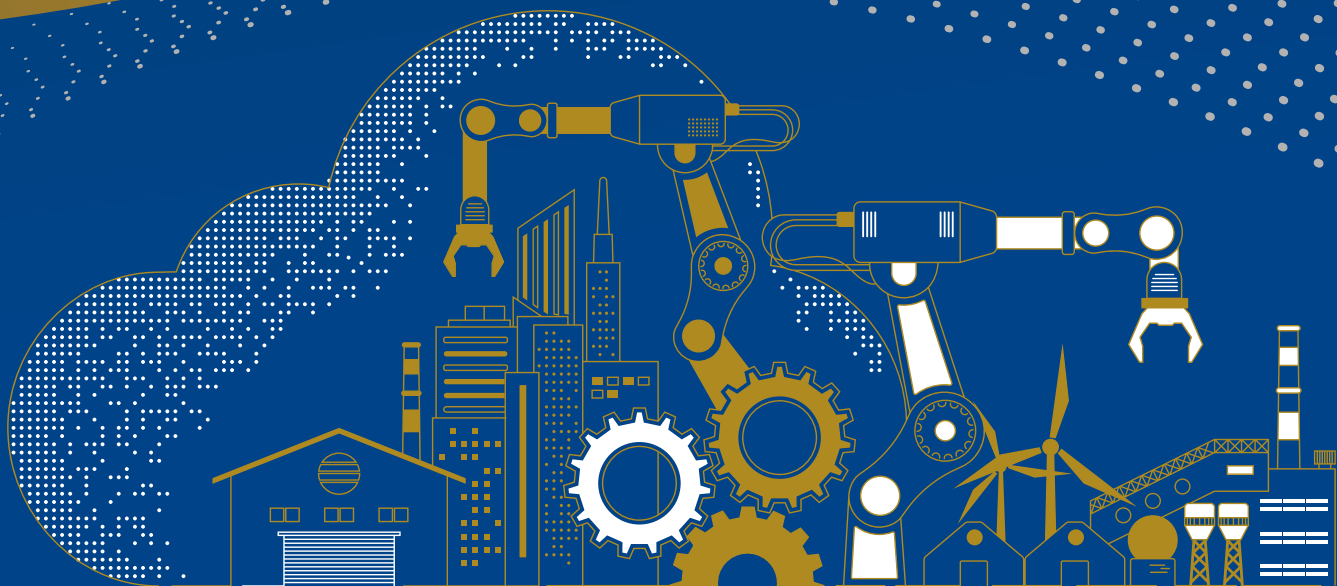


REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2023 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENT



UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2023 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENT

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TABLE OF CONTENTS

FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI	v
EXECUTIVE SUMMARY	vii
ACRONYMS AND ABBREVIATIONS	xi
LIST OF TABLES AND FIGURES	xiii
CHAPTER 1 MODERATION OF NC(V) QUESTION PAPERS	1
1.1 Introduction.....	1
1.2 Scope and Approach.....	1
1.3 Summary of Findings.....	6
1.4 Areas of Improvement	27
1.5 Areas of Non-Compliance	28
1.6 Directives for Compliance and Improvement.....	30
1.7 Conclusion.....	30
CHAPTER 2 REVIEW OF NC(V) INTEGRATED SUMMATIVE ASSESSMENTS TASKS AND PRACTICAL ASSESSMENT TASKS	31
2.1 Introduction	31
2.2 Scope and Approach	31
2.3 Summary of Findings	36
2.4 Areas of Improvement	43
2.5 Areas of Non-Compliance	44
2.6 Directives for Compliance and Improvement	44
2.7 Conclusion	44
CHAPTER 3 MODERATION OF NC(V) INTERNAL CONTINUOUS ASSESSMENTS	45
3.1 Introduction.....	45
3.2 Scope and Approach	45
3.3 Summary of Findings.....	49
3.4 Areas of Improvement.....	67
3.5 Areas of Non-Compliance	69
3.6 Directives for Compliance and Improvement.....	72
3.7 Conclusion.....	73
CHAPTER 4 MODERATION OF THE CONDUCT OF THE NC(V) INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS	74
4.1 Introduction	74
4.2 Scope and Approach	74
4.3 Summary of Findings	76
4.4 Areas of Improvement	95
4.5 Areas of Non-Compliance	95
4.6 Directives for Compliance and Improvement	97
4.7 Conclusion	97

CHAPTER 5 STANDARDISATION OF NC(V) MARKING GUIDELINES	98
5.1 Introduction	98
5.2 Scope and Approach	98
5.3 Summary of Findings	101
5.4 Areas of Improvement.....	112
5.5 Areas of Non-Compliance	113
5.6 Directives for Compliance and Improvement.....	113
5.7 Conclusion.....	113
CHAPTER 6 VERIFICATION OF NC(V) MARKING	114
6.1 Introduction	114
6.2 Scope and Approach	114
6.3 Findings	118
6.4 Areas of Improvement.....	133
6.5 Areas of Non-Compliance	133
6.6 Directives for Compliance and Improvement.....	134
6.7 Conclusion.....	134
CHAPTER 7 NC(V) STANDARDISATION AND RESULTING	135
7.1 