PAT and to achieve excellence, the DHET should take cognisance of the directives for compliance and improvement.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS



4.1 Introduction

Umalusi undertook the external audit of the state of readiness for the Department of Higher Education and Training (DHET) to conduct the November 2021 National Certificate (Vocational) [NC(V)] L2–L4 examinations.

The purpose of monitoring and verifying the state of readiness of the DHET to conduct the November 2021 NC(V) L2–L4 examinations was to:

- a) Assess the level of preparedness of the DHET to conduct the November 2021 NC(V) examinations;
- b) Track the progress made in addressing the directives for compliance and improvement issued after the November 2020 NC(V) examinations; and
- c) Verify whether the DHET had systems in place to ensure the integrity of the November 2021 examinations.

4.2 Scope and Approach

Umalusi audited the DHET's readiness to administer the November 2021 NC(V) L2–L4 examinations on 09 November 2021. Umalusi followed a risk management-based approach to evaluate the level of preparedness of the assessment body to conduct these examinations. The aim was to identify any potential risks that might compromise the delivery of a credible examination in the Technical and Vocational Education and Training (TVET) sector.

The following phased-in approach was followed:

Phase 1: Documents required for Desktop Evaluation

- A. Documents that were to be submitted by the DHET included:
 - i. A completed self-evaluation instrument;
 - ii. A management plan for the current examination and implementation plans and progress reports arising from the improvement plans submitted to Umalusi in February 2021.
- B. Umalusi conducted a desktop evaluation of the following key documents:
 - i. DHET self-evaluation reports;
 - ii. Progress reports by the DHET on the implementation of the directives for improvement issued in the November 2020 quality assurance of assessment reports; and
 - iii. A risk profile of the DHET's preparedness to conduct, administer and manage the November 2021 examinations.

Phase 2: Risk Analysis and Feedback

Umalusi analysed the documents submitted by the DHET to determine a risk profile. This process informed Umalusi's verification of the state of readiness of the DHET.

Phase 3: Conduct of Evidence-based Verification Audits

During this phase, the intervention systems and related evidence outlined in the reports received from the DHET were evaluated by Umalusi. Furthermore, verification and audit instruments were used during an on-site verification visit and the findings were recorded and classified according to their potential impact on the forthcoming examinations.

The information set out in this report is limited to the findings of the audit visit, and evidence and data provided by the DHET at the time of the visit by Umalusi.

4.3 Summary of Findings

The findings gathered from the audit visit are detailed below:

4.3.1 Staff Capacity to Conduct and Manage Examination Processes

The DHET was found to have the capacity to deliver all examination related deliverables at any of the levels indicated below:

- a) National Office: Staff complement was adequate to manage the processes related to November 2021 DHET examinations; and
- b) College management: Number of staff appointed to manage the November 2021 examinations activities was adequate.

4.3.2 Registration of Candidates

At the time of Umalusi's visit it was found that:

- a) The candidates' registration process had been completed and the number of registered candidates had been determined;
- b) Registration of candidates was carried out by the various public and private colleges;
- c) Preliminary schedules of entries were forwarded to colleges for verification to ensure that all candidates had been correctly registered;
- d) Registration data were verified by the colleges; and
- e) The November 2021 mark sheets and examination admission permits were printed and dispatched to the colleges as scheduled.

4.3.3 Registration of Examination Centres

During Umalusi's visit the following information was verified:

- a) Examination centre audits were completed;
- b) Colleges had conducted desktop evaluations and submitted completed reports to the DHET for analysis; and
- c) The DHET conducted further onsite inspections at selected centres to determine their readiness to conduct the November 2021 examinations.

4.3.4 SOR Audit and Verification Conducted for Internal Continuous Assessment (ICASS)/ Integrated Summative Assessment Task (ISAT)

During Umalusi's visit it was found that:

- ICASS instructions were available;
- Revised monitoring templates to cater for COVID-19 regulations were available;
- ISAT Guidelines revised because of COVID-19 had been received;
- Training sessions had been held with college principals, deputy principals academic and campus managers on the administration of ICASS/ISAT;
- The DHET had conducted monitoring and moderation visits during the implementation of ICASS/ISAT;
- ICASS/ISAT instruments were specific to fundamental and vocational subjects;
- Follow-up visits had been conducted to support non-compliant colleges; and
- A sample of monitoring/moderation reports was shared with Umalusi.

4.3.5 Moderation Conducted at National Level

The DHET management plan was followed to monitor and moderate the ICASS:

Table 4A DHET ICASS Monitoring and Moderation Management Plan 2021 National Certificate (Vocational) L2-L4)

Item	Activity	Responsibility	Due Date
1.	Monitoring of the ICASS for NC(V) L2-L4 subjects.	DHET National Officials	30 August-23 September 2021
2.	Conduct of national moderation for NC(V) L2-L4.	DHET National Officials	30-31 October 2021

4.3.6 Awareness Strategy to Combat Irregularities

The DHET implemented the following strategy to minimise irregularities:

TABLE 4 B: DHET Plan for the Management of Irregularities

Item	Activity	Responsibility	Due Date
1.	Guidelines for the Conduct of Examinations are reviewed to include directive to colleges to train candidates and make them aware of examination regulations.	DHET	August 2021
2.	Conduct awareness training and keep records/ evidence of such training for monitoring purposes.	Colleges	October 2021
3.	Reconstitute college irregularities committees and ensure that they are functional.	DHET and colleges	On-going
4.	Deal with ICASS in the same way as examination irregularities.	College irregularities committees	On-going

Printing, Packaging, Storage and Distribution of Question Papers/Examination Materials

During Umalusi's visit it was established that:

- a) The DHET had signed a printing contract with an external service provider; and
- b) The new service level agreement (SLA) had been in place since 1 January 2020 and would expire on 31 December 2022.

4.3.8 Security measures for printing, packaging and storage of examination papers.

The DHET had security measures in place for the safeguarding of the printing, packaging and storage of examination question papers.

4.3.8a Security Measures.

Measures met the following minimum security requirements:

- i. Controlled access: there were closed circuit surveillance cameras and security guards at all entrances to the printing venue;
- ii. Secured building: up-to-date alarm systems, smoke detectors and fire hydrants available;
- iii. The standard operation procedure (SOP) stating the norms and standards for printing, packaging and distribution of examination materials was in place;
- iv. Security clearance certificates for personnel handling live question papers had been provided;
- v. A signed agreement to maintain secrecy was drawn up; and
- vi. A signed declaration of confidentiality, including the disclosure of any close relatives registered for any TVET examinations, was provided.

The DHET had developed a monitoring instrument for on-site monitoring of printers while printing was in progress, and this monitoring took place weekly.

A detailed printing plan had been drawn up covering the management of the printing of NC(V) L2-L4 examination materials. This plan detailed process for the final signing off of the timetable, preparation of the question papers, data extraction, printing and packaging timelines and handover dates to the courier for delivery to various delivery points.

4.3.8b Packaging

The DHET made use of an automated packaging process for the transfer of live question papers to custom-made boxes. Strict security measures were in place to prevent manual interference with question papers and examination materials.

Security was further strengthened by bar coding the question papers; each question paper had a unique barcode that was used to identify question papers that had been printed, packed and distributed.

4.3.8c Storage of Printed Question Papers Prior to Distribution to Delivery Points

The service provider had a secured storage facility where the same security measures were applied to the printing and packaging according to the prescribed norms and standards for question papers.

4.3.8d Distribution of Question Papers

The DHET appointed an external service provider for the distribution of examination materials. This service provider was appointed by the National Treasury on a RT5–2016 contract, as required for all service providers used by government departments. The service provider was required to comply with the same security measures as the printers, in terms of the DHET’s management plan.

Processes were established to manage the occupational health and safety (OHS) requirements at all delivery points, and these included COVID-19 regulations. The safety measures were clearly presented in the DHET guideline document and instructions on the conduct, administration and management of examinations for the TVET programmes and qualifications were shared with all established examination centres.

4.3.8e Audit of Delivery Points

The DHET appointed delivery point managers and deputies at all its delivery points. These officials were appointed according to the Personnel Administrative Measures (PAM) document. They were nominated by the management of the central offices of the TVET colleges. A desktop audit of the delivery points was conducted, and reports were shared with the DHET national office for verification. The evidence presented to Umalusi during the verification and evaluation was that all delivery points met the required and prescribed standard for storage of examination materials in line with the DHET criteria for the approval of storage points.

4.3.9 Management of the Examinations

Criteria used by the DHET to plan for the November 2021 examinations:

4.3.9a Monitoring of examinations

Risk profiles of examination centres and the strategy adopted to monitor these centres.

Examination centres were categorised according to the following risk levels:

- i. Red = High Risk;
- ii. Amber = Moderate Risk; and
- iii. Green = Low Risk.

High-risk colleges are monitored more than twice during each cycle of the examinations by each of the following monitors, i.e. national, external, resident and regional monitors.

The moderate risk colleges are monitored by external monitors and regional monitors during each examination cycle.

The low-risk colleges are sampled and may be monitored once during the three phase examinations.

4.3.9b Invigilation Training Strategy

The DHET informed colleges that mandatory training for all invigilators and examination officials should take place in the following manner:

- i. Each examination centre would be issued with the examination instructions;
- ii. Each examination centre would use updated videos that had been uploaded on the TVET college

website. The lecturer support system (LSS) and private colleges would use the same videos.

- iii. Minutes would be taken and registers would be signed by all invigilators and examination officials attending the virtual training sessions; and
- iv. COVID-19 regulations were explained in detail in the examination instructions.

National officials from the DHET would also visit various colleges, especially those deemed high risk to monitor their readiness to conduct the examinations and to check that the invigilator training had been conducted.

4.3.9c Selection and Appointment of Monitors

External monitors were appointed based on previous TVET experience. The DHET appointed retired individuals who were seasoned monitors. They were sent updated training manuals and monitoring was conducted in line with the following COVID-19 restrictions:

- i. Monitors were required to abide by COVID-19 regulations and restrictions at all times during their visits;
- ii. Monitors were required to ensure that examination centres were complying with COVID-19 regulations; and
- iii. Monitoring was to be evaluated using the reviewed instrument that included requirements for COVID-19 compliance.

4.3.9d Selection and Appointment of Markers

Policy and criteria for the appointment of marking personnel (i.e. chief markers, deputy chief markers, internal moderators, markers and examination assistants) were submitted. NC(V) appointment letters were ready to be dispatched to appointed individuals. Marking centre management teams were invited to another training session.

4.3.9e Monitoring of Examination Centres Outside the Borders of South Africa

Principals of colleges outside the borders of South Africa were requested by the DHET to monitor all examinations administered at all centres in Namibia and Eswatini.

4.3.10 Systems Used for the Capturing of Marks.

Systems for the capturing of marks had been set up. The capturing of ISAT and ICASS components across all levels of TVET qualifications was done by college data capturers and submitted electronically to the DHET to allow the resulting of duly registered candidates per examination cycle.

4.3.11 Irregularities

Measures were in place to manage irregularities.

4.3.11a Management of Examination Irregularities

Umalusi noted the following regarding the management of irregularities:

- i. The policy on conduct, administration and monitoring of examinations was available;
- ii. Minutes of meetings with regional officials about irregularities in 2020 were shared for the purposes of intervention strategies; and

- iii. A presentation on the management of irregularities amid the COVID-19 pandemic was available and shared with Umalusi officials.

4.3.11b Standard Operating Procedure for Managing Irregularities

The management of irregularities at private and public colleges is guided by the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational):

Roles and responsibilities

- i. The Minister of Higher Education, Science and Innovation established the National Examinations Irregularities Committee (NEIC) to manage and coordinate the handling of irregularities to ensure that the credibility and integrity of the November 2021 NC(V) examinations was maintained across all public and private colleges in South Africa and to make recommendations in this regard to the regional director;
- ii. Once the regional director has endorsed the recommendations, they will be presented to the NEIC whose responsibility it will be to ensure that irregularities are managed in accordance with the prescribed policy and that the sanctions imposed are in keeping with those recommended in these regulations;
- iii. The NEIC will present a national report on all examination irregularities arising from a specific examination;
- iv. The campus manager will establish a campus examinations and irregularities committee. The function of this committee will be to promote the integrity of the examination and to support and co-ordinate the management of irregularities at campus level; and
- v. Private FET colleges will also establish such committees to handle irregularities.

4.4 Areas of Improvement

The following areas of improvement were observed:

- a. Relevant circulars on the conduct, administration and management of examinations were issued and communicated to the public and private colleges;
- b. Policies on the conduct, administration and management of examinations were amended to include COVID-19 regulations; and
- c. Training manuals for the invigilators were reviewed.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Some of the examination centres did not present self-evaluation reports; and
- b. Examination centres outside the borders of South Africa were not formally audited.

4.6 Directives for Compliance and Improvement

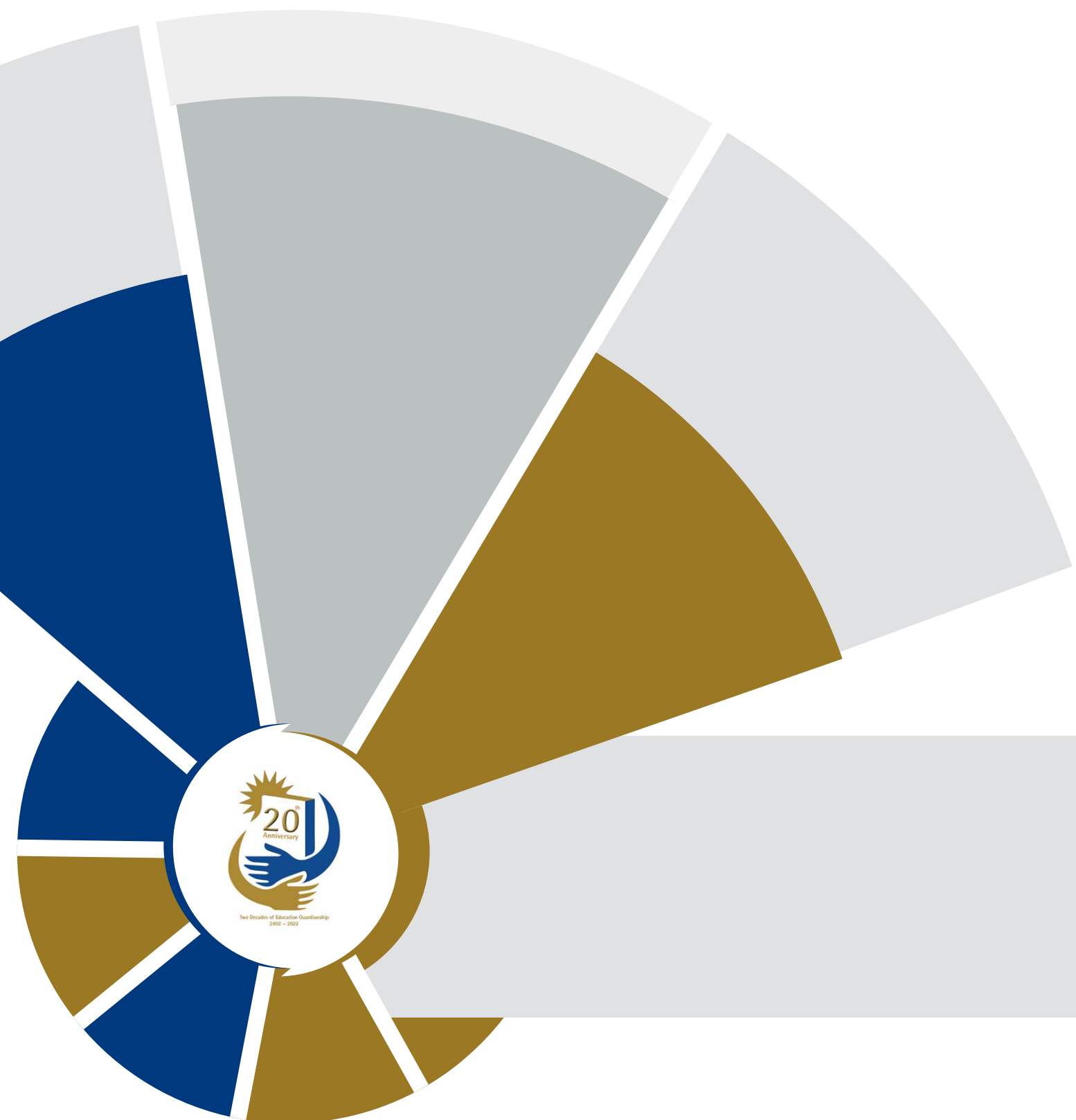
The DHET is requested to:

- a. Ensure that all colleges registered to conduct examinations submit a self-evaluation SOR report; and
- b. Ensure that colleges offering TVET qualifications outside the borders of South Africa are monitored and reported on.

4.7 Conclusion

Umalusi is satisfied with the evidence presented during the verification and evaluation undertaken to determine the DHET's readiness to conduct the November 2021 examination process. The evidence presented was satisfactory and indicated that the DHET had put readiness measures in place to manage the November 2021 examinations. Overall, the evidence presented in the state of readiness file proved that the DHET was ready to conduct, administer and manage the November 2021 NC(V) L2-L4 examinations.

CHAPTER 5 MONITORING OF THE WRITING OF EXAMINATIONS



5.1 Introduction

Umalusi monitors the writing of examinations with the purpose of determining whether the Department of Higher Education and Training (DHET) conducts, administers and manages the examinations in accordance with approved guidelines and policies. This is done to ensure 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 Sub-Framework (GFETQSF).

This chapter reports on the findings of the monitoring of a sample of 45 examination centres. It notes areas of improvement and of non-compliance and issues directives for improvement and compliance.

5.2 Scope and Approach

The sample for moderation comprised 32 examination centres selected from nine provinces. In addition, Umalusi monitors and staff monitored the rewriting of Food Preparation L3 at 13 examination centres.

The Umalusi monitors and staff collected data from the selected sites from verification, observations and interviews and reported on their findings. The details of the monitored examination centres are provided in Table 5A and Table 5B.

Table 5A: Examination centres monitored by Umalusi monitors and staff

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional Offering	Date Visited
1.	Capricorn Public	Polokwane	Limpopo	Principles of Computer Programming L3	12/11/2021
2.	Capricorn Public	Seshego	Limpopo	Process Technology L4	11/11/2021
3.	Coastal Public	Appelsbosch	KwaZulu-Natal	Electronic Control and Digital Electronics L2	08/11/2021
4.	Coastal Public	Ubuhle-bogu	KwaZulu-Natal	English First Additional Language L2 Paper 1	03/11/2021
5.	Coastal Public	Umlazi BB	KwaZulu-Natal	Office Data Processing L3	09/11/2021
6.	College of Cape Town Public	Crawford	Western Cape	Wholesale and Retail L4	18/11/2021
7.	Ehlanzeni Public	Mlumati	Mpumalanga	Mathematical Literacy L2 Paper 2	29/11/2021
8.	Ehlanzeni Public	Nelspruit	Mpumalanga	English First Additional Language L4 Paper 2	04/11/2021
9.	Ekurhuleni East Public	Springs	Gauteng	Client Services L2	11/11/2021
10.	Ekurhuleni West Public	Boksburg	Gauteng	New Venture Creation L4	18/11/2021
11.	Ekurhuleni West Public	Usizo Kathorus	Gauteng	Mathematics L3 Paper 2	26/11/2021
12.	Elangeni Public	Inanda	KwaZulu-Natal	Accounting L2	24/11/2021

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional Offering	Date Visited
13.	Elangeni Public	KwaMashu	KwaZulu-Natal	Mathematical Literacy L2 Paper 2	29/11/2021
14..	Esayidi Public	Umzimkhulu	KwaZulu-Natal	Agribusiness L2	18/11/2021
15.	False Bay Public	Fish Hoek	Western Cape	English First Additional Language L2 Paper 1	03/11/2021
16.	Flavius Mareka Public	Kroonstad	Free State	Business Practice L2	11/11/2021
17.	Goldfields Public	Welkom	Free State	New Venture Creation L2	18/11/2021
18.	Ingwe Public	Siteto	Eastern Cape	English First Additional Language L2 Paper 1	03/11/2021
19.	King Hintsa Public	Teko	Eastern Cape	Life Skills and Computer Literacy L3 Paper 1	19/11/2021
20.	King Sabata Dalindyebo Public	Mthatha	Eastern Cape	Mathematics L2 Paper 1	29/10/2021
21.	Maluti Public	Harrismith	Free State	New Venture Creation L2	18/11/2021
22.	Maluti Public	Sefikeng	Free State	Social Science L2	16/11/2021
23.	Matatshe Correctional Services	Matatshe	Limpopo	Operations Management L2	08/11/2021
24.	Mthashana Public	Emandleni	KwaZulu-Natal	Animal Production L2	11/11/2021
25.	Nkangala Public	Middelburg	Mpumalanga	English First Additional Language L4 Paper 1	03/11/2021
26.	Rhodes Private	Kimberley	Northern Cape	Mathematical Literacy L2 Paper 2	29/11/2021
27.	Rostec Private	Pretoria	Gauteng	Life Skills and Computer Literacy L2 Paper 1	10/11/2021
28.	South West Gauteng Public	Molapo	Gauteng	Life Skills and Computer Literacy L3 Paper 1	19/11/2021
29.	Taletso Public	Lichtenburg	NorthWest	Mathematical Literacy L2 Paper 2	29/11/2021
30.	Thekwini Public	Centec	KwaZulu-Natal	Mathematical Literacy L2 Paper 2	29/11/2021
31.	Vuselela Public	Klerksdorp	NorthWest	Applied Accounting L4	25/11/2021
32.	Waterberg Public	Mokopane	Limpopo	Client Service and Human Relations L4	11/11/2021

Table 5B: Examination centres monitored by Umalusi monitors and staff for the rewriting of Food Preparation L3

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional Offering	Date Visited
1.	Ekurhuleni West Public	Kempton	Gauteng	Food Preparation L3	25/11/2021
2.	King Sabata Dalindyebo Public	Mapuzi	Eastern Cape	Food Preparation L3	25/11/2021
3.	Majuba Public	Centre for People Development	KwaZulu-Natal	Food Preparation L3	25/11/2021
4.	Maluti Public	Lere-La-Tshepe	Free State	Food Preparation L3	25/11/2021
5.	Nkangala Public	Waterval-Boven	Mpumalanga	Food Preparation L3	25/11/2021
6.	Northern Cape Rural Public	Upington	Northern Cape	Food Preparation L3	25/11/2021
7.	Northlink Public	Protea	Western Cape	Food Preparation L3	25/11/2021
8.	South West Gauteng Public	Roodepoort	Gauteng	Food Preparation L3	25/11/2021
9.	Tshwane North Public	Pretoria	Gauteng	Food Preparation L3	25/11/2021
10.	Tshwane South Public	Centurion	Gauteng	Food Preparation L3	25/11/2021
11.	Umfolozzi Public	Esikhawini	KwaZulu-Natal	Food Preparation L3	25/11/2021
12.	Umgungundlovu Public	Northdale	KwaZulu-Natal	Food Preparation L3	25/11/2021
13.	West Coast TVET College Public	Malmesbury	Western Cape	Food Preparation L3	25/11/2021

5.3 Summary of Findings

The findings of the monitoring of the writing of examinations are indicated below, by criteria, as per Umalusi's Monitoring of the Writing of the Examinations Instrument.

Table 5C reflects the overall findings of levels of compliance at the 45 centres monitored by Umalusi. Table 5D lists the detailed findings of Umalusi monitors and staff .

Table 5C: Summary of findings of the monitoring of examination centres

Criteria	Met all criteria 100%	Met 80%–99% of criteria	Met 60%–79% of criteria	Met 40%–59% of criteria	Did not meet criteria (0%–39%)
Preparation for the examination	75.6%	22.2%	2.2%	0.0%	0.0%
Invigilators and their training	86.7%	0.0%	11.1%	2.2%	0.0%
Preparations for writing and the examination room/venue	64.5%	33.3%	2.2%	0.0%	0.0%
Time management of activities during examinations	73.4%	22.2%	4.4%	0.0%	0.0%
Activities during writing	66.7%	28.9%	4.4%	0.0%	0.0%
Packaging and transport of scripts	33.4%	64.4%	2.2%	0.0%	0.0%

Table 5D: Detailed findings of monitoring of examination centres

Criteria	Findings	Examination Centres
Preparations for the examination	It was evident that the DHET had verified the state of readiness at 41 (91%) of examination centres visited.	Inanda Mthatha Rostec (Pretoria) Umzimkhulu
	Four (9%) of the examination centres had not been verified by the DHET.	
	There was an official timetable for the current examinations at 45 (100%) examination centres.	All examination centres monitored
	All 45 (100%) examination centres had enough examination rooms to accommodate all registered candidates.	All examination centres monitored
	At 45 (100%) of the examination centres monitored, all candidates were registered to write the examination.	All examination centres monitored

Criteria	Findings	Examination Centres
	Examination rooms had sufficient space to accommodate all candidates at 43 (96%) of the examination centres. The examination rooms at two (4%) examination centres did not have sufficient space to apply the 1.5 m spacing between desks.	Rostec (Pretoria) KwaMashu
	Forty-four (98%) examination centres had suitable and sufficient desks to accommodate all candidates. One (2%) examination centre did not have suitable or sufficient desks to accommodate all candidates.	Usizo Kathorus
	There was proper lighting in the examination rooms at 45 (100%) examination centres.	All monitored examination centres
	All 45 (100%) examination centres had water and sanitation.	All monitored examination centres
	Forty-four (98%) examination centres had a safe/strongroom where examination materials were kept. One (2%) examination centre did not have a safe/strongroom but received examination material from a nodal point daily.	Mokopane Campus
	The environment was conducive to the writing of examinations at 44 (98%) examination centres. The environment was not conducive to the writing of examinations at one (2%) examination centre because of high noise levels.	Rostec (Pretoria)
	Chief invigilators collected or received the question papers at 45 (100%) examination centres.	All monitored examination centres
	At 45 (100%) examination centres, officials were in possession of dispatch documents.	All monitored examination centres
	An updated stock control register was kept at 42 (93%) examination centres. Three (7%) examination centres did not have up-to-date stock control registers.	Crawford Rostec (Pretoria) Umzimkhulu

Criteria	Findings	Examination Centres
	<p>The chief invigilators verified that the correct question papers had been delivered/collected at 44 (98%) examination centres.</p> <p>The chief invigilator did not verify that the correct question papers had been delivered/collected at one (2%) examination centre.</p>	Crawford
Invigilators and their training	The principal/campus manager had been appointed as chief invigilator at all 45 (100%) examination centres monitored.	All monitored examination centres
	Chief invigilators at 40 (89%) examination centres had received training from the assessment body.	Centre for People Development Centurion Emandleni Kempton Rostec (Pretoria)
	There was no evidence that the chief invigilators at five (11%) examination centres had been trained by the assessment body.	
	Invigilators at all 45 (100%) examination centres had been appointed in writing.	All monitored examination centres
	Invigilators at 43 (96%) examination centres had received training for the current examination.	Crawford Centurion
There was no evidence that Invigilators at two (4%) examination centres had been trained.		
Preparations for writing and examination rooms/venues	<p>At 33 (73%) examination centres, candidates were admitted at least 60 minutes before the examination commenced.</p> <p>Candidates at 12 (27%) examination centres were admitted 30 minutes before the commencement of the examination.</p>	Appelsbosch Inanda Lere-La-Tshepe Matatshe Prison Nelspruit Northdale Pretoria Protea Roodepoort Sefikeng Umzimkhulu Welkom

Criteria	Findings	Examination Centres
	At forty-four (98%) of the examination centres monitored, candidates' admission letters/identity documents were verified before they were allowed into the examination venue.	
	Candidates' admission letters/identity documents were not verified at one (2%) examination centre.	Rhodes
	The required numbers of invigilators were present at all examination centres.	All monitored examination centres
	There was an invigilation timetable at 45 (100%) examination centres.	All monitored examination centres
	Forty-three (96%) examination centres had relief timetables.	
	There was no relief timetable at two (4%) examination centres.	Rostec Northdale
	An attendance register was signed by all invigilators at 45 (100%) examination centres.	All monitored examination centres
	At forty-four (98%) examination centres, candidates were seated according to a seating plan.	
	One (2%) examination centre did not have a seating plan and candidates were seated randomly.	Waterval-Boven
	A clock or other device displaying the time was clearly visible to candidates in the examination venue at 45 (100%) examination centres.	All monitored examination centres
	There was an information board at 42 (93%) examination centres.	
	There was no information board at three (7%) examination centres monitored.	Boksburg Northdale Pretoria
	The examination venue/s at all monitored examination centres/sites were free of any material/writing/drawings that could aid candidates in writing the examinations.	All monitored examination centres
	Invigilators at 43 (96%) examination centres ensured that candidates were not in possession of cell phones or any material/equipment that was not required for the examination.	
	Invigilators at two (4%) examination centres did not check whether candidates were in possession of any devices or material/equipment that was not required for the examination.	Crawford Waterval-Boven

Criteria	Findings	Examination Centres
	At 43 (96%) examination centres, calculators were checked for compliance, where applicable.	
	Calculators were not checked for compliance at two (4%) examination centres.	Crawford Kempton,
	An examination file was kept in the examination room at 41 (91%) examination centres.	
	Four (9%) examination centres did not have an examination file in the examination room.	Harrismith Nelspruit Umlazi BB Umzimkhulu
	The examination file was complete at six (13%) examination centres.	
	At 39 (87%) examination centres, the examination file was incomplete.	Appelsbosch Boksburg Centec Centre for People Development Centurion Crawford Emandleni Esikhawini Fish Hoek Harrismith Inanda Klerksdorp Kroonstad Kwamashu Lere-La-Tshepe Lichtenburg Malmesbury Matatshe Prison Middelburg Mokopane Mthatha Nelspruit Northdale Pretoria Protea Rhodes Roodepoort

Criteria	Findings	Examination Centres
		Rostec Sefikeng Siteto Springs Teko Ubuhle Bopa Umlazi BB Umzimkhulu Upington Usizo Kathorus Waterval-Boven Welkom
	There were no candidates who had special concessions at forty (89%) examination centres. There were candidates who had been granted special concessions at five (11%) examination centres.	Fish Hoek Inanda Malmesbury Mapuzi Pretoria
Time management	Invigilators arrived on time at 40 (89%) examination centres. Invigilators at five (11%) examination centres did not arrive on time.	Appelsbosch (12:20 pm) Mapuzi (08:30 am) Matatshe Prison (12:30 pm) Northdale (08:15 am) Umzimkhulu (12:21 pm)
	An attendance register was signed by candidates at 44 (98%) examination centres. Candidates at one (2%) examination centre did not sign the attendance register.	Emandleni
	Candidates were issued with the official answer book at 45 (100%) examination centres.	All monitored examination centres
	The invigilators at 44 (98%) examination centres verified that the information on the cover pages of the answer books was correct. Invigilators at one (2%) examination centre did not verify information on the cover pages of answer books.	Emandleni
	The question papers were opened in the presence of candidates at 45 (100%) examination centres.	All monitored examination centres

Criteria	Findings	Examination Centres
	<p>Question papers were distributed to candidates on time at 43 (96%) examination centres.</p> <p>At two (4%) examination centres, question papers were not distributed to candidates on time.</p>	<p>Appelsbosch (13:00 PM) Centre for People Development (08:50 AM)</p>
	<p>Question papers were checked for technical accuracy at 41 (91%) examination centres.</p> <p>Invigilators at four (9%) examination centres did not check question papers for technical accuracy.</p>	<p>Centec Centre for People Development Emandleni Umzimkhulu</p>
	<p>Candidates were given the required reading time at 45 (100%) examination centres.</p>	<p>All monitored examination centres</p>
	<p>Examination rules were read to candidates at 45 (100%) examination centres.</p>	<p>All monitored examination centres</p>
	<p>The examination started at the time indicated on the timetable at 43 (96%) examination centres.</p> <p>At two (4%) examination centres, the examination was not started at the time indicated on the timetable.</p>	<p>Appelbosch (13:10 pm) Kroonstad (13:10 pm)</p>
	<p>Candidates who arrived within the stipulated time were admitted at 45 (100%) examination centres.</p>	<p>All monitored examination centres</p>
	<p>Answer books were stamped at 44 (98%) examination centres.</p> <p>At one (2%) examination centre, answer books were not stamped.</p>	<p>Sefikeng</p>
	<p>The examination ended at the stipulated time at 39 (87%) examination centres.</p> <p>The examination ended later than the time stipulated at one (2%) examination centre.</p> <p>The examination ended earlier than the stipulated time at five (11%) examination centres.</p>	<p>Appelsbosch (16:15 pm) Kroonstad (15:20 pm) Northdale (11:30 am) Roodepoort (11:30 am) Umzimkhulu (15:30 pm) Welkom (14:42 pm)</p>

Criteria	Findings	Examination Centres
Activities during writing	Invigilators at 44 (98%) examination centres were not asked to clarify any aspect of the question paper.	
	At one (2%) examination centre, the assessment body did not provide special answer sheets for two questions in the Agribusiness L2 paper. The invigilator advised candidates not to answer those questions.	Umzimkhulu
	No candidate/s at any of the 45 (100%) examination centres left the examination room temporarily without any escort.	All monitored examination centres
	There were no unauthorised personnel in any of the examination rooms at any of the examination centres during the examination session.	All monitored examination centres
	Officials at 43 (96%) examination centres did not allow any candidates to leave the examination venue during the last 15 minutes of the session.	
	Candidates were allowed to leave the examination venue during the last 15 minutes of the session at two (4%) examination centres.	Kroonstad Teko
	No irregularities were reported during the examination session at 42 (93%) examination centres.	
	Irregularities were reported during the examination session at three (7%) examination centres.	Pretoria Seshego Umzimkhulu
	No irregularities were reported during the current examination cycle at 35 (78%) examination centres.	
	Irregularities during the current examination cycle were reported at ten (22%) examination centres.	Centec Centre for People Development Malmesbury Mthatha Protea Roodepoort Sefikeng Teko Waterval-Boven Camus Welkom
Invigilators at all examination centres were active, moving around the examination room and remaining vigilant throughout the examination session.	All monitored examination centres	

Criteria	Findings	Examination Centres
	There were no official errata at any of the examination centres.	All monitored examination centres
Packaging and transport of answer scripts	At 27 (60%) examination centres, invigilators wearing non-surgical gloves collected the answer books.	
	At 18 (40%) examination centres invigilators collecting the answer books were not wearing non-surgical gloves.	Appelsbosch Centec Centre for People Development Crawford Esikhawini Harrismith Kempton Malmesbury Mapuzi Mlumati Mokopane Nelspruit Rostec Sefikeng Umlazi BB Umzimkhulu Usizo Kathorus Waterval-Boven
	Scripts were counted and packed in a secured area at 44 (98%) examination centres.	
	Scripts were not counted and packed in a secured area at one (2%) examination centre.	Crawford
	Scripts were counted in the e-Learning media room, which was some distance from the examination control room. This examination centre has a packaging/ batching duty roster. Many of the invigilators responsible for the counting and packaging of scripts were late for duty. The invigilators on duty were also subject matter experts. Scripts were finally counted and packaged at 13:30 pm.	
	Absentee forms were inserted at 45 (100%) examination centres.	All monitored examination centres

Criteria	Findings	Examination Centres
	Only authorised personnel were present in the packaging room at 45 (100%) examination centres.	All monitored examination centres
	The scripts were packaged in the sequence on of numbers on the mark sheet at 45 (100%) examination centres.	All monitored examination centres
	The number of scripts corresponded to the number on the wrapper at 45 (100%) examination centres.	All monitored examination centres
	Scripts were sealed in the satchel provided at 41 (91%) examination centres. At four (9%) examination centres, scripts were not sealed in the satchel provided as these scripts were to be marked internally.	Lere-La-Tshepe Malmesbury Matatshe Prison Roodepoort
	The scripts were sealed in the presence of the monitor at 40 (89%) examination centres. Scripts were not sealed in the presence of the monitor at five (11%) examination centres, as this is not required for scripts that are marked internally.	Boksburg Lere-La-Tshepe Malmesbury Matatshe Prison Roodepoort
	The chief invigilators at 38 (91%) examination centres completed a daily situational report. There was no evidence of a daily situational report completed by the chief invigilator at seven (9%) examination centres.	Kroonstad Lichtenburg Malmesbury Mokopane Umzimkhulu Waterval-Boven Welkom
	Scripts were transported to a nodal point or locked in a strongroom by authorised personnel at 43 (96%) examination centres. At two (4%) examination centres, scripts were not transported by authorised personnel to the nodal point/ locked away in a strongroom.	Matatshe Prison Waterval-Boven

Criteria	Findings	Examination Centres
Monitoring by the DHET	<p>There was evidence of monitoring by the assessment body at 34 (76%) examination centres.</p> <p>There was no evidence during Umalusi's visit/s to 11 (24%) examination centres that the assessment body had monitored the examination centres.</p>	<p>Appelsbosch Centurion Fish Hoek Harrismith Kroonstad Matatshe Prison Middelburg Rostec Teko Ubuhle Bogu Umzimkhulu</p>
COVID-19 Compliance	<p>Thirty-six (80%) examination centres were fully COVID-19 compliant.</p> <p>Nine (20%) examination centres were not fully COVID-19 compliant.</p>	<p>Crawford Fish Hoek Inanda Kroonstad Mapuzi Mlumati Mthatha Ubuhle Bogu Umzimkhulu</p>
What occurred on 9 November 2021 during the writing of Food Preparation L3?	<p>Candidates at 13 (100%) examination centres wrote the first question paper, which covered Level 2 content.</p>	<p>Centre for People Development Centurion Esikhawini Kempton Lere-La-Tshepe Malmesbury Mapuzi Northdale Pretoria Protea Roodepoort Uppington Waterval-Boven</p>

Criteria	Findings	Examination Centres
Did the examination centre receive the emailed question paper for Food Preparation L3 from the DHET on 9 November 2021?	<p>Six (46%) of the monitored examination centres received the emailed question paper from the DHET.</p> <p>Seven (54%) of the examination centres monitored did not receive the emailed question paper from the DHET.</p>	<p>Centre for People Development Esikhawini Mapuzi Northdale Protea Waterval-Boven</p> <p>Centurion Kempton Park Lere-La-Tshepe Malmesbury Pretoria Roodepoort Upington</p>
Did the examination centre receive the marking guideline for the examination for Food Preparation L3 written on 9 November 2021?	<p>Two (15%) examination centres received the marking guidelines.</p> <p>Eleven (85%) examination centres did not receive the marking guidelines.</p>	<p>Northdale Waterval-Boven</p> <p>Centre for People Development Centurion Esikhawini Kempton Park Lere-La-Tshepe Malmesbury Mapuzi Pretoria Protea Roodepoort Upington</p>
What happened to the scripts/answer books that were collected from the candidates after the Food Preparation L3 examination on 9 November 2021?	The scripts/answer books were stored in a strongroom at all monitored examination centres.	All monitored examination centres

Criteria	Findings	Examination Centres
Did the examination centre receive the memorandum TE 47 of 2021 rescheduling the writing of Food Preparation L3?	Thirteen (100%) examination centres received Memorandum TE 47 of 2021.	All monitored examination centres
Were all candidates informed of Memo TE 47 of 2021?	All candidates at 13 (100%) examination centres were informed of the Memorandum TE 47 of 2021.	All monitored examination centres
Did all candidates who were present on 9 November 2021 write Food Preparation L3 on 25 November 2021?	<p>At five (38%) examination centres monitored, all candidates who were present on 9 November 2021 wrote the examination on 25 November 2021.</p> <p>At the five (38%) examination centres monitored, one candidate was absent on 25 November 2021.</p> <p>Two candidates were absent from one (8%) examination centre on 25 November 2021.</p> <p>Three candidates were absent from one (8%) examination centre on 25 November 2021.</p> <p>Seven candidates were absent from one (8%) examination centre on 25 November 2021.</p>	<p>Centurion</p> <p>Kempton Park</p> <p>Mapuzi</p> <p>Protea</p> <p>Roodepoort</p> <p>Centre for People Development</p> <p>Esikhawini</p> <p>Lere-La-Tshepe</p> <p>Northdale</p> <p>Pretoria</p> <p>Upington</p> <p>Waterval-Boven</p> <p>Malmesbury</p>
Verification that the question paper for Food Preparation L3 written on 25 November was not the same as the two question papers provided by Umalusi	The question paper was verified at 13 (100%) monitored examination centres.	All monitored examination centres

5.3.1 Irregularities observed by Umalusi monitors and staff

The Umalusi monitors and staff noted the following irregularities at examination centres:

- a. Centre for People Development:
 - i. On 24 November 2021, when Communication N5 P1 was written candidates were issued with the NC(V) answer booklets instead of the R191 answer booklets. This irregularity was recorded in the daily report and a copy of the irregularity form was submitted with the answer scripts.
- b. Centurion:
 - i. Subject matter experts invigilated the writing of examinations in their field of expertise.
 - ii. Invigilators were occupied with other business and arrived late for their o invigilation duty.
- c. Crawford:
 - i. The e-Learning media room, which is some distance from the examination control room, was used as a packing room. Although this examination centre had a packing/batching duty roster, most invigilators responsible for the counting and packaging of scripts were late for duty.
 - ii. The invigilators on duty were also subject matter experts; this is an irregularity.
 - iii. Scripts were finally counted and packed at 13:30 pm, which constitutes an irregularity as all scripts should be counted, packaged and dispatched within one hour of the completion of the examination.
- d. Middelburg:
 - i. Not all candidates were seated 30 minutes before the start of the examination.
 - ii. There were no minutes of the meetings conducted by the irregularity committee.
- e. Polokwane:
 - i. The monitor noted that the safe/strongroom could be accessed from another room.
- f. Pretoria:
 - i. One candidate lost an identity document in a taxi that morning and was given an Annexure V (proof of recognition in the country of origin).
- g. Rhodes College:
 - i. Candidates' admission letters/identity documents were not verified.
 - ii. The stamp on the answer booklet reflected the name of the college.
- h. Roodepoort:
 - i. Inadequate signage at the venues.
 - ii. A candidate was caught with crib notes in the subject Workshop Practice L2. An irregularity was declared, recorded, and a report prepared for the DHET.
- i. Sefikeng:
 - i. An irregularity occurred during the examination cycle for English First Additional Language L2 P1 written on 03 November 2021. A candidate had lost his identity document and was using a copy for identification. he also had an affidavit stating the loss of the identity document.

- j. Seshego:
 - i. A candidate was caught with crib notes. An irregularity was declared, recorded, and a report prepared for the DHET.
- k. Teko:
 - i. Except for one gentleman, all invigilators were young community members who did not know how to behave in a professional manner and failed to report some irregularities.
 - ii. On 15 November 2021, a candidate was found with crib notes for Soil Science Level 3.
 - iii. On 16 November 2021, a candidate was found with crib notes for Construction Supervision Level 4. On the same day, three candidates were found copying and sharing crib notes for Electrical Workmanship L4.
- l. Ubuhle Bogu:
 - i. Spacing/social distancing between candidates was not applied according to COVID-19 protocols.
 - ii. No invigilators were wearing name tags.
- m. Umlazi BB:
 - i. Some invigilators were not wearing name tags.
- n. Umzimkhulu:
 - i. One question paper was not checked for technical accuracy.
 - ii. The assessment body did not provide the special answer sheets for two questions in Agribusiness L2. The deputy chief invigilator sent a query to the assessment body, but the candidates had finished writing the examination before the answer sheets were provided.
 - iii. Invigilators were not wearing nametags.
- o. Usizo Kathorus:
 - i. COVID-19 measures were in place but not adhered to.
- p. Waterval-Boven:
 - i. An irregularity was reported on 9 November 2021 regarding Food Preparation L3 question papers that included L2 content.
- q. Welkom:
 - i. On 16 November 2021, the answer books for question 5 onwards were not included for Financial Management L3, written in the first session. The campus manager sent an email to an official to inform him of this. The answer book was sent via email to the campus manager who then made copies for all Financial Management L3 students.
 - ii. During the second session on 16 November 2021, insufficient question papers for Sustainable Tourism in SA L2 and Marketing Management L2 were received. The campus manager sent an email to an official to request more question papers. The campus manager also had to send scanned mark sheets for these subjects.

5.4 Areas of Improvement

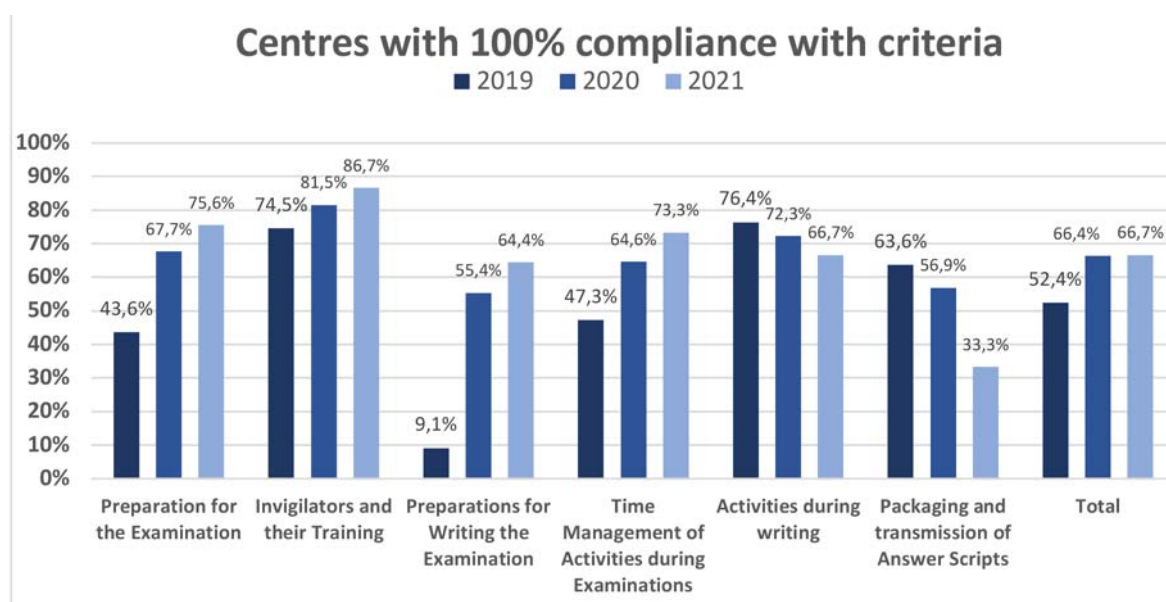
When compared to the November 2020 examinations, the 2021 examinations saw a 0.3% increase in examination centres that achieved full compliance with all the monitored criteria.

Preparations for writing was the area with the greatest improvement (9.1%). Time management of activities during examinations (8.7%) and preparations for the examination (7.9%) also showed some improvement.

Packaging and transmission of answer scripts (-23.6%) did, however, show a marked decline, followed by activities during writing (-5.6%).

Graph 5A below provides a comparison of the centres that obtained 100% compliance with all six criteria monitored from 2019 to 2021.

Graph 5A Centres with 100% compliance in all monitored criteria



5.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- At five (11%) monitored examination centres, there was no evidence that the chief invigilator had been trained by the assessment body.
- The examination file at 39 (87%) examination centres was incomplete.
- Invigilators at five (11%) examination centres did not arrive on time.
- Question papers were not distributed to candidates on time at two (4%) examination centres.
- The examination ended later than the time stipulated at one (2%) examination centre.
- At two (4%) examination centres, candidates were allowed to leave the examination venue during the last 15 minutes of the session.
- Scripts were not counted or packed in a secured area at one (2%) examination centre.
- At seven (9%) examination centres, there was no evidence that the chief invigilator had completed a daily situational report.
- Nine (20%) examination centres were not fully COVID-19 compliant and at 18 (40%) examination centres, invigilators collecting the answer books were not wearing non-surgical gloves.

- j. Candidates for Food Preparation L3 wrote an incorrect question paper set on Level 2 content.

5.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- a. Chief invigilators receive the necessary training from the assessment body;
- b. Examination centres improve invigilation processes;
- c. Examination centres comply with all procedures for the handling and packaging of examination scripts;
- d. Daily situational reports are completed and submitted by all examination centres; and
- e. All examination centres comply fully with COVID-19 regulations.

5.7 Conclusion

The conduct, administration and management of the NC(V) L2–L4 November 2021 examinations were of a satisfactory standard and most the examination centres monitored had complied with all requirements. Although difficulties were observed at some examination centres, these did not compromise the overall integrity and credibility of the examinations.

CHAPTER 6 STANDARDISATION OF MARKING GUIDELINES



6.1 Introduction

The credibility and success of the marking process is dependent on the fairness and consistency of the assessments. It is therefore imperative that role players reach consensus on a common understanding of the marking process, the expected responses and the allocation of marks before marking commences. The main purpose of the standardisation of the marking guidelines for the national examinations is to ensure fair, consistent and valid marking. This goal can be achieved only if there is open discussion between chief markers, internal moderators and markers.

In 2021, the lockdown restrictions brought about by COVID-19 necessitated an approach that required social distancing, yet still allowed for the standardisation process to continue effectively. The need for social distancing not only affected the standardisation meetings, but also meant that the Department of Higher Education and Training (DHET) was required to share the marking processes among more marking centres. This required the appointment of more marking staff.

The DHET embarked on a process of arranging online meetings with all role players in the marking guideline discussions as well as examiners and internal moderators of the question papers. Some marking guideline discussion meetings took place on the first day of the blocked marking process at the allocated marking centres.

The marking guideline standardisation meetings for National Certificate (Vocational) [NC(V)] Level 2 and Level 3 were conducted shortly after each question paper had been written. The appointed standardisation committees met virtually using the Microsoft Teams platform to discuss the marking guidelines and to agree on amendments. The online platform simplified the process by allowing committee members immediate access to one another so that amendments to the marking guidelines could be made on the shared screen. On completion of this process, the DHET used Dropbox to share the approved marking guidelines with all colleges and campuses.

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

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

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

Furthermore, this process was intended to ensure that all possible responses were included in the final marking guidelines so that candidates were not unfairly advantaged or disadvantaged.

6.2 Scope and Approach

Umalusi’s external moderators attended the marking guideline standardisation meetings for a sample of five NC(V) Levels 2 and 3 question papers, as listed in Table 6A below. In the case of the NC(V) Level 4 question papers, 59 external moderators from Umalusi attended the marking guideline discussion meetings for 56 subjects and 59 question papers, as listed in Table 6B below. The meetings for all the subjects except one, Process Control L4, were conducted on the online platform; when the external moderator for the latter arrived at the marking centre to do the verification of marking, marking had not yet begun. It was decided that the external moderator and the chief marker would discuss and sign off the marking guideline.

6.2.1 NC(V) Levels 2 and 3

Umalusi officials attended the online marking guideline discussion meetings hosted by the DHET on the Microsoft Teams platform between 29 October and 26 November 2021. These meetings were attended by members of the standardising committees. Table 6A lists the question papers and dates of the meetings attended by Umalusi.

Table 6A: NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi

No.	Question Paper	Dates
1.	Client Services and Human Relations L2	2021/11/12
2.	Early Childhood Development L3	2021/11/18
3.	English First Additional Language (FAL) L2 Paper 2	2021/11/05
4.	Hospitality Generics L3	2021/11/16
5.	Hospitality Services L2	2021/11/19
6.	Introduction to Systems Development L2 Paper 2	2021/11/22
7.	Learning Psychology L2	2021/11/17
8.	Life Skills and Computer Literacy L2 Paper 1	2021/11/11
9.	Life Skills and Computer Literacy L3 Paper 1	2021/11/19
10.	Mathematical Literacy L2 Paper 1	2021/11/02
11.	Mathematical Literacy L3 Paper 2	2021/11/26
12.	Mathematics L2 Paper 1	2021/11/02
13.	Mathematics L3 Paper 1	2021/10/29
14.	Multimedia Content L3	2021/11/16
15.	Science of Tourism L3	2021/11/10
16.	Systems Analysis and Design L3	2021/11/10

During the lockdown period in 2020, the DHET introduced online meetings and Umalusi amended the moderation instrument to align with these procedural changes.

6.2.2 NC(V) Level 4

The success of the online meetings in 2020 prompted the DHET to continue using the online platform for marking guideline discussions in 2021. However, although the online meetings proved to be very cost effective, Umalusi decreased the number of external moderators attending these meetings from 82 in 2020 to 58 in 2021. This was done to increase the sample for the verification of marking. Nevertheless, the number of moderators remained higher than the 40 who had been appointed during 2019. The new approach allowed all attendees to link up with the meeting from any location via an electronic device with internet access. All meetings were scheduled between 3 November and 1 December 2021; one marking guideline discussion meeting was conducted on 9 December 2021 at the Polokwane Marking Centre.

Table 6B lists all question papers and dates of the marking guideline discussions for NC(V) L4 attended by Umalusi officials.

Table 6B: NC(V) Level 4 question papers included in sample of marking guideline discussion meetings attended by Umalusi

No.	Question Paper	Date
1.	Advanced Plant Production L4	2021/11/10
2.	Advertising and Promotions L4	2021/11/15
3.	Agribusiness L4	2021/11/22
4.	Animal Production L4	2021/11/15
5.	Applied Accounting L4 Paper 1	2021/11/26
6.	Applied Engineering Technology L4	2021/11/15
7.	Applied Policing L4	2021/11/22
8.	Art and Science of Teaching L4	2021/11/15
9.	Automotive Repair and Maintenance L4	2021/11/22
10.	Business Practice L4	2021/11/15
11.	Carpentry and Roof Work L4	2021/11/22
12.	Client Service and Human Relations L4	2021/11/15
13.	Computer Programming L4 Paper 2	2021/11/26
14.	Construction Planning L4	2021/11/16
15.	Construction Supervision L4	2021/11/18
16.	Criminal Justice Process L4	2021/11/18
17.	Data Communication and Networking L4	2021/11/16
18.	Early Childhood Development L4	2021/11/23
19.	Electrical Principles and Practice L4	2021/11/16
20.	Electrical Systems and Construction L4	2021/11/23
21.	Electrical Workmanship L4	2021/11/19
22.	Electronic Control and Digital Electronics L4	2021/11/10
23.	Engineering Processes L4	2021/11/18

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

No.	Question Paper	Date
24.	English First Additional Language (FAL) L4 Paper 1	2021/11/08
25.	Financial Management L4	2021/11/25
26.	Food Preparation L4	2021/11/10
27.	Freight Logistics L4	2021/11/16
28.	Hospitality Generics L4	2021/11/19
29.	Human and Social Development L4	2021/11/10
30.	Law Procedures and Evidence L4	2021/11/10
31.	Learning Psychology L4	2021/11/19
32.	Life Skills and Computer Literacy L4 Paper 1	2021/11/12
33.	Life Skills and Computer Literacy L4 Paper 2	2021/11/03
34.	Management Practice L4	2021/11/17
35.	Marketing Communication L4	2021/11/10
36.	Marketing L4	2021/11/19
37.	Masonry L4	2021/11/23
38.	Materials L4	2021/11/11
39.	Mathematical Literacy L4 Paper 1	2021/11/03
40.	Mathematics L4 Paper 2	2021/12/01
41.	Multimedia Service L4	2021/11/19
42.	New Venture Creation L4	2021/11/24
43.	Office Data Processing L4	2021/11/11
44.	Office Practice L4	2021/11/19
45.	Operations Management L4	2021/11/11
46.	Physical Science L4 Paper 1	2021/11/26
47.	Physical Science L4 Paper 2	2021/11/29
48.	Plumbing L4	2021/11/24
49.	Process Control L4	2021/12/09
50.	Professional Engineering Practice L4	2021/11/11
51.	Project Management L4	2021/11/24
52.	Science of Tourism L4	2021/11/12
53.	Stored Programme Systems L4	2021/11/12
54.	Sustainable Tourism in SA and International Travel L4	2021/11/22
55.	Systems Analysis and Design L4	2021/11/12
56.	Tourism Operations L4	2021/11/24
57.	Transport Operations L4	2021/11/22
58.	Welding L4	2021/11/24
59.	Wholesale and Retail L4	2021/11/24

Umalusi moderators used the amended moderation instrument developed during 2020 for the Standardisation of Marking Guidelines. This instrument for NC(V) Level 4 required Umalusi moderators to report the findings based on the following criteria:

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

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, provide guidance where necessary, endorse final decisions and finally to approve the final marking guidelines for use during the marking.

6.3 Summary of Findings

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

The 16 external moderators joined online marking guideline discussion meetings for the sample of subjects from Level 2 and Level 3. Umalusi's findings of the moderation of the standardisation process are reflected in Table 6C:

Table 6C: NC(V) L2 and L3 Summary of findings

Criteria	Findings	Question Papers
Attendance by committee members	Forty-four percent of the meetings were attended by members of the standardisation committee from each subject. These committees consisted of lecturers experienced in the subject. This is a drop of 36% from 80% in November 2020.	Client Services and Human Relations L2 Hospitality Generics L3 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Mathematics L3 Paper 1 Science of Tourism L3 Systems Analysis and Design L3
Attendance by examiner and internal moderator	Only one meeting was attended by the examiner of the subject. No meetings were attended by the internal moderator of the respective question paper.	Early Childhood Development L3

Criteria	Findings	Question Papers
Attendance by marking staff	For 50% of the question papers, the chief marker (CM), markers and/or internal moderator (IM) attended the meeting. No other members were present.	English FAL L2 Paper 2 Hospitality Services L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Multimedia Content L3
Punctuality	The online meeting for 94% of the subjects started on time.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Generics L3 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Multimedia Content L3 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Systems Analysis and Design L3
	Nineteen percent of online meetings started late because of connectivity issues or load-shedding.	Introduction to Systems Development L2 Paper 2 Mathematical Literacy L3 Paper 2 Science of Tourism L3
Duration of meeting	Less than an hour (13%)	Learning Psychology L2 Systems Analysis and Design L3
	One to one-and-a-half hours (56%)	Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Life Skills and Computer Literacy L2 Paper 1

Criteria	Findings	Question Papers
		Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1 Multimedia Content L3 Science of Tourism L3
	Between two and two-and-a-half hours (25%)	Client Services and Human Relations L2 Hospitality Generics L3 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2
	Four hours (6%)	Mathematics L3 Paper 1
Chairperson of meeting	The standardisation coordinator chaired 31% of the meetings.	Hospitality Generics L3 Introduction to Systems Development L2 Paper 2 Mathematics L3 Paper 1 Science of Tourism L3 Systems Analysis and Design L3
	In 69% of the meetings, one of the markers/senior lecturers acted as chairperson.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Multimedia Content L3
Umalusi signed off marking guideline.	Umalusi signed off the marking guideline for each subject that was shared on the screen during 95% of the online marking guideline discussions. This is an improvement of 15% on 80% in November 2020.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Generics L3 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1

Criteria	Findings	Question Papers
		Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3 Systems Analysis and Design L3
Adjustments to the marking guideline	Adjustments to the marking guideline were justified in all subjects except for Hospitality Generics (94%).	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3 Systems Analysis and Design L3
	Umalusi indicated that markers had proposed too many additional answers; they also tended to be too lenient. The markers believed that this would compensate for time lost during lockdown restrictions. The external moderator did not allow this.	Hospitality Generics L3
	None of the amendments made to the marking guidelines influenced the cognitive demand of the questions.	Mathematical Literacy L3 Paper 2
Sample marking	The markers did not do any sample marking before or during 94% of the online meetings.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Generics L3 Hospitality Services L2

Criteria	Findings	Question Papers
		Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3 Systems Analysis and Design L3
	in one subject, sample marking was done.	Client Services and Human Relations L2
Incorrect answers in the marking guideline	In one paper, participants identified a question in which an incorrect measurement had been used. They discussed this and presented an alternative that would not unfairly advantage or disadvantage any student. This represented 6% of subjects, a significant decrease from 80% in November 2020.	Mathematical Literacy L3 Paper 1
Additional answers added	The meeting added additional answers to all (100%) marking guidelines. These answers and the effect on cognitive demand were discussed before any addition was made. This is an increase of 20% on 80% in November 2020.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Hospitality Generics L3 Hospitality Services L2 Introduction to Systems Development L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3 Systems Analysis and Design L3

Criteria	Findings	Question Papers
Changes to mark allocation	Participants in the meetings made minor changes to mark allocation during 38% of the meetings (20% in November 2020), mostly where mark allocation in the marking guideline and the question paper did not correspond.	Life Skills and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3
Usefulness of online platform for marking guideline discussions	Umalusi felt that 63% of the online meetings were professional and efficiently conducted. The process ran smoothly and facilitated interactive participation.	Client Services and Human Relations L2 Early Childhood Development L3 English FAL L2 Paper 2 Learning Psychology L2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper1 Mathematics L3 Paper 1 Multimedia Content L3 Science of Tourism L3 Systems Analysis and Design L3
	Twenty-five percent of Umalusi moderators and participants believed that examiners and internal moderators of question papers should be involved in the marking guideline standardisation discussions. This would build a common understanding of the performance requirements and would encourage recommendations to improve the quality of future question papers.	Client Services and Human Relations L2 Learning Psychology L2 Life Skills and Computer Literacy L3 Paper 1 Multimedia Content L3

6.3.2 Summary of Findings for NC(V) Level 4

Umalusi attended online marking guideline discussion meetings for 55 subjects (58 question papers) over the period 3 November to 1 December 2021. The face-to-face marking guideline discussion meeting for one subject (one question paper) was conducted on 9 December 2021. The findings of Umalusi’s attendance at the NC(V) Level 4 marking guideline discussion meetings are summarised in Table 6D. These findings reflect both good practices and challenges.

Table 6D: Summary of findings for NC(V) L4

Criteria	Findings	Question Papers
Attendance	The DHET instructed all delegates to add their names and designations to the chat box once they had signed on. Owing to technical issues related to connectivity, sound failure and an inability to activate the chat box, some participants in 5% of the meetings did not respond to this request. Umalusi thus found it difficult to identify all participants.	Human and Social Development L4 Life skills and Computer Literacy L4 Paper 2 Office Practice L4
	The chief markers for 12% of the subjects were not present during the meetings. This included mainly those subjects for which small numbers of students were registered for the examination, or cases where the chief markers had not yet been appointed yet. Compared to 2020, when 91% of the subjects had a chief marker in attendance the attendance had decreased by 3% to 88% in 2021.	Animal Production L4 Carpentry and Roof Work L4 Masonry L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Systems Analysis and Design L4 Transport Operations L4
	It was gratifying to note that, attendance by IM at meetings increased by 7%, from 84% in 2020 to 91% in 2021. In the 9% of cases where the IM was not present, Umalusi was unable to validate the attendance either because of difficulties to do with the attendance register or because the number of students did not justify the appointment of an internal moderator.	Carpentry and Roof Work L4 Criminal Justice Process L4 Law Procedures and Evidence L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Project Management L4
	In subjects where the enrolment numbers were small the CM and IM took on the roles of marker. Furthermore, problems with attendance registers may have affected the estimate of marker attendance. There was, however, a pleasing increase in the attendance of markers, from 72% in 2020 to 81% in 2021. The subjects for which no markers were indicated as present are listed in the subject column.	Art and Science of Teaching L4 Carpentry and Roof Work L4 Early Childhood Development L4 Freight Logistics L4 Learning Psychology L4 Multimedia Service L4 Plumbing L4 Stored Programme Systems L4
Attendance	At 19% of the meetings, an attempt was made to ensure that all markers did attend the online marking guideline discussion meetings. For some question papers (indicated in the subject column) the number of markers ranged from ten to 58.	Business Practice L4 Client Service and Human Relations L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1

Criteria	Findings	Question Papers
		Life Skills and Computer Literacy L4 Paper 1 Life skills and Computer Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 Office Data Processing L4 Office Practice L4
Punctuality of participants	<p>Only 56% of the meetings started on time. This is a drop of 8% from 64% in November 2020.</p> <p>The online meetings took place during the height of load-shedding. Punctuality was further complicated by technical and connectivity issues. Of the subjects that did not start on time 58% started late owing to attendees joining late.</p>	Advertising and Promotions L4 Animal Production L4 Applied Accounting L4 Paper 1 Applied Policing L4 Automotive Repair and Maintenance L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Processes L4 Freight Logistics L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 Life skills and Computer Literacy L4 Paper 2 Marketing L4 Materials L4 Multimedia Service L4 Process Control L4 Project Management L4 Tourism Operations L4 Transport Operations L4

Criteria	Findings	Question Papers
	Other meetings started late because the chairperson joined late owing to connectivity, technical, sound or load-shedding issues. In Carpentry and Roof Work L4, however, Umalusi and the chairperson waited in vain for the other attendees to join but continued with the meeting.	Carpentry and Roof Work L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Human and Social Development L4 Management Practice L4 Marketing Communication L4 Stored Programme Systems L4
Duration of meeting	The duration of meetings ranged from an hour to four hours. The meeting for Criminal Justice Procedure L4 (2%) started on time, but participants struggled to share the marking guideline. The meeting was adjourned, and participants were requested to re-join the meeting. After an hour, none of the participants had re-joined and the chairperson and Umalusi decided to close the meeting. Meetings in November 2020 for 11% of subjects were shorter than an hour.	Criminal Justice Procedure L4
	Sixty percent of the meetings (34% in November 2020) were between one and two hours in duration. There were various reasons for the differences in duration, such as low numbers of attendees or where the marking guideline was approved without any amendments.	Agribusiness L4 Applied Accounting L4 Paper 1 Applied Policing L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Carpentry and Roof Work L4 Construction Planning L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Freight Logistics L4 Hospitality Generics L4

Criteria	Findings	Question Papers
		Human and Social Development L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 Marketing L4 Materials L4 Masonry L4 Operations Management L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Plumbing L4
	<p>The duration of the meetings for 25% (41% in November 2020) of the subjects ranged from two to three hours.</p> <p>The remainder of the meetings (13% as in November 2020) exceeded three hours in duration.</p>	<p>Process Control L4 Professional Engineering Practice L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Welding L4</p> <p>Advanced Plant Production L4 Advertising and Promotions L4 Animal Production L4 Art and Science of Teaching L4 Computer Programming L4 Paper 2 Construction Supervision L4 Construction Supervision L4 Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Mathematics L4 Paper 2 Multimedia Service L4 Project Management L4 Tourism Operations L4 Transport Operations L4</p> <p>Applied Engineering Technology L4 Business Practice L4 Engineering Processes L4 English FAL L4 Paper 1</p>

Criteria	Findings	Question Papers
		Life Skills and Computer Literacy L4 Paper 1 Mathematics L4 Paper 1 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Wholesale and Retail Level 4
Appointment of marking staff	Umalusi could not verify the exact dates of appointment of marking staff for 15% of the question papers from the information in the moderation reports. The remaining CM, IM and markers received their letters of appointment via e-mail in the last week of October or in the first week of November 2021.	Applied Engineering Technology L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Criminal Justice Process L4 Engineering Processes L4 English FAL L4 Paper 1 Law Procedures and Evidence L4 Life skills and Computer Literacy L4 Paper 2 Stored Programme Systems L4
Recruitment process	All marking staff responded to a DHET circular sent to colleges earlier in 2021. The DHET confirmed their appointment by e-mail. Umalusi did not have access to the names and designations of the individuals who were invited to the meetings.	
Chairpersons of meetings	The DHET continued to use the examiner and/ or internal moderator of a question paper as the chairperson of the meeting in 56% of subjects (68% in November 2020). Question papers for which Umalusi was able to verify that one or both individuals chaired the meeting are indicated.	Advertising and Promotions L4 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 2 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Processes L4

Criteria	Findings	Question Papers
		English FAL L4 Paper 1 Financial Management L4 Food Preparation L4 Freight Logistics L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 Life skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Process Control L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Plumbing L4 Project Management L4 Science of Tourism L4 Tourism Operations L4 Transport Operations L4 Welding L4
	Traditionally, the chief marker concerned chaired the marking guideline discussion meeting. In this round only 25% (18% in November 2020) of meetings were chaired by the chief marker.	Computer Integrated Manufacturing L4 Construction Planning L4 Criminal Justice Process L4 Economic Environment L4 Freight Logistics L4 Governance L4 Life Skills and Computer Literacy L4 Paper 2 Materials L4 Mathematical Literacy L4 Paper 2 Personal Assistance L4 Plumbing L4 Process Control L4 Science of Tourism L4 Stored Programme Systems L4 Wholesale and Retail L4

Criteria	Findings	Question Papers
	In 15% (6% in November 2020) of the question papers, the internal moderator chaired the meeting. In these cases, Umalusi could not verify whether this was the internal moderator of marking or the internal moderator for the setting of the question papers.	Advanced Plant Production L4 Animal Production L4 Applied Accounting L4 Paper 1 Applied Policing L4 Construction Supervision L4 Human and Social Development L4 Mathematics L4 Paper 2 Office Practice L4 Systems Analysis and Design L4
	Because of a lack of experience with Microsoft Teams, the online meeting for one question paper (2%) was chaired by Umalusi.	Law Procedures and Evidence L4
	The designation of the chairperson in for remaining meetings (2%) was not recorded.	Hospitality Generics L4
Adjustments to marking guidelines during marking guideline discussion meetings	In only 7% (16% in November 2020) of subjects, the marking guideline was accepted without any adjustments. These were signed off as the final, approved marking guidelines.	Agribusiness L4 Masonry L4 Plumbing L4 Welding L4
	Owing to difficulties with attendance at the Criminal Justice Process L4 meeting (2%), no discussions or amendments were recorded.	Criminal Justice Process L4
	Adjustments were made to the marking guidelines for the remaining question papers (91%).	
Justification of changes to marking guidelines	Umalusi regarded all changes to marking guidelines (100%) as justified. These amendments would enhance the marking process and promote fairness and consistency in marking.	
Effect of changes to marking guidelines on cognitive level of answers/ responses	Only one subject reported that the change to two questions would affect the cognitive level of the question paper. The team decided that responses of a lower cognitive level would benefit the candidates.	New Venture Creation L4
Role of Umalusi moderator in marking guideline discussion meetings	Umalusi assumed different roles depending on the size of the group of participants. In larger groups, the role was that of observer, guide, mediator and final decision-maker. With smaller groups, the role changed to chairperson of the meeting, an active participant and/or an advisor.	

Criteria	Findings	Question Papers
	In one instance (2%), the external moderator assumed the role of chairperson.	Law Procedures and Evidence L4
Signing off the marking guidelines	Apart from Criminal Justice Procedure L4, where the guideline discussion was not completed, 58 (98%) of marking guidelines were signed off. Because of the nature of an online meeting, the sign-off procedure comprised a verbal agreement rather than an actual signing off.	
Conduct of marking staff	All marking staff displayed professional behaviour and regarded the meeting as an opportunity to uphold the principles of good assessment. Attendees participated with positive contributions and respected the views of others.	
Problems experienced during the meeting	Umalusi reported some difficulties in the marking guideline discussions for 27% of questions papers, a sharp increase from 9% in November 2020. These issues related mostly to connectivity difficulties; load-shedding, limited experience in using Microsoft Teams and limited participation by some delegates.	Agribusiness L4 Animal Production L4 Applied Policing L4 Art and Science of Teaching L4 Business Practice L4 Client Service and Human Relations L4 Construction Supervision L4 Electrical Workmanship L4 Engineering Processes L4 Law Procedures and Evidence L4 Marketing Communication L4 Materials L4 Operations Management L4 Project Management L4 Stored Programme Systems L4
Fairness of the question paper	The online meeting allowed marking staff to indicate any problems they had experienced with the paper. The marking staff for 88% of the question papers felt satisfied that the question paper was fair.	

Criteria	Findings	Question Papers
	Marking staff for 12% of the question papers (a slight increase of 3% from 9% in November 2020), indicated that some of the questions could have been misinterpreted. Additional answers were added to address the possibility of ambiguities.	Electronic Control and Digital Electronics L4 Engineering Processes L4 Law Procedures and Evidence L4 Life skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Tourism Operations L4
Comments and recommendations from Umalusi moderators	Not all Umalusi moderators recorded comments on the viability of the online platform, but there was general consensus that rise in numbers of participants at these meetings increased participation, understanding and added value to assessment and teaching and learning processes. Umalusi remarked on the professional preparation, presentation and control demonstrated by chairpersons during the meetings for 93% of the subjects.	
	Some challenges arose in 22% of the meetings (13% in November 2020). These were caused by technical glitches, such as connectivity, which affected the punctual start and procedure of meetings, uploading of documents, failure of electronic devices, lack of participation, and unpreparedness of chairpersons.	Applied Policing L4 Art and Science of Teaching L4 Business Practice L4 Client Service and Human Relations L4 Construction Supervision L4 Electrical Workmanship L4 Engineering Processes L4 Law Procedures and Evidence L4 Marketing Communication L4 Materials L4 Operations Management L4 Project Management L4 Stored Programme Systems L4
	Some concerns that were raised in 20% of the meetings (24% in November 2020) related to absenteeism among chief markers, internal moderators, markers from one or all marking centres, and the lack of preparedness among attendees.	Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Carpentry and Roof Work L4 Construction Supervision L4 Criminal Justice Process L4 Electrical Principles and Practice L4

Criteria	Findings	Question Papers
		Engineering Processes L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Transport Operations L4

6.4 Areas of Improvement

During the marking guideline discussion meetings, areas of improvement and some good practices were observed by the external moderators.

The following areas of improvement were noted:

- a. Umalusi signed off the marking guideline for each subject that was shared on the screen during 95% of the online marking guideline discussions for Level 2 and Level 3, an improvement of 15% on 80% in November 2020;
- b. Attendance of internal moderators at the Level 4 meetings increased by 7%, from 84% in 2020 to 91% in 2021;
- c. There was a drop of 4% in the absenteeism rate among chief markers, internal moderators, and markers and in the unpreparedness of attendees, from 24% in November 2020 to 20% in November 2021.
- d. The online meetings proved a cost-effective and efficient way of connecting role players in the process of standardising the marking guidelines to ensure fair and consistent marking;
- e. The attendance of examiners and internal moderators of question papers at online marking guideline discussion meetings allowed for open discussion and will enhance the setting and marking processes in the future;
- f. After the marking guideline discussions, 100% of the marking guidelines were signed off, albeit verbally; and
- g. All marking staff behaved in a professional manner and regarded the standardisation of marking guidelines as an opportunity to uphold the principles of good marking.

6.5 Areas of Non-compliance

External moderators' reports revealed some areas of non-compliance that could compromise the examinations:

- a. Only 56% of the meetings started on time. This was a drop of 8% from 64% in November 2020;
- b. In only 7% (16% in November 2020) of NC(V) L4 subjects, the marking guideline was accepted without any adjustments;
- c. Umalusi reported problems in the marking guideline discussions for 27% question papers, a sharp increase from 9% in November 2020.
- d. In 12% of the meetings (a slight increase of 3% from 9% in November 2020), marking staff indicated that some questions were ambiguous;
- e. Some difficulties experienced in 22% of the meetings (13% in November 2020) were the result of technical glitches;
- f. The absence of lists of participants' names and designations made it difficult to verify attendance; and
- g. The online platform was unfamiliar to some participants and this affected their participation in the meetings.

6.6. Directives for Compliance and Improvement

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

- a. The marking guideline discussion meetings start on time;
- b. Umalusi has access to the names and designations of invited marking staff prior to the meetings;
- c. All chairpersons receive training and guidance in the use of the online platform; and
- d. Each meeting starts with a short session during which all participants are familiarised with the controls and use of the online platform, as well as online meeting etiquette.

6.7 Conclusion

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

CHAPTER 7 MONITORING OF MARKING CENTRES



7.1 Introduction

Umalusi monitored marking centres for the November 2021 examinations of the National Certificate (Vocational) (NC(V)) Level 4 in compliance with the quality assurance of assessment mandate. The purpose of this monitoring is to establish whether the Department of Higher Education and Training (DHET) has set up the required systems and processes to ensure the integrity and credibility of marking processes.

The DHET provided Umalusi with the following information:

- Registration data that indicated the number of candidates enrolled for various subjects;
- Subjects to be marked at various marking centres;
- The location of marking centres, including the physical addresses; and
- The dates for the marking of the NC(V) Level 4 November 2021 examination scripts.

This chapter reports on the findings of the monitoring of eight DHET marking centres. It acknowledges areas of improvement, highlights areas of non-compliance and provides directives for improvement and compliance.

7.2 Scope and Approach

The marking of the November 2021 examinations for NC(V) Level 4 was conducted at eight marking centres established by the DHET in eight provinces. Umalusi sent staff members and monitors to monitor marking centres used by the DHET.

Data used to compile this report were gathered from on-site monitoring of the marking centres, interviews and observations conducted by Umalusi staff and monitors, using an instrument designed for this purpose. The details of the monitored marking centres are provided in Tables 7A and 7B.

Table 7A: Marking centres monitored by Umalusi staff members

No.	Centre	Province	Programme	Date
1.	Bloemfontein Campus	Free State	NC(V) L4	07 December 2021
2.	Springs Campus	Gauteng	NC(V) L4	07 December 2021
3.	Polokwane Campus	Limpopo	NC(V) L4	08 December 2021
4.	Asherville Campus	KwaZulu-Natal	NC(V) L4	10 December 2021
5.	Potchefstroom Campus	North-West	NC(V) L4	11 December 2021

Table 7B: Marking centres monitored by Umalusi monitors

No.	Centre	Province	Programme	Date
1.	East London Campus	Eastern Cape	NC(V) L4	08 December 2021
2.	Tygerberg Campus	Western Cape	NC(V) L4	08 December 2021
3.	Nelspruit Campus	Mpumalanga	NC(V) L4	09 December 2021

7.3 Summary of Findings

The findings in Table 7C below are presented according to the criteria for monitoring marking centres as prescribed by Umalusi.

Table 7C: Findings of monitoring by Umalusi staff and monitors

Criteria	Findings
Preparation and planning for marking	All marking centres had a marking management plan in place.
	The marking centre management teams reported for duty according to the management plan at all marking centres.
	Marking personnel arrived according to the plan at all marking centres and marking was staggered over the weekends. Subjects with: <ul style="list-style-type: none"> a. Marking guidelines standardised on 3 November 2021 were marked from 6 November 2021; b. Marking guidelines standardised from 4 to 10 November 2021 were marked from 13 November 2021; c. Marking guidelines standardised from 11 to 17 November 2021 were marked from 20 November 2021; and d. Marking guidelines standardised from 18 to 24 November 2021 were marked from 27 November 2021.
	Blocked marking commenced on 4 December 2021 for various marking centres as scheduled by the DHET.
	There was a list of all appointed marking personnel at all marking centres.
	The assessment body provided seven marking centres with marking guidelines in good time. At Asherville, there was a delay in receiving some of the marking guidelines from the assessment body.
	Marking personnel at all marking centres were trained according to the management plan.
	Marking at all marking centres commenced between 07:00 and 08:00 and ended between 17:00 and 20:00 daily.
Marking centre resources	All marking centres were found to be suitable for marking.
	There was sufficient space at all marking centres to accommodate the number of subjects to be marked.
	The control rooms at all marking centres had sufficient space to accommodate all marked scripts .
	All marking centres had telecommunication equipment.
	Six marking centres complied with the minimum occupational health and safety (OHS) requirements and regulations.
	The fire extinguishers at Bloemfontein and Potchefstroom needed to be serviced.
	The furniture was suitable for marking at all marking centres.

Criteria	Findings
Security measures	Security personnel at all marking centres had a list or register of all marking personnel. Marking personnel were given identification tags at all marking centres.
	Security comprised controlled access at the gates and entrances to the marking centres. Vehicle boot searches were conducted at the gates of all marking centres.
	At all marking centres, unauthorised persons were required to provide proof of their identity and were then escorted to the marking centre manager or his/her deputy, or the relevant department by security officers.
	The chief marker (CM) of each subject controlled and signed for the scripts from the control room. The CM and examination assistants (EA) were then escorted by security personnel to the marking venue at all marking centres.
	All marking centres made use of courier services to transport scripts to and from the marking centre.
Handling of irregularities	The marking centre managers discussed processes and procedures for dealing with irregularities with CM and internal moderators (IM) during their training sessions. The CM and IM in turn discussed these procedures with markers during marking guideline discussions.
	At all the marking centres monitored, irregularity committees had been constituted. These comprised the marking centre management team and the CM and/or IM of the respective subject.
	The process of identifying and dealing with irregularities was standardised across all marking centres. Once a marker identified an irregularity, he/she immediately discussed it with the CM. After the script(s) concerned had been internally moderated, the CM evaluated the validity of the irregularity. If evidence was convincing, the matter was escalated to the marking centre manager and the irregularity committee. The committee would then forward a report together with all the evidence to the DHET. The original script(s) and a copy of the mark sheet would be sent together with the report to the DHET, while the copy of the script(s) would be replaced in the batch. The irregularity would then be recorded in the irregularity register.
Monitoring by the assessment body	There was evidence of monitoring by the assessment body at seven marking centres. At the time of Umalusi's visit, there was no evidence of monitoring by the assessment body at East London Campus.
	The monitors from the assessment body left a report of their findings at the following marking centres: Bloemfontein Campus; Nelspruit Campus; and Potchefstroom Campus.
	The monitors from the assessment body did not leave a report at the following marking centres: Asherville Campus; Polokwane Campus; Springs Campus; and Tygerberg Campus.

Criteria	Findings
Quality assurance procedures and capturing of marks	At all marking centres visited by Umalusi monitors and staff, scripts were checked by EA to ensure that marks had been correctly totalled, transferred to the front pages, and then to the mark sheets.
	The system for capturing marks at the marking centres was quality assured by a double-entry system, where one official captured and another verified.
	The capturing coordinator rechecked the captured data after the capturers themselves had checked each other's work.
	At all marking centres, a separate room equipped with computers was used for the capture of marks.
Reports	The markers at all marking centres made notes to enhance the qualitative report.
	At all marking centres, the CM completed a qualitative report after the marking process.
	The IM at all marking centres completed qualitative reports.
	There was a system in place at all marking centres to control the receipt of qualitative reports.
	The Deputy Marking Centre Manager: Academic quality assured all the submitted reports at all marking centres.
COVID-19 Compliance	All monitored marking centres had adequate COVID-19 measures in place.

7.4 Areas of Improvement

Umalusi staff and monitors noted and observed the following:

- a. At Potchefstroom Campus extra security guards were used and a WhatsApp group was created to inform marking officials of any security issues.
- b. At Springs Campus the EAs' room was divided into three sections to improve efficiency and to:
 - i. Control all scripts that were to be verified by the EA;
 - ii. Correct scripts that had errors; these scripts were placed on top of the mark sheet for easier identification by the CM for correction; and
 - iii. Collect all scripts and marksheet(s) corrected by the CM and submit them for scanning and capturing.

7.5 Areas of Non-Compliance

The Umalusi monitors and staff noted the following areas of non-compliance:

- a. At Asherville Campus there was a delay in receiving some of the marking guidelines from the assessment body; and
- b. At Bloemfontein and Potchefstroom Campuses, the fire extinguishers needed servicing.

7.6 Directives for Improvement and Compliance

DHET must ensure that:

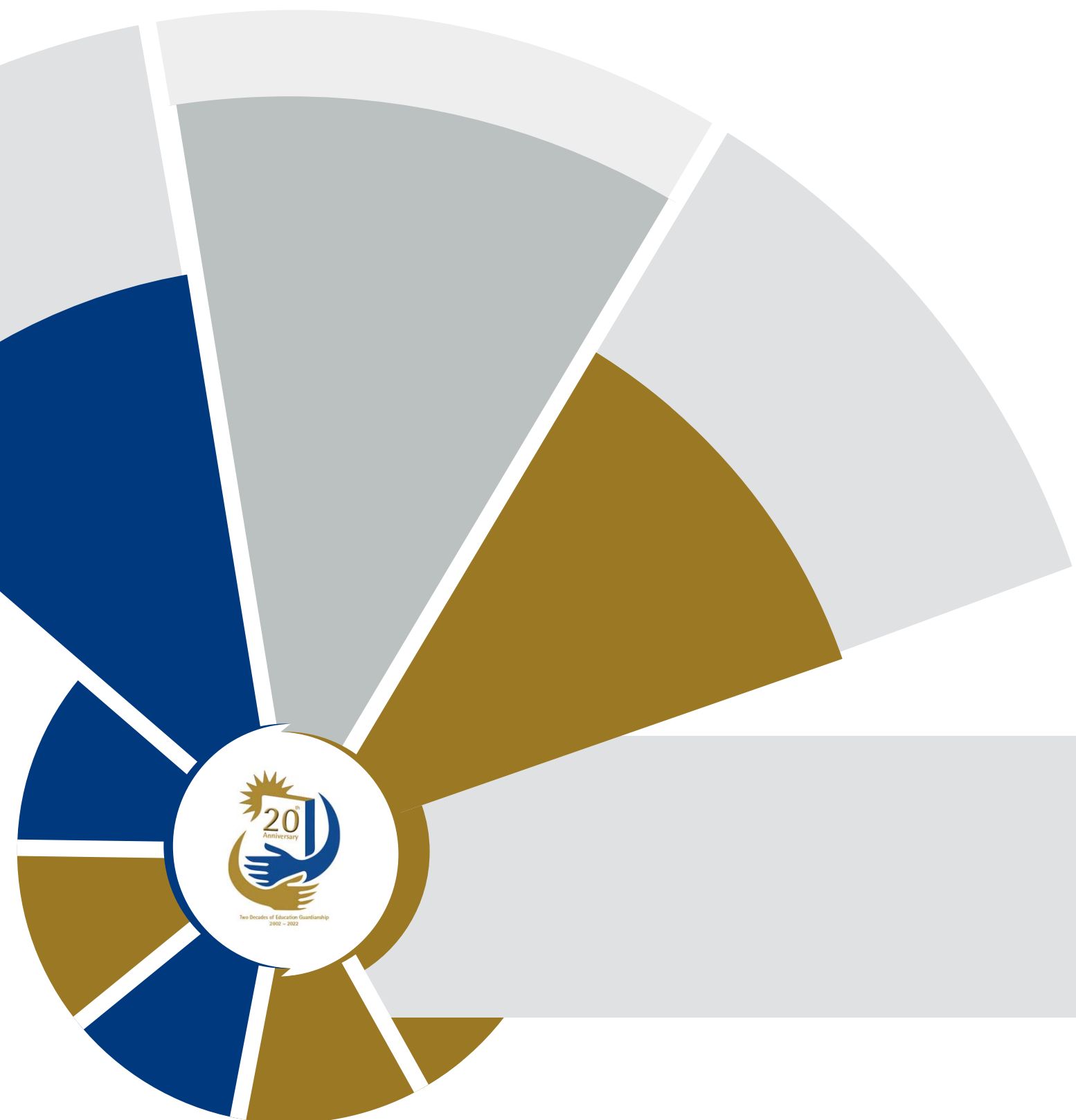
- a. Marking guidelines are supplied to the marking centres on time; and
- b. All marking centres comply with the minimum HS requirements and regulations.

7.7 Conclusion

All the marking centres monitored were adequately prepared for the marking processes, and were found to be capable of dealing with irregularities efficiently and diligently.

All marking centres had effective and efficient quality assurance processes, reporting was effective and marking centres were all COVID-19 compliant. Therefore, it can be concluded that marking was conducted in a manner that did not compromise the credibility or integrity of the November 2021 examinations for NC(V) L4.

APTER 8 VERIFICATION OF MARKING



8.1 Introduction

An assessment body needs to maintain a high standard of marking to ensure the credibility of students' examination results. The assessment body verifies the standard of assessment by checking the accuracy and consistency of marking. Umalusi monitors marking through a process of external verification to ensure that it is conducted according to agreed and established practices and standards, and that it is consistent, fair and accurate.

The Department of Higher Education and Training (DHET) appointed a chief marker (CM), an internal moderator (IM) and markers for each National Certificate (Vocational) [NC(V)] Level 4 question paper. The number of markers was determined by the expected number of scripts. The maximum number of scripts to be marked by each marker was set at 300. In the case of question papers with large numbers, two chief markers were appointed, for example for Life Skills and Computer Literacy.

The purpose of verifying marking is to:

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

8.2 Scope and Approach

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

Lecturers responsible for teaching NC(V) Level 2 and Level 3 subjects marked the examination scripts at various colleges/campuses where examinations were conducted. Umalusi identified specific subjects and requested that a sample of scripts be submitted to the Springs marking centre for verification. This sample comprised mainly fundamental subjects and those vocational subjects that had been identified as problematic during the November 2020 examinations.

Marking of the NC(V) Level 4 examination scripts was conducted at ten centralised marking centres: Asherville Campus of Thekwini TVET College, Bloemfontein Campus of Motheo TVET College, East London Campus of Buffalo City TVET College, Nelspruit Campus of Ehlanzeni TVET College, Potchefstroom Campus of Vuselela TVET College, Polokwane Campus of Capricorn TVET College, Springs Campus of Ekurhuleni East TVET College, Struandale Campus of Port Elizabeth TVET College, Centurion Campus of Tshwane North TVET College and Tygerberg Campus of Northlink TVET College.

COVID-19 restrictions relating to social distancing necessitated that Level 4 question papers with high enrolments were marked at more than one marking centre. In previous years, the bulk of subjects that were marked at more than one centre comprised fundamental subjects; in 2021, more vocational subjects were marked at more than one centre. Umalusi aimed to include most of the marking centres in the verification process, and to include more subjects. Umalusi verified the marking of Life Skills and Computer Literacy L4 Paper 1 at three different marking centres. The verification of the marking of this question paper was done off-site by one external moderator (EM). The verification of marking at multiple marking centres was intended to confirm consistency in the marking of the subject at the various marking centres.

Furthermore, Umalusi focused on verification at the following marking centres: Asherville Campus of Thekwini TVET College, Bloemfontein Campus of Motheo TVET College, East London Campus of Buffalo City TVET College, Polokwane Campus of Capricorn TVET College, Springs Campus of Ekurhuleni East TVET College, Centurion Campus of Tshwane North TVET College and Tygerberg Campus of Northlink TVET College.

Umalusi moderated a sample of five subjects (six question papers) at NC(V) Level 2, five subjects (six question papers) at NC(V) Level 3, and 71 subjects (78 question papers) at NC(V) Level 4 for the November 2021 examination. The subjects and papers are listed in Tables 8A, 8B and 8C.

Table 8A: Level 2 question papers included in the verification of marking

Number	Subject
1.	Afrikaans FAL L2 Paper 1
2.	English FAL L2 Paper 1
3.	Life Skills and Computer Literacy L2 Paper 1
4.	Life Skills and Computer Literacy L2 Paper 2
5	Mathematical Literacy L2 Paper 2
6.	Mathematics L2 Paper 1

Compared to 2020, there was a slight change in the composition of the sample in 2021. In 2020, both fundamental and vocational subjects were included in the sample, whereas the sample for 2021 was focused on the fundamental subjects only. This meant that Afrikaans First Additional Level (FAL) Level 2, English FAL Level 2 and Mathematical Literacy Level 2 were included in 2021.

Table 8B: Level 3 question papers included in the verification of marking

Number	Subject
1.	English FAL L3 Paper 1
2.	Food Preparation L3
3.	Life Skills and Computer Literacy L3 Paper 1
4.	Life Skills and Computer Literacy L3 Paper 2
5.	Mathematical Literacy L3 Paper 2
6.1.	Mathematics L3 Paper 1

Owing to COVID restrictions and other constraints, the sample size for the NC(V) Level 3 subjects was reduced from 11 in 2020 to five subjects (six question papers) in 2021. Furthermore, in 2021, only one of the subjects was a vocational subject whereas in 2020, six subjects were vocational while the remaining five were fundamentals.

Table 8C: Level 4 question papers included in the verification of marking

Number	Subject
1.	Advanced Plant Production L4
2.	Advertising and Promotions L4
3.	Agribusiness L4
4.	Animal Production L4
5.	Applied Accounting L4 Paper 1
6.	Applied Accounting L4 Paper 2
7.	Applied Engineering Technology L4
8.	Applied Policing L4
9.	Architectural Graphics and Technology L4 Paper 1
10.	Art and Science of Teaching L4
11.	Automotive Repair and Maintenance L4
12.	Business Practice L4
13.	Carpentry and Roof Work L4
14.	Civil and Structural Steelwork Detailing L4
15.	Client Services and Human Relations L4
16.	Community Oriented Primary Care L4
17.	Computer Integrated Manufacturing L4
18.	Computer Programming L4 Paper 2
19.	Construction Supervision L4
20.	Consumer Behaviour L4
21.	Contact Centre Operations L4
22.	Criminal Justice Process L4
23.	Criminology L4
24.	Data Communication and Networking L4
25.	Drawing Office Procedures and Techniques L4
26.	Economic Environment L4
27.	Electrical Principles and Practice L4
28.	Electrical Systems and Construction L4
29.	Electrical Workmanship L4
30.	Electronic Control and Digital Electronics L4
31.	Electrotechnology L4
32.	Engineering Processes L4
33.	English FAL L4 Paper 1
34.	Farm Planning and Mechanisation L4
35.	Financial Management L4
36.	Fitting and Turning L4
37.	Freight Logistics L4
38.	Governance L4
39.	Hospitality Services L4
40.	Human and Social Development L4
41.	Law Procedures and Evidence L4

Number	Subject
42.	Learning Psychology L4
43.	Life Skills and Computer Literacy L4 Paper 1 (Asherville)
44.	Life Skills and Computer Literacy L4 Paper 1 (East London)
45.	Life Skills and Computer Literacy L4 Paper 1 (Springs)
46.	Life Skills and Computer Literacy L4 Paper 2
47.	Management Practice L4
48.	Marketing L4
49.	Marketing Communication L4
50.	Materials L4
51.	Mathematical Literacy L4 Paper 1
52.	Mathematical Literacy L4 Paper 2
53.	Mathematics L4 Paper 1
54.	Mathematics L4 Paper 2
55.	Mechatronic Systems L4
56.	Multimedia Service L4
57.	New Venture Creation L4
58.	Office Practice L4
59.	Operations Management L4
60.	Personal Assistance L4
61.	Physical Science L4 Paper 1
62.	Physical Science L4 Paper 2
63.	Plumbing L4
64.	Process Chemistry L4
65.	Process Technology L4
66.	Professional Engineering Practice L4
67.	Project Management L4
68.	Public Health L4
69.	Pulp and Papermaking Technology L4
70.	Refrigeration and Airconditioning Processes L4
71.	Renewable Energy Technologies L4
72.	Stored Programme Systems L4
73.	Sustainable Tourism in SA and International Travel L4
74.	Systems Analysis and Design L4
75.	The SA Health Care System L4
76.	Tourism Operations L4
77.	Transport Economics L4
78.	Welding L4

Umalusi extended its reach in 2021 from the 30 subjects (34 question papers) in the NC(V) Level 4 November 2020 examination to 71 subjects (78 question papers) in 2021. This more than doubled the size of the sample.

The following three tables (8D, 8E and 8F) provide information on the question papers, and the number of provinces and centres included in Umalusi's verification sample.

Table 8D: NC(V) Verification of marking Level 2: Question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Afrikaans FAL L2 Paper 1	2	1	1	-	-	-	-	-	-	-
English FAL L2 Paper 1	9	2	3	2	1	1	1	1	1	1
Life Skills and Computer Literacy L2 Paper 1	9	1	1	3	2	2	3	2	1	3
Life Skills and Computer Literacy L2 Paper 2	9	2	2	2	2	2	2	2	3	2
Mathematical Literacy L2 Paper 2	8	5	-	3	2	2	2	2	1	2
Mathematics L2 Paper 1	9	2	2	1	2	1	2	2	1	2

As indicated in Table 8D, the focus of the NC(V) Level 2 verification was Fundamental subjects and apart from Afrikaans FAL and Mathematical Literacy, the sample that was verified represented all nine provinces.

Table 8E: NC(V) Verification of marking Level 3: Question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
English FAL L3 Paper 1	9	1	1	2	2	3	2	2	2	2
Food Preparation L3	9	4	2	2	3	4	4	1	4	2
Life Skills and Computer Literacy L3 Paper 1	9	3	1	1	3	5	3	2	4	2
Life Skills and Computer Literacy L3 Paper 2	9	2	1	2	2	2	2	2	3	3
Mathematical Literacy L3 Paper 2	9	4	2	3	4	4	3	4	4	2
Mathematics L3 Paper 1	9	2	1	3	2	2	2	2	1	2

The sample selected for verification included fundamental subjects and Food Preparation L3 at various centres in the nine provinces.

Table 8F: NC(V) Verification of marking Level 4: Question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Advanced Plant Production L4	3	-	-	-	-	-	2	2	2	-
Advertising and Promotions L4	3	-	-	-	-	-	3	4	4	-
Agribusiness L4	6	-	-	1	2	2	1	1	2	-
Animal Production L4	6	-	-	1	1	6	2	2	2	-
Applied Accounting L4 Paper 1	1	-	-	-	-	-	-	8	-	-
Applied Accounting L4 Paper 2	3	-	-	-	-	-	2	3	3	-
Applied Engineering Technology L4	3	-	-	-	-	-	6	5	5	-
Applied Policing L4	7	3	1	1	1	1	-	2	1	-
Architectural Graphics and Technology L4 Paper 1	3	-	-	2	-	-	-	1	1	-
Art and Science of Teaching L4	7	2	-	2	1	4	1	2	1	-
Automotive Repair and Maintenance L4	7	2	-	1	3	1	3	3	3	-
Business Practice L4	3	-	-	-	-	-	6	6	4	-
Carpentry and Roof Work L4	6	-	-	3	7	6	3	6	5	-
Civil and Structural Steelwork Detailing L4	4	-	3	2	1	3	-	-	-	-
Client Services and Human Relations L4	3	-	-	1	-	-	-	1	1	-
Community Oriented Primary Care L4	4	2	-	-	-	-	-	1	1	1
Computer Integrated Manufacturing L4	4	-	-	-	2	-	1	1	3	-
Computer Programming L4 Paper 2	5	1	-	-	-	1	-	1	1	1
Construction Supervision L4	4	-	-	-	-	-	3	3	4	2
Consumer Behaviour L4	6	1	-	2	2	1	-	2	4	-
Contact Centre Operations L4	4	2	-	1	3	2	-	-	-	-
Criminal Justice Process L4	6	5	1	-	3	3	-	2	5	-
Criminology L4	2	2	-	-	-	-	-	-	2	-
Data Communication and Networking L4	8	3	-	2	3	3	2	3	2	2
Drawing Office Procedures and Techniques L4	3	-	-	1	-	-	-	1	1	-
Economic Environment L4	5	1	1	2	3	3	-	-	-	-
Electrical Principles and Practice L4	4	-	-	-	-	-	5	4	5	4

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2021 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) NATIONAL CERTIFICATE (VOCATIONAL) [NC(V)] EXAMINATIONS AND ASSESSMENTS

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Electrical Systems and Construction L4	4	-	-	-	-	-	4	4	6	3
Electrical Workmanship L4	4	-	-	-	-	-	4	4	6	3
Electronic Control and Digital Electronics L4	4	-	-	-	-	-	2	2	2	2
Electrotechnology L4	4	-	-	-	2	-	1	1	3	-
Engineering Processes L4	5	-	-	-	7	3	5	7	2	-
English FAL L4 Paper 1	2	-	3	7	-	-	-	-	-	-
Farm Planning and Mechanisation L4	7	-	-	1	2	6	2	2	2	2
Financial Management L4	4	1	-	3	4	1	-	-	-	-
Fitting and Turning L4	4	4	-	4	5	4	-	-	-	-
Freight Logistics L4	3	-	-	-	2	-	-	2	3	-
Governance L4	7	1	1	1	1	1	-	1	2	-
Hospitality Services L4	4	2	-	2	2	6	-	-	-	-
Human and Social Development L4	6	-	-	2	3	3	6	4	2	-
Law Procedures and Evidence L4	2	-	-	-	-	-	-	3	5	-
Learning Psychology L4	7	1	-	2	1	3	-	2	2	1
Life Skills and Computer Literacy L4 Paper 1	5	10	-	-	6	10	-	-	9	4
Life Skills and Computer Literacy L4 Paper 2	2	7	-	-	-	8	-	-	-	-
Management Practice L4	4	-	-	-	-	-	2	3	3	2
Marketing L4	3	-	-	-	-	-	3	2	4	-
Marketing Communication L4	3	-	-	-	-	-	2	3	7	-
Materials L4	4	-	-	-	-	-	5	1	2	1
Mathematical Literacy L4 Paper 1	1	-	-	-	-	-	-	-	13	-
Mathematical Literacy L4 Paper 2	2	-	-	-	-	-	-	-	12	1
Mathematics L4 Paper 1	1	-	-	-	-	14	-	-	-	-
Mathematics L4 Paper 2	1	-	-	-	-	9	-	-	-	-
Mechatronic Systems L4	4	-	-	-	2	-	1	1	4	-
Multimedia Service L4	9	2	1	1	2	2	3	2	3	4
New Venture Creation L4	4	-	-	-	-	-	5	4	5	2
Office Practice L4	4	-	-	-	-	-	5	4	9	2
Operations Management L4	8	2	-	1	2	1	3	2	2	2
Personal Assistance L4	3	-	-	-	-	-	-	3	3	1
Physical Science L4 Paper 1	6	-	-	2	1	1	2	1	3	-
Physical Science L4 Paper 2	6	-	-	2	1	1	1	3	2	-

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Plumbing L4	8	1	1	6	10	14	6	13	8	-
Process Chemistry L4	1	-	-	-	-	-	-	2	-	-
Process Technology L4	3	-	-	-	-	1	-	1	1	-
Professional Engineering Practice L4	4	5	-	4	5	4	-	-	-	-
Project Management L4	4	-	-	-	-	-	2	2	2	1
Public Health L4	1	3	-	-	-	-	-	-	-	-
Pulp and Papermaking Technology L4	3	-	-	-	-	1	-	1	1	-
Refrigeration and Airconditioning Processes L4	1	-	-	-	-	-	-	1	-	-
Renewable Energy Technologies L4	5	-	-	-	4	2	-	1	1	1
Stored Programme Systems L4	4	-	-	-	2	-	1	1	3	-
Sustainable Tourism in SA and International Travel L4	4	3	-	2	3	4	-	-	-	-
Systems Analysis and Design L4	9	2	1	2	2	2	3	2	3	2
The SA Health Care System L4	4	6	-	-	-	-	-	2	2	1
Tourism Operations L4	4	-	-	-	-	-	1	6	8	2
Transport Economics L4	8	1	-	1	2	3	1	2	1	1
Welding L4	7	1	-	2	1	5	3	3	3	-

It should be noted that various factors played a role in the number of centres and number of provinces that were verified. In cases where the number of provinces and of centres was low, the sample included a subject with low enrolment numbers. However, if the number of provinces verified was lower than four, but the sample included a greater number of sites, then the subject may have been marked at more than one marking centre. In cases where the sample comprised more provinces, the chances were that these subjects were marked at one marking centre only.

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

8.3 Findings

NC(V) Level 2 and Level 3

The findings of the verification of the marking of Level 2 and Level 3 subjects are summarised in Table 8G. Twelve question papers were included in this moderation sample. While this is a small sample, the moderation of each question paper was of sufficient depth to give an indication of marking practices across numerous centres.

Table 8G: NC(V) Findings Level 2 and Level 3

Criteria	Findings	Subject
Delivery of scripts	At the time of the verification the expected scripts for only two subjects (17%) had been submitted for verification. This was a slight improvement of 4% from 2020.	Afrikaans FAL L2 Paper 1 English FAL L2 Paper 1
	The remaining subjects (83%) were not submitted in time.	English FAL L3 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1
Marking guideline discussion	It was clear that marking guideline discussions had taken place for all the subjects. Some discussions were virtual meetings hosted by the DHET. However, the reports that accompanied the scripts for Mathematical Literacy L2 and L3 did not contain any minutes of marking guideline discussions. This amounted to 17% of the question papers. Evidence of marking guideline discussions was submitted for the remainder of the sample. There was thus a significant improvement from 56% in 2020 to 83% in 2021.	Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2
Marking guideline changes	In 75% of the sample, no changes were made to the official marking guidelines distributed by the DHET, a 25% increase from 50% in 2020.	Afrikaans FAL L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1

Criteria	Findings	Subject
	Changes were made to the official marking guidelines distributed by the DHET during the marking process for three (25%) of the question papers, an increase of 25%.	English FAL L3 Paper 1 Food Preparation L3 Mathematical Literacy L3 Paper 2
Adherence to marking guidelines	There was a drop of 14% in strict adherence to the marking guideline, from 56% in 2020 to 42% in 2021. These findings were concerning when compared to 78% adherence in 2019.	English FAL L2 Paper 1 English FAL L3 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	The average adherence to the marking guidelines for six (50%) of the question papers showed an improvement of 19% from 2020.	Afrikaans FAL L2 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2
	Adherence to the marking guideline for one question paper (8%) was rated as poor.	Life Skills and Computer Literacy L2 Paper 2
Marking approach	Markers in all subjects followed a question-wise marking approach; each marker marked a specific question or questions throughout a batch. This approach ensured consistency in marking and allowed markers to work quickly.	
	In the marking for three of the subjects, a combination of question-wise and whole script marking was followed. This allowed markers to get an overview of candidates' performance in the whole paper and per question.	English FAL L3 Food Preparation L3 Life Skills and Computer Literacy L3 Paper 1

Criteria	Findings	Subject
Procedures when more than the required number of questions were answered.	Umalusi found that in all but one subject it was indicated that marking the first attempted question, in choice questions was standard procedure. The only subject where this was not standard procedure was Life Skills and Computer Literacy L3 Paper 1, where the report indicated that all questions would be marked and the marker would select the answer with the highest marks to give the student the benefit of the doubt.	Life Skills and Computer Literacy L3 Paper 1
Standard of marking	The standard of marking was rated as good for five (42%) of the question papers. This was slightly lower than 44% in 2020.	English FAL L2 Paper 1 English FAL L3 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	Umalusi rated marking for 58% of the sample as average. This was an improvement of 8% on the marking in 2020.	Afrikaans FAL L2 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2
The relationship between adherence to marking guidelines and standard of marking.	Umalusi found that adherence to marking guidelines, consistency in the allocation of marks and giving credit for all possible answers correlated with a high standard of marking. Subjects where markers showed strict adherence to the assessment guidelines also demonstrated a high standard of marking. The marking of the remainder was rated as average.	

Criteria	Findings	Subject
Administration: mark indication	Umalusi found that markers for all the sampled NC(V) subjects on Level 2 and Level 3 (100%) followed the prescribed procedure for recording marks on the cover page of scripts. This was a significant improvement on 88% compliance in 2020. Furthermore, in 100% of the sample, markers recorded marks per question. All markers refrained from using correction fluid to correct mistakes on the mark sheets.	All subjects on both levels.
Administration: indication of mistakes	Mistakes identified by the moderator/examination assistants were clearly indicated in 75% of the scripts. This was a slight rise from 72% in 2020. Subjects where mistakes were not clearly indicated are listed in the subject column.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1
Administration: transfer of marks	Umalusi reported that in 75% of the subjects, marks were transferred accurately to the cover page and mark sheet. This is a drop of 6% from 2020.	English FAL L2 Paper 1 English FAL L3 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	Some errors in the transfer of marks to the cover page and mark sheet were found in the scripts for the listed question papers.	Afrikaans FAL L2 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2
Administration: writing marks as three digits	In 50% of the sample, markers continued to write the marks on the cover page and the mark sheet as two digits instead of three. In Level 2, only 33% of the markers indicated the marks as three digits, while 67% of markers for Level 3 used the three-digit format.	Afrikaans FAL L2 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1

Criteria	Findings	Subject
Control: marker identification	All the markers of Level 3 subjects and 66% of markers for Level 2 clearly indicated their names on the cover pages of the scripts. This resulted in an overall compliance rate of 83%, slightly higher than 81% in 2020.	English FAL L2 Paper 1 English FAL L3 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 2 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	Markers' names were not clearly indicated on the cover pages of the scripts for 17% of the question papers.	Afrikaans FAL L2 Paper 1 Life Skills and Computer Literacy L2 Paper 1
Standard of internal moderation	Internal moderation of marking was conducted in all the subjects in the sample. This was on par with findings in 2020. The scripts in the internal moderation sample reflected the whole range of performance by students. This was an improvement as in 2020 two subjects did not meet this criterion for internal moderation.	
	The name of the internal moderator was recorded on all scripts from Level 2 subjects. This was not done in one subject at some centres. The compliance rate in 2021 (92%) was significantly better than 2020 when it was 75%.	English FAL L3 Paper 1
	The standard of internal moderation of marking was rated as good for 33% of the question papers. This was an increase of 8% from 2020.	Afrikaans FAL L2 Paper 1 English FAL L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	The standard of internal moderation of marking for 58% of the question papers was rated as average. This was higher than 50% in 2020.	English FAL L2 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2

Criteria	Findings	Subject
	The standard of internal moderation of marking was rated as poor for one of the subjects (8%), an improvement on 25% in 2020.	Life Skills and Computer Literacy L2 Paper 2
	Evidence of shadow marking was prevalent in 75% of the subjects at several centres.	English FAL L3 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1
	Subjects where no shadow marking was noted (25% of the sample) are listed in the subject column.	Afrikaans FAL L2 Paper 1 English FAL L2 Paper 1 Life Skills and Computer Literacy L2 Paper 2
Candidates' responses	The candidates performed as predicted by finding the simpler questions in 100% of the question papers easier and the more complex questions more challenging.	Afrikaans FAL L2 Paper 1 English FAL L2 Paper 1 Food Preparation L3 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 and 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Mathematics L3 Paper 2
Handling and prevention of irregularities	None of the marking personnel for any of the subjects identified or reported irregularities.	

C(V) Level 4

The findings of the verification of the Level 4 marking process are summarised in Table 8H. The findings were analysed and collated from the moderation of 78 questions papers, at ten marking centres. Where the same question paper was verified at different marking centres, the name of the marking centre is added to the question paper to indicate results obtained at different marking centres. Life Skills and Computer Literacy L4 Paper 1 and Applied Accounting L4 Paper 1 and 2 were the only subjects in the sample that were marked at three and two marking centres respectively.

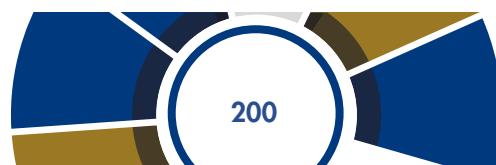
Table 8H: NC(V) Level 4 findings of verification of marking

Criteria	Findings	Subjects
Script reception	Umalusi verified the marking of 75 (96%) question papers on-site at the marking centres. At the time of verification all scripts for the various subjects had been submitted to the marking centres. It was pleasing to note that the 90% submission rate in 2020 was exceeded in 2021.	<p>Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 1 and 2 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Paper 1 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Client Services and Human Relations L4 Community Oriented Primary Care L4 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 2 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Criminology L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Economic Environment L4</p> <p>Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4</p>

Criteria	Findings	Subjects
		Law Procedures and Evidence L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Materials L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L4 Paper 1 and 2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 and 2 Plumbing L4 Process Chemistry L4 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Public Health L4 Pulp and Papermaking Technology L4 Refrigeration and Airconditioning Processes L4 Renewable Energy Technologies L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The SA Health Care System L4 Tourism Operations L4 Transport Economics L4 Welding L4
	<p>There was no indication of outstanding scripts for 4% of the question papers as verification of marking took place off-site. The DHET provided Umalusi with a sample of the scripts and the EM did not have access to all the information required for verification.</p>	Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs)

Criteria	Findings	Subjects
Training for the marking process	<p>The evidence provided indicated that marker training took place for 81% of the sample. When compared to 2020, these results were a drop of 5%.</p> <p>However, the absence of evidence of training did not mean that training had not taken place. For the question papers listed, Umalusi either did not have access to information about the training, or these subjects had only one marker, and this marker was well qualified and experienced in the subject matter and marking.</p>	<p>Advertising and Promotions L4 Architectural Graphics and Technology L4 Paper 1 Construction Supervision L4 Drawing Office Procedures and Techniques L4 Fitting and Turning L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs) Mechatronic Systems L4 Multimedia Service L4 Physical Science L4 Paper 1 and 2 Process Chemistry L4 Renewable Energy Technologies L4 Transport Economics L4</p>
Marking procedure	<p>Question-wise marking was the preferred approach to the marking of scripts for 57% of question papers. This enhanced the consistency of marking as markers were allocated specific questions which they marked in all batches. The allocation of questions to markers was made after sample marking when strengths in interpretation and preferences were identified. This approach was followed for question papers with high enrolments.</p>	<p>Advanced Plant Production L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Construction Supervision L4 Criminal Justice Process L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Governance L4 Hospitality Services L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville)</p>

Criteria	Findings	Subjects
		<p>Life Skills and Computer Literacy L4 Paper 1 (East London)</p> <p>Life Skills and Computer Literacy L4 Paper 1 (Springs)</p> <p>Life Skills and Computer Literacy L4 Paper 2</p> <p>Marketing L4</p> <p>Materials L4</p> <p>Mathematical Literacy L4 Paper 1</p> <p>Mathematical Literacy L4 Paper 2</p> <p>Mathematics L4 Paper 1</p> <p>Mathematics L4 Paper 2</p> <p>New Venture Creation L4</p> <p>Office Practice L4</p> <p>Operations Management L4</p> <p>Personal Assistance L4</p> <p>Physical Science L4 Paper 1</p> <p>Plumbing L4</p> <p>Professional Engineering Practice L4</p> <p>Project Management L4</p> <p>Public Health L4</p> <p>Sustainable Tourism in SA and International Travel L4</p> <p>Systems Analysis and Design L4</p> <p>Transport Economics L4</p> <p>Advertising and Promotions L4</p> <p>Agribusiness L4</p> <p>Applied Accounting L4 Paper 2</p> <p>Architectural Graphics and Technology L4 Paper 1</p> <p>Art and Science of Teaching L4</p> <p>Carpentry and Roof Work L4</p> <p>Civil and Structural Steelwork Detailing L4</p> <p>Client Services and Human Relations L4</p> <p>Computer Integrated Manufacturing L4</p> <p>Consumer Behaviour L4</p> <p>Contact Centre Operations L4</p> <p>Criminology L4</p> <p>Economic Environment L4</p> <p>Electrotechnology L4</p> <p>Engineering Processes L4</p>



Criteria	Findings	Subjects
		Fitting and Turning L4 Freight Logistics L4 Human and Social Development L4 Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Mechatronic Systems L4 Multimedia Service L4 Physical Science L4 Paper 2 Process Chemistry L4 Process Technology L4 Pulp and Papermaking Technology L4 Refrigeration and Airconditioning Processes L4 Renewable Energy Technologies L4 Stored Programme Systems L4 The SA Health Care System L4 Tourism Operations L4 Welding L4
	For the remaining 1% of question papers, both approaches were followed.	Animal Production L4
Procedure followed when a candidate answered more than the required number of questions	Cases where a candidate answered both optional questions: In 90% of the question papers there were no choice questions, thus this criterion did not apply. However, where there were choice questions (8% of the question papers), markers marked the first answer, drew a line through the additional answer and gave a reason for this. Markers for two question papers indicated that all answers were marked; the candidate was given the benefit of the doubt and the higher mark was used.	First answer: Advanced Plant Production L4 Animal Production L4 Criminology L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Financial Management L4 Cases where both questions were marked and the higher mark used: Criminal Justice Process L4 Law Procedures and Evidence L4

Criteria	Findings	Subjects
	<p>Cases where a candidate duplicated a question and forgot to delete one attempt:</p> <p>The reports showed that in 71% of the subjects there was no duplication; markers for 24% of the subjects marked the first of the two answers and the remaining markers (5%) marked both answers and used the higher mark.</p>	<p>Markers marked the first answer:</p> <p>Advertising and Promotions L4 Applied Policing L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Freight Logistics L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 and 2 Pulp and Papermaking Technology L4 Renewable Energy Technologies L4 Stored Programme Systems L4 The SA Health Care System L4</p> <p>Both questions were marked, and the higher mark used:</p> <p>Criminal Justice Process L4 Criminology L4 Law Procedures and Evidence L4 Marketing L4</p>
	<p>Cases where a candidate answered more than the required number of questions:</p> <p>Eight percent of the markers in the sample indicated that they would mark the first answer and ignore the second, irrespective of the candidate's performance, while 4% said they would mark both and use the higher score. The rest of the sample (88%) reported no such instances.</p>	<p>Markers marked the first answer in:</p> <p>Automotive Repair and Maintenance L4 Construction Supervision L4 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Freight Logistics L4 Stored Programme Systems L4</p> <p>Both questions were marked, and the better score used:</p> <p>Criminal Justice Process L4 Criminology L4 Law Procedures and Evidence L4</p>

Criteria	Findings	Subjects
<p>Adherence to marking guidelines</p>	<p>The rate of strict adherence to marking guidelines (78 %) was 5% higher than the rate in 2020 (73 %).</p>	<p>Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Paper 1 Automotive Repair and Maintenance L4 Business Practice L4 Client Services and Human Relations L4 Community Oriented Primary Care L4 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 2 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Criminology L4 Drawing Office Procedures and Techniques L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Materials L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2</p>

Criteria	Findings	Subjects
		Mathematics L4 Paper 1 Mathematics L4 Paper 2 Mechatronic Systems L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 Physical Science L4 Paper 2 Plumbing L4 Process Chemistry L4 Process Technology L4 Project Management L4 Public Health L4 Pulp and Papermaking Technology L4 Refrigeration and Airconditioning Processes L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The SA Health Care System L4 Tourism Operations L4 Transport Economics L4
	<p>The rate of average compliance (15%) was lower than in 2020 (24%). It should be noted that four of the subjects for which compliance was scored as average during 2020 were still evaluated as average in 2021:</p> <ul style="list-style-type: none"> • Applied Accounting L4; • English FAL L4 Paper 1; • Life Skills and Computer Literacy L4 Paper 1 (Springs); and • Professional Engineering Practices L4. <p>The standard of marking in three subjects dropped in quality from 2020:</p> <ul style="list-style-type: none"> • Art and Science of Teaching L4; 	Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Civil and Structural Steelwork Detailing L4 Construction Supervision L4 English FAL L4 Paper 1 Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs) Management Practice L4 Multimedia Service L4 New Venture Creation L4 Professional Engineering Practice L4 Renewable Energy Technologies L4

Criteria	Findings	Subjects
	<ul style="list-style-type: none"> Management Practice L4; and New Venture Creation L4. <p>The subjects listed in the subject column were not included in the sample in 2020.</p>	
	<p>Umalusi found five instances (7%) of poor adherence to the marking guideline, compared to one case in 2020. However, adherence in Life Skills and Computer Literacy L4 marked at Asherville was rated as poor in both years.</p>	<p>Carpentry and Roof Work L4</p> <p>Data Communication and Networking L4</p> <p>Life Skills and Computer Literacy L4 Paper 1 (Asherville)</p> <p>Marketing L4</p> <p>Welding L4</p>
Standard of marking	<p>The adherence to marking guidelines had a positive influence on consistency in marking and on markers' ability to interpret the questions correctly and to award marks to correct answers. This resulted in 77% of the sample maintaining a good standard of marking. Where marking was regarded as good, there was very little or no difference in mark allocation by markers and moderators. When compared to 62% in 2020 and 63% in 2019, Umalusi is satisfied with the gradual improvement in the standard of marking.</p>	
	<p>Marking in 18% of the question papers was rated as average because of inaccuracies and/or substantial differences between marks allocated by the marker/ internal moderator and external moderator, where:</p> <ul style="list-style-type: none"> marks were not allocated according to the marking guidelines; markers were unable to interpret questions and give credit for correct answers; 	<p>Applied Accounting L4 Paper 1</p> <p>Art and Science of Teaching L4</p> <p>Civil and Structural Steelwork Detailing L4</p> <p>Construction Supervision L4</p> <p>English FAL L4 Paper 1</p> <p>Hospitality Services L4</p> <p>Life Skills and Computer Literacy L4 Paper 1 (East London)</p> <p>Life Skills and Computer Literacy L4 Paper 1 (Springs)</p> <p>Management Practice L4</p>

Criteria	Findings	Subjects
	<ul style="list-style-type: none"> • markers failed to allocate marks consistently; and • wrong answers were marked correct and vice versa. <p>Poor marking (5% of the sample) was characterised by:</p> <ul style="list-style-type: none"> • inconsistent marking; • awarding marks for incorrect and inaccurate responses; • allocating more marks than were allocated to the question; • the appointment of poor markers from previous years with a bad attitude; and • markers overlooking some questions. 	<p>Marketing L4</p> <p>Multimedia Service L4</p> <p>New Venture Creation L4</p> <p>Professional Engineering Practice L4</p> <p>Renewable Energy Technologies L4</p> <p>Carpentry and Roof Work L4</p> <p>Data Communication and Networking L4</p> <p>Life Skills and Computer Literacy L4 Paper 1 (Asherville)</p> <p>Welding L4</p>
Administration: recording marks on scripts	The prescribed procedure for recording marks on the front cover of the scripts was followed by markers for 98% of the question papers.	
Administration: mark indication	Marks were indicated per question by markers for 99% of the question papers. This was 8% better than in 2020. The only subject where markers did not comply consistently in 2020 and 2021 was Life Skills and Computer Literacy Paper1 marked at Asherville.	Life Skills and Computer Literacy L4 Paper 1 (Asherville)
Administration: correct transfer of marks	Because there was a control system in place, Umalusi did not detect any errors in the transfer of marks. This 100% compliance was a welcome improvement from 91% compliance in 2020.	

Criteria	Findings	Subjects
Administration: mark sheet completion	<p>Correct completion of mark sheets entailed refraining from using correction fluid, indicating marks as three digits, leaving no blank spaces and indicating the CM's name. Unfortunately, markers for 28% of question papers did not use three digits when recording the marks on the mark sheets. This affected compliance with this criterion and resulted in a compliance rate of 72%, a drop compared to 88% in 2020. The list indicates subjects for which marks were not indicated using three digits.</p>	<p>Advanced Plant Production L4 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Civil and Structural Steelwork Detailing L4 Client Services and Human Relations L4 Community Oriented Primary Care L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Drawing Office Procedures and Techniques L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Freight Logistics L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (Springs) Marketing Communication L4 Mechatronic Systems L4 New Venture Creation L4 Process Chemistry L4 Professional Engineering Practice L4 Project Management L4 Renewable Energy Technologies L4 Stored Programme Systems L4</p>
Control: marker identification	<p>Markers and/or chief markers for all subjects indicated their names/ codes next to the questions they had marked on the cover pages of scripts. This is a pleasing improvement on 97% in 2020.</p>	
Internal moderation	<p>There was evidence of moderation of scripts throughout the marking process in the scripts for 87% of the question papers. This was a drop from 97% in 2020.</p>	<p>Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 1 and 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4</p>

Criteria	Findings	Subjects
	Internal moderators selected their samples from all levels of performance and conducted whole script moderation.	Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Client Services and Human Relations L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Materials L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L4 Paper 1 and 2 Mechatronic Systems L4

Criteria	Findings	Subjects
		New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 and 2 Plumbing L4 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Public Health L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The SA Health Care System L4 Tourism Operations L4 Transport Economics L4 Welding L4
	Umalusi reported that in subjects where there were low enrolments the DHET did not appoint internal moderators. Thus for 13% of the sample no moderation was conducted.	Architectural Graphics and Technology L4 Paper 1 Computer Integrated Manufacturing L4 Criminology L4 Drawing Office Procedures and Techniques L4 Electrotechnology L4 Multimedia Service L4 Process Chemistry L4 Pulp and Papermaking Technology L4 Refrigeration and Airconditioning Processes L4 Renewable Energy Technologies L4
	In the case of six question papers (8%), the IM moderated the whole script and selected some challenging questions to verify consistency.	Advanced Plant Production L4 Applied Accounting L4 Paper 2 Criminal Justice Process L4 Human and Social Development L4 Marketing Communication L4 The South African Health Care System L4

Criteria	Findings	Subjects
	<p>Scripts for 87% of the question papers were internally moderated; 13% of these were not moderated at all centres, however. In these cases, internal moderators claimed that they had reached their quota before they could moderate all batches.</p>	<p>Carpentry and Roof Work L4 Civil and Structural Steelwork Detailing L4 Computer Programming L4 Construction Supervision L4 Learning Psychology L4 Marketing Communication L4 Mechatronic Systems L4 New Venture Creation L4 Physical Science L4 Paper 1 and 2</p>
	<p>Umalusi could not determine whether scripts for Life Skills and Computer Literacy Paper 1 from all centres had been moderated as the external moderator received only a pre-selected sample and accompanying documents and conducted verification off-site.</p>	<p>Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs)</p>
Standard of Moderation	<p>As noted above, 87% of the sample had conducted internal moderation at the time of the verification of marking. This report does not therefore include those scripts for which no internal moderation was conducted in the comments on the standard of moderation.</p> <p>Umalusi concluded that in scripts for 81% of the question papers that had been moderated, moderation was of a good standard. This indicated strict adherence to marking guidelines, consistency in moderation with no signs of shadow marking and consistency in moderation judgements. This was a significant improvement of 13% from 68% in 2020.</p>	<p>Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Paper 1 Automotive Repair and Maintenance L4 Business Practice L4 Client Services and Human Relations L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4</p>

Criteria	Findings	Subjects
		English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4
		Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 (Springs) Marketing Communication L4 Marketing L4 Materials L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L4 Paper 1 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 and 2 Plumbing L4 Process Technology L4 Project Management L4 Public Health L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The SA Health Care System L4 Tourism Operations L4 Transport Economics L4
	Internal moderation of 12% of the moderated scripts was rated as average in 2021, compared to 28% in 2020. Internal moderation was of an acceptable standard with few discrepancies in moderation decisions.	Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Construction Supervision L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 2 Mathematics L4 Paper 2 Professional Engineering Practice L4

Criteria	Findings	Subjects
	<p>Moderation of scripts that was rated as poor dropped slightly from 8% in 2020 to 6% in 2021.</p> <p>In these cases, internal moderators appeared to regard moderation as a shadow marking check list and this did not add value to the quality assurance of marking. The IM did not identify or rectify inconsistencies in marking or calculation errors which affected candidates' results. These actions compromised the validity, reliability and fairness of the assessment.</p>	<p>Carpentry and Roof Work L4</p> <p>Civil and Structural Steelwork detailing L4</p> <p>Data Communication and Networking L4</p> <p>Life Skills and Computer Literacy L4 Paper 1 (Asherville)</p> <p>Management Practice L4</p> <p>Welding L4</p>
Fairness of the question paper	<p>This aspect was not reported on during 2020 and thus no comparisons could be made in 2021. Umalusi judged the fairness of the question paper by identifying questions that were:</p> <ul style="list-style-type: none"> • unfair; • beyond the cognitive level of the paper; and/or • inaccurately presented. <p>The marking and moderation teams felt that some of the questions in 10% of the question papers did not meet the criteria for fairness.</p>	<p>Animal Production L4</p> <p>Applied Engineering Technology L4</p> <p>Architectural Graphics and Technology L4 Paper 1</p> <p>Electrical Workmanship L4</p> <p>Management Practice L4</p> <p>New Venture Creation L4</p> <p>Project Management L4</p> <p>Tourism Operations L4</p>
Candidate performance	<p>Umalusi reported that candidates from 71% of the sample performed as anticipated. Results reflected candidates who had excelled, performed well, those whose performance was average, and those who could not meet the demands of the questions.</p>	<p>Advanced Plant Production L4</p> <p>Agribusiness L4</p> <p>Animal Production L4</p> <p>Applied Accounting L4 Paper 1 and 2</p> <p>Applied Engineering Technology L4</p> <p>Applied Policing L4</p> <p>Architectural Graphics and Technology L4 Paper 1</p> <p>Art and Science of Teaching L4</p> <p>Client Services and Human Relations L4</p> <p>Community Oriented Primary Care L4</p> <p>Computer Integrated Manufacturing L4</p>

Criteria	Findings	Subjects
	<p>This compared very well to the results in 2020 where 12% of the sampled scripts came from examination centres where students had excelled and performed above average, and 38% showed a range of performances, resulting in 50% of the sample performing as predicted.</p>	<p>Computer Programming L4 Paper 2 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Criminology L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Processes L4 English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Skills and Computer Literacy L4 Paper 1 (Asherville) Life Skills and Computer Literacy L4 Paper 1 (East London) Life Skills and Computer Literacy L4 Paper 1 (Springs) Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Materials L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L4 Paper 1 and 2 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Plumbing L4</p>

Criteria	Findings	Subjects
		Project Management L4 Renewable Energy Technologies L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The SA Health Care System L4 Welding L4
	<p>The performance of candidates from 29% of the sample was average and they appeared to have struggled with the demands of the question papers; candidates misinterpreted questions, provided answers that were unrelated to the questions or did not attempt to answer the questions at all.</p>	Advertising and Promotions L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Civil and Structural Steel Work Detailing L4 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Fitting and Turning L4 Mechatronic Systems L4 Physical Science L4 Paper 1 and 2 Process Chemistry L4 Process Technology L4 Professional Engineering Practice L4 Public Health L4 Pulp and Papermaking Technology L4 Refrigeration and Airconditioning Processes L4 Stored Programme Systems L4 Tourism Operations L4 Transport Economics L4
Irregularities: detected and reported	<p>Irregularities were detected in 12% of subjects and reported to the marking centre manager. This was 3% lower than in 2020.</p>	Construction Supervision L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Management Practice L4 Marketing L4 New Venture Creation L4 Professional Engineering Practice L4 Systems Analysis and Design L4 Tourism Operations L4

8.4 Areas of Improvement

Several areas of improvement were noted during the verification of marking.

A. NC(V) Level 2 and Level 3

- a. At the time of verification, 17% of the question papers in the moderation sample had been submitted; in 2020 13% had been submitted when verification began.
- b. Markers in only 25% of Level 2 and 3 question papers made changes to the marking guideline after the marking guideline discussions. This was a significant drop from 50% of marking guidelines during 2020.
- c. Eighty-three percent of the markers indicated their names clearly on the cover pages of scripts. This was slightly more than 81% in 2020.
- d. The prescribed procedure for the recording marks was followed by markers for 100% of the question papers. This was a 12% higher compliance rate than in 2020.
- e. Mistakes picked up by the moderator were clearly indicated in scripts for 75% of the question papers. This was an improvement on 72% in the 2020 examinations.
- f. As in 2020, internal moderation was conducted for scripts from all question papers at all marking centres.
- g. The candidates in 100% of the subjects performed as predicted, finding simpler questions easier and the more complex questions more challenging.

B. NC(V) Level 4

- a. At the time of the on-site verification of marking all (100%) the expected scripts for the moderation sample had been submitted to the marking centres, compared to 90% in 2020.
- b. In the marking for 78% of the question papers there was strict adherence to the marking guidelines. This was an improvement of 5% on 73% in 2020.
- c. Mark indication per question had improved from 91% in 2020 to 99% in 2021.
- d. Markers were accurate in the transfer of marks in all (100%) the verified sample, an improvement of 9% from 91% rating in 2020.
- e. The names or codes of markers and/or chief markers were indicated on all the scripts in the sample. This 100% compliance rate was an improvement on 97% compliance in 2020.
- f. Although internal moderation did not occur for all subjects, the standard of moderation had improved significantly by 13%, from 68% in 2020 to 81% in 2021.
- g. Candidates performed as predicted for 71% of the question papers, finding the simpler questions easier and the more difficult questions more challenging. This was a pleasing result compared to 50% in 2020.

8.5 Areas of Non-Compliance

While some aspects of compliance had improved since the 2020 examination, others showed a decline. This detracts from the success of the marking process and compromises the quality and standard of marking.

A. NC(V) Level 2 and Level 3

Some areas of non-compliance were mentioned in the external moderators' reports after the verification of marking of Levels 2 and 3:

- a. Although the compliance with the punctual submission of scripts had improved slightly, 83% of scripts were still outstanding at the internal marking centres at the time of Umalusi's verification of marking.
- b. There was a decline in the rate of markers' adherence to the marking guideline, from 56% in 2020 to 42% in 2021.
- c. In 50% of subjects on Levels 2 and 3, markers continued to indicate marks using two digits instead of three, both on cover pages of scripts and on mark sheets.
- d. Although there was an improvement in the overall standard of internal moderation, there were still many instances of shadow marking in 75% of the sample.
- e. Despite the finding that students performed as predicted, student performance was generally poorer than in previous years. This was attributed to a lack of preparation, language barriers, limited exposure to practical aspects of subjects and time constraints resulting from lockdown restrictions.

B. NC(V) Level 4

Areas of non-compliance at Level 4 were evident in the marking of some question papers at some centres:

- a. Training for marking was conducted for 81% of the question papers. This was a decrease from 2020 when training was conducted for markers of 86% of the question papers. This had an adverse effect on the quality of marking in some of the subjects.
- b. Markers continued to disregard the three-digit requirement for the recording of marks on the cover pages and mark sheets for 28% of the subjects. This was a decline of 16% in compliance from 88% in 2020 to 72% in 2021.
- c. Despite the improvement in adherence to marking guidelines and in the standard of marking, Umalusi was concerned about the poor standard of marking in some subjects. Furthermore, marking for four of the subjects was rated as average for the second year running, and marking of scripts in one subject remained poor. The standard of marking for three subjects declined from 2020.
- d. Although there was an improvement in internal moderation, the following concerns were raised:
 - i. Internal moderation did not take place throughout the marking process for 13% of the question papers, compared to the 3% in 2020. There was evidence that internal moderation for some subjects was conducted only at the end of the marking process;
 - ii. The DHET did not appoint internal moderators for question papers with low enrolment numbers and only one marker; thus no internal moderation took place during the marking process for 13% of the sample;
 - iii. In 13% of subjects the IM did not include all centres in the sample; and
 - iv. There was still evidence of shadow marking.
- e. While in 71% of the sample, candidate performance ranged from poor to excellent, the general finding in all subjects was that students did not perform as well as in previous years. This was attributed to a lack of preparation, language barriers, limited exposure to practical aspects of subjects and time constraints resulting from lockdown restrictions.

8.6 Directives for Compliance and Improvement

Compliance and improvement could enhance the marking process and give effect to the examination mechanisms of the DHET to the benefit of TVET colleges at large.

A. NC(V) Level 2 and Level 3

The DHET is required to:

- a. Ensure that the process of submission of marked scripts for verification is streamlined;
- b. Provide continuous professional development and exposure to practical application in the workplace for lecturers to improve their knowledge and skills in their specific subjects;
- c. Provide assessment training for lecturers before the commencement of marking with a focus on the following areas: adherence to marking guidelines, the interpretation of questions and giving credit for correct answers, the correct completion of script covers and mark sheets, and accuracy in recording, calculating and transferring marks;
- d. Provide training for internal moderators, with a focus on evaluating the adherence by markers to marking guidelines, the detection of mistakes and irregularities, the importance of refraining from shadow marking and the writing of good quality reports. This would ensure that moderation was of the required quality; and
- e. Ensure that colleges receive support in dealing with the constraints imposed by lockdown restrictions.

B. NC(V) Level 4

The DHET is required to:

- a. Ensure that only markers with a sound knowledge of the subject content and who can mark fairly and consistently are appointed, and that no markers with a poor record are reappointed;
- b. Improve the training of markers, with a focus on administrative and accuracy requirements in relation to the capturing, calculation and transfer of marks, adherence to marking guidelines, interpretation of questions and giving credit for correct answers, and recognising irregularities; and
- c. Improve the training of internal moderators and chief markers, with a focus on markers who fail to adhere to marking guidelines, and on the writing of reports of a high quality.

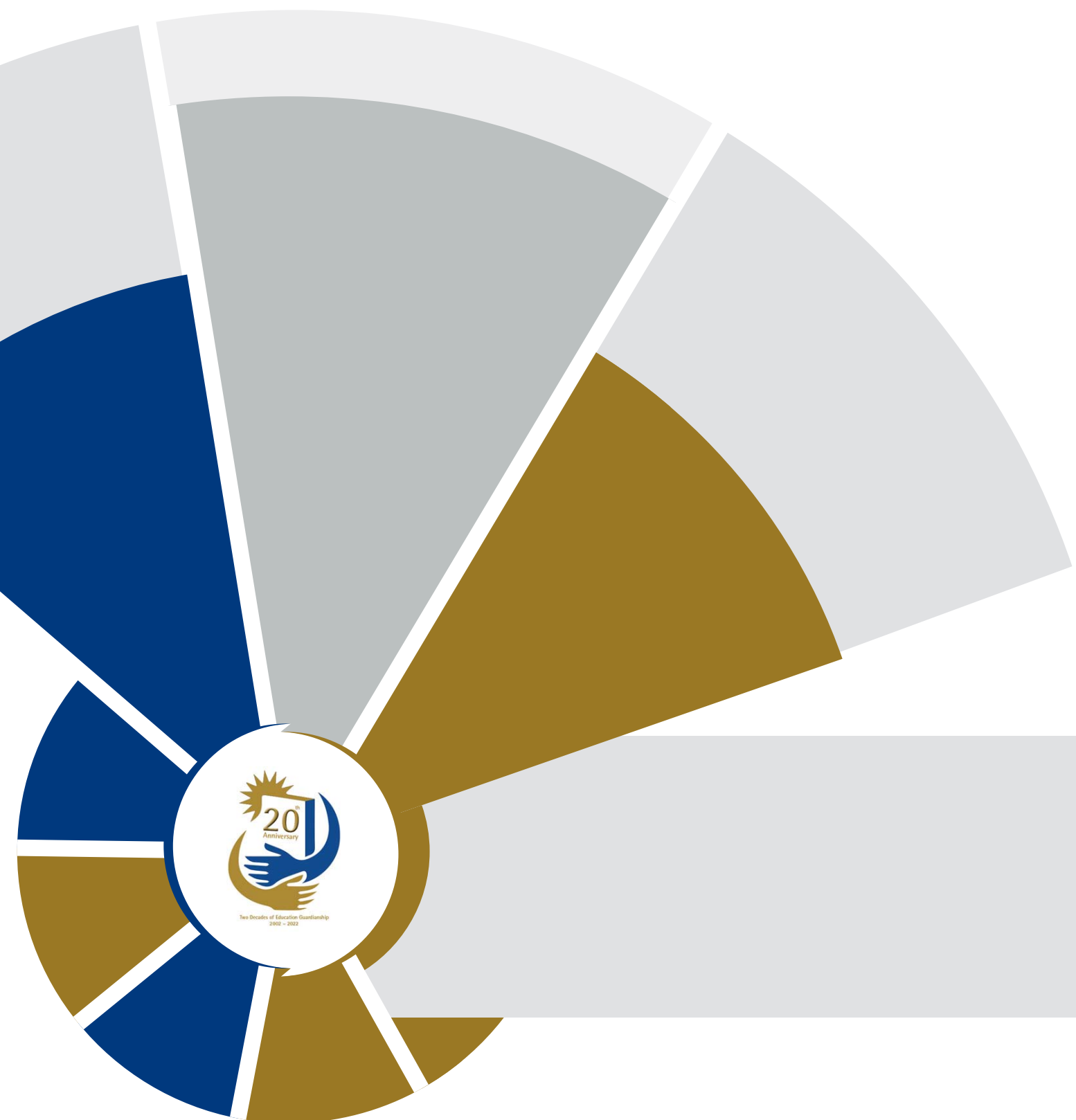
8.7 Conclusion

Overall, the marking process for the NC(V) L2–L4 November 2021 examinations was implemented successfully, despite the additional challenges presented by the COVID-19 lockdown. While in general marking was fair, there are aspects that require improvement by role players to further enhance the marking process.

The implementation of an online platform for the standardisation of marking guidelines ensured that more role players were involved in the preparations for the marking process. This also improved the reliability of the assessment. This platform should be exploited as a continual improvement intervention strategy to inform, train and standardise teaching, learning and assessment nationally.

The success of the NC(V) programme depends on the effective implementation of the curriculum, the related assessment processes, and the participation of all role players.

CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS



9.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity in a given context by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur because of the standard of question papers, quality of marking and other related factors. It is for these reasons that Umalusi standardises examination results. Umalusi derives this function from section 17A (4) of the GENFETQA Act of 2001, as amended in 2008, which states that the Council may adjust raw marks during the standardisation process.

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

9.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 261 subjects linked to National Certificate (Vocational) [NC(V)] L2–L4 for standardisation purposes. In turn, Umalusi performed the verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

9.2.1 Development of Historical Averages

The historical averages for NC(V) L2–L4 were calculated using the previous five examination sittings (2016–2020). Once that had been done, as per policy requirements, DHET submitted the historical averages or norms to Umalusi for verification purposes. Where a distribution contained outliers, the historical average was calculated without the data from the outlying examination sitting.

9.2.2 Capturing of Marks

Umalusi monitored the capturing of the NC(V) L2–L4 marks at Technical and Vocational Education Technical (TVET) colleges in KwaZulu-Natal and Gauteng. Umalusi officials monitored the capturing of marks at the DHET capturing centres and collected copies of mark sheets. Finally, Umalusi verified the marks recorded on candidates' scripts against the DHET's standardisation data.

9.2.3 Verification of Datasets and Standardisation Booklets

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

9.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for NC(V) L2–L4 were held on 10 and 11 January 2022 respectively. In reaching its standardisation decisions, Umalusi considered the qualitative and quantitative information presented. The qualitative input included evidence-based reports presented by the DHET, and reports by Umalusi’s external moderators and monitors on the conduct, administration and management of the examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis.

9.2.5 Post-standardisation

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

9.3 Findings and Decisions

9.3.1 Development of Historical Averages

As explained in the foregoing paragraphs, the historical averages for NC(V) L2–L4 were developed using the previous five examination sittings. Where outliers were found, the principle of exclusion was applied and the norm was calculated using only four examination sittings. Table 9A indicates the subjects with outliers

Table 9A: Subjects with outliers

Level	Code	Subjects	Outlying Year
L2	6050422	Process Chemistry	202011
	8021022	Criminology	201611
	12041042	Renewable Energy Technologies	201611
L4	6021004	Engineering Processes	201711

9.3.2 Capturing of Marks

The capturing of marks at all the monitored centres was conducted in accordance with the DHET’s management plan for examination marking processes. As the capturing centres were set up at marking centres, the two processes – marking of scripts and capturing of marks – ran concurrently. The capturing of marks was done in accordance with the guidelines on capturing of marks.

The processes of marking and capturing marks were conducted at centralised marking centres. Umalusi officials monitored the verification of marks for NC(V) Level 4 at two centralised marking centres, Ekurhuleni East TVET College’s Springs Campus and Thekwini TVET College’s Asherville Campus. The fact that the capturing centre and the marking centre were located in the same building made it easier for the data capturers to address all marking-related issues as they arose. The centre manager created a text file of all the captured marks per computer and submitted this to the DHET each day. The same official also kept a record of all received and outgoing mark sheets and of the exported mark sheets and ensured that the numbers corresponded to the captured marks before creating a text file.

The capturing centre was responsible for appointing data capturers, who were mostly permanent employees of the college. These individuals were allocated user identification numbers which they used when conducting both the capturing and the verification processes. A data capturer could not verify a mark sheet he/she had initially captured. This was to ensure that the directive to use double capturing was adhered to.

All the capturing facilities visited by Umalusi were kept under 24-hour surveillance, and strict security procedures were observed from the point of entry at the main entrance gate to the marking centre. There were procedures to monitor personnel entering and leaving the marking centre. The mark sheets were scanned in the control room so that those that were being dispatched from the capturing room could be tracked. The marking centre management conducted the capturing of marks in accordance with the procedures and regulations for capturing. In the event of candidates' marks not being captured on the system, the DHET was able to find the error in the text files that had been uploaded. Each centre was allocated an official at the head office who was responsible for uploading the text files onto the main systems. This official also sent the centre any detected errors for verification and correction by submitting evidence of the errors. The capturing of the outstanding marks was handled by the DHET only, at the national level.

1.1.3 Verification of Datasets and Standardisation Booklets

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

The datasets and e-booklets for NC(V) L2-L4 were approved after verification that they conformed to the requirements as spelt out in the *Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy*. Once this had been done, the final standardisation e-booklets were compiled. The DHET completed verification of all processes and Umalusi approved all processes within the stipulated timeframes.

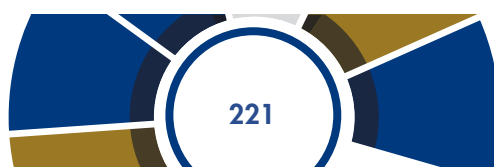
a) Pre-Standardisation and Standardisation

Standardisation decisions were informed by qualitative reports of external moderators and examination monitors. In addition, intervention reports presented by the assessment body were considered. As noted above, 261 subjects were presented for standardisation.

Table 9B: Summary of standardisation decisions

Description	Total
Number of subjects presented	261
Raw marks accepted	131
Adjusted (mainly upwards)	91
Adjusted (mainly downwards)	39
Provisionally standardised	00
Number of standardised subjects	261

All 261 subjects were standardised by considering the trends in student performance (historical averages), pairs analysis and qualitative inputs provided. Umalusi highlighted the growing downward trend in candidate enrolments across the three levels from previous examination sittings, with Level 2 experiencing



the greatest decline. The unavailability of chief markers and moderation reports for most subjects on Levels 2 and 3 was highlighted as a concern. The Assessment Standards Committee (ASC) was not provided with any information about candidate's performance other than the statistical data provided in the booklets. The qualitative reports highlighted assessments that were judged to be unfair for various reasons. These included question papers that had been set on out-of-date syllabuses, and the question paper for Computer Hardware and Software Level 3 that contained a question on the Cisco curriculum that had not been introduced at all colleges. In addition, the persistent underperformance and 90% failure rate in Electrical Principles & Practice L4, Electrical Systems & Construction L4 and Physical Science L4 was noted and highlighted for intervention by the assessment body.

b) Post-standardisation

After the standardisation meetings, the approved adjustments and statistical moderation, together with candidates' files were submitted for verification and approval. The adjustments for all NC(V) L2-L4 subjects were approved with the first submission. The statistical moderation files for NC (V) L4 were also approved with first submission, while the NC(V) Levels 2 and 3 were approved after the first submission.

9.4 Areas of Improvement

- a. The DHET submitted the standardisation and resulting datasets within the stipulated timeframes
- b. The approval of adjustments for L2-L4 and the statistical moderation and resulting at subject level for NCV L4 during the first submission.

9.5 Areas of Non-Compliance

- a. The DHET must ensure that all subjects submitted for standardisation are accompanied by reports from the chief markers and internal moderators, particularly those on Levels 2 and 3.

9.6 Directives for Compliance and Improvement

- a. DHET should submit all chief markers' reports for all subjects sent for standardisation.

9.7 Conclusion

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

CHAPTER 10 CERTIFICATION



10.1 Introduction

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

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

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

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

This chapter focuses on the certification process and how the DHET complies with the directives for certification as specified in the regulations for certification.

10.2 Scope and Approach

The period covered by this report is 1 December 2020 to 30 November 2021. All requests for certification received during this period that were finalised and feedback provided to the DHET by Umalusi are addressed in this report. The report covers the November 2020 examination and its supplementary examination in March 2021.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process and certificates are issued throughout the year. The bulk of certification usually occurs within three months of the release of results. Throughout the year, however, certificates are requested as first issues, duplicates, replacements owing to changes in status or re-issues.

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

This chapter focuses on the DHET's shortcomings when complying with certification directives and how this affected the quality assurance processes and the certification of learner achievements.

The chapter provides statistics related to the number of requests in the form of datasets that were received, and the percentage of rejections of applications resulting from issues of non-compliance with directives, and the number and type of certificates issued over this period.

The findings of the certification process during the period of reporting are discussed below. These findings should not be regarded as a comprehensive list but rather as key points that need to be addressed.

10.3 Findings

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

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

Two submissions of registration data are required, three months after registration and at the end of October. The first submission is regarded as a preliminary registration while the second is the final set of registrations. At the time of writing, the first submission of learner registration data had been received but the final datasets were not yet submitted.

One set of data was submitted to Umalusi for quality checking and feedback and errors were sent to the assessment body for correction. Errors included the following: The “type of centre” indicated in the registration data differed from the actual centre registration and from the historic records of previous certification data. Centres were submitted as “private or independent” colleges, or were given an “invalid” indicator that was not one of the prescribed types. Colleges were also not correctly listed as accredited by Umalusi. Incorrect ID numbers and dates of birth were recorded for some candidates. Some candidates were barred from enrolling for the examination until April 2022 because of a sanction for an irregularity, but they were allowed to enrol for the 2021 academic year.

The registration of NC(V) candidates was completed and the admission letters were dispatched to all public Technical and Vocational Education and Training (TVET) and private Further Education and Training (FET) colleges. All TVET colleges were required to submit their registration data electronically in the prescribed format to the DHET. Once the DHET had loaded the registration data onto their mainframe system, the printing and verification of the preliminary entry schedules followed. Once the correction and checking of the entries had been completed, the admission permits/letters were printed and distributed to TVET colleges offering NC(V) qualifications.

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

During the processing of the certification datasets, it was discovered that a small percentage of learner records requested had not been approved during the resulting process. This caused a delay in the certification and the issuing of certificates to some learners.

The general principle that must be adhered to is that all results must be approved before release and the

request for certification is submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, marks cannot be corrected by submitting mop-up datasets; a re-issue must be requested to correct these marks.

The submission of the datasets for certification was done within three months of the release of the results and declaration forms. However, it was noted that not all learner records that had been submitted for the approval of the results were submitted for certification.

The recording and finalisation of irregularities is an important step to ensuring that certificates are issued correctly to deserving candidates. The DHET must inform Umalusi of all irregularities so that these can be recorded on Umalusi's certification IT system. It is of utmost importance that Umalusi is updated on the status of irregularities (pending, guilty, not guilty) before the requests for certification are submitted. If this is not done it is possible that learners will not receive their certificates until these irregularities have been finalised. It was observed that some colleges had not submitted their irregularities in the prescribed format to the DHET.

Umalusi also noticed that candidate records that were rejected because of a failure to comply with the directives for certification were resubmitted for certification without the errors being corrected. This delayed the issuing of certificates to learners. In some cases, the rejected records were not resubmitted for certification.

The application for reissues of certificates had improved and in most cases the correct reasons for cancellation were provided. Any changes caused by a change to personal details on the national population register must be requested as a legal change. The request must be accompanied by the necessary certified documents from the Department of Home Affairs.

The phasing out of the automatic printing of subject statements was also introduced, on request from the DHET in an effort to reduce the cost of certificates issued to private colleges. Umalusi only prints subject statements that are requested by the DHET on behalf of colleges. The DHET must ensure that subject statements are requested for those learners who need them. It is possible to request this statement at a later date and this decision regarding the printing of subject statements must be communicated to all role players. It is also important that the DHET confirms in writing that the requests for certificates are in the best interests of the candidates.

During 2021, progress was made in reducing the backlog in issuing certificates. Some full certificates remain outstanding, however, especially in cases where candidates qualified for a certificate over several examinations sittings. These candidate records must be identified and the results must be combined so that the certificates can be issued. Every effort should be made to adhere to the call from the Parliamentary Portfolio Committee on Higher Education and Training (PCHET) to resolve this backlog.

Below is a summary of certificates issued for the period 1 December 2020 to 30 November 2021.

Figure 10A: Certificates issued during the period 1 December 2020 to 30 November 2021

Department of Higher Education: National Certificate (Vocational)

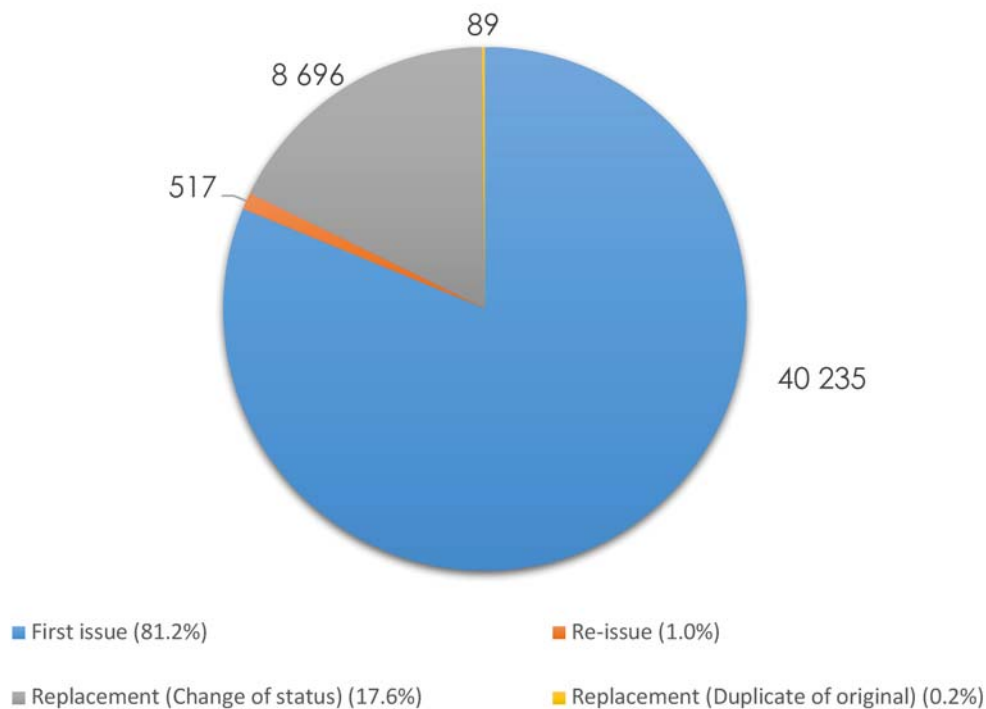


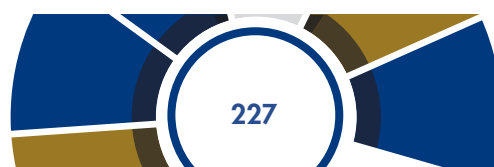
Table 10A: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021.

NC(V) Level	Senior Certificate							Certificates printed
	No of datasets	No of datasets accepted	Percentage accepted	No of records submitted	No of records accepted	Percentage accepted	No of records rejected	
2	218	218	100%	99 813	90 176	90.3%	9 637	27 051
3	269	269	100%	62 973	53 116	84.4%	9 857	13 430
4	242	241	99.6%	44 392	37 914	85.4%	6 478	9 007
Total	729	728	99.9%	207 178	181 206	87.5%	25 972	49 488

10.4 Areas of Improvement (including Innovations)

Areas of compliance and good practice are discussed below:

- The registration of NC(V) candidates was completed, and the admission letters had been dispatched to all public and private colleges despite the challenges posed by COVID-19. There was an improvement in the registration process and all public and private colleges were required to submit registration data electronically in the prescribed format. These data were then uploaded to the DHET’s examination system;
- To ensure that candidates’ details were correct, the DHET verified and checked personal details with the Department of Home Affairs. Candidates were also encouraged to register using their valid ID numbers. The re-issuing of certificates because of incorrect personal details captured during registration was reduced;



- c. The submission of datasets for the certification of learner achievements improved and was done according to the directives. Many candidates were certified within the required period after the examination had been written;
- d. There was an improvement in the submission of raw marks for certification and these marks did not differ from those approved during the resulting process. The measures taken to ensure that learners' marks were "locked" on the IT system to avoid changes to marks without prior approval in the future were successful; and
- e. There was a reduction in the number of outstanding certificates with only a small percentage of certificates still outstanding. The management plan to certify within three months of the release of the results was adhered to and outstanding certificates have been avoided.

10.5 Areas of Non-Compliance

Umalusi requests two sets of registration data from the DHET. The first submission should be made not later than three months after the closing date for registration and is regarded as the preliminary registration data. The final set of registration data must be submitted before the writing of the examination commences. Care must be taken that all the required fields (field values) are correctly populated as captured on the DHET IT system, in particular the fields "type of centre".

- a. Some learner records that had been approved and released by the DHET on statements of results had not been submitted for certification;
- b. Requests for certification of results that had not been approved for release were received. These results differed from the approved results and therefore the certification requests were rejected. Any changes to subject marks must be approved, whether caused by capture errors, calculation errors, updates of outstanding marks, re-marks or re-checks;
- c. The resubmission of candidate records for certification without corrections caused a delay in the certification of candidates. To comply, the DHET is required to investigate and correct all errors before the records are resubmitted to Umalusi for certification;
- d. The finalisation and completion of irregularities was another area of non-compliance. Where irregularities are identified and reported to Umalusi, the status of the irregularities must be communicated to Umalusi in the prescribed format (spreadsheet). The updated report on the irregularities must also be submitted to Umalusi before bulk certification can be requested. The absence of these updated reports causes unnecessary delays and rejections;
- e. The combination or consolidation of results from multiple examination sittings must be resolved to eliminate the backlog in certification. This issue remains unresolved since the inception of the NC(V).

10.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. All candidate records are approved by Umalusi prior to extracting certification datasets. This would prevent unnecessary rejections and delays in issuing certificates to candidates, especially where candidates have had a re-mark or where marks have changed;
- b. The preliminary and the final sets of registration data are submitted to Umalusi. This submission would confirm that all registrations have been verified and correctly captured on the system. This would prevent the re-issue of certificates because of incorrect personal details; and
- c. The IT system is updated to allow for the issuing of a subject statement where this was not initially requested. The DHET must ensure that subject statements are requested for those candidates who need them.

10.7 Conclusion

As the assessment body, the DHET complied with most directives for certification. However, the certification backlog must be resolved and control measures must be implemented to ensure that all learners who qualify for a certificate receive this. The work done by the DHET and the State Information Technology Agency (SITA) to resolve the backlog is acknowledged and applauded. It was observed that measures had been taken to prevent outstanding certificates in future. Most candidates were resulted and certified without difficulty and according to management plans. The challenge remains to achieve a certification rate 100% and to have a seamless certification process. Given the scope of the examination and the complexity of the system, the status of the system can be viewed as satisfactory, with the proviso that there is room for improvement.

Information concerning all candidates who were involved in irregularities was submitted on Umalusi's prescribed spreadsheet. This information was uploaded onto Umalusi's resulting and certification system to prevent the issuing of incorrect certificates. All irregularities pending from previous examinations were finalised. This was done more effectively than in previous years.



ISBN: 978-1-928445-23-4

Physical Address: 37 General Van Ryneveld Street,
Persequor Technopark, Pretoria

Postal Address: P.O. Box 151 Persequor Technopark, Pretoria, 0020

Telephone: +27 12 349 1510 | Fax: +27 12 349 1511

Toll Free Fraud Line: 0800 000 889.

Email: info@umalusi.org.za | Web: www.umalusi.org.za

Facebook: www.facebook.com/UmalusiSA

Twitter: @UmalusiSA

ISBN: 978-1-928445-23-4



UMALUSI



Council for Quality Assurance in
General and Further Education and Training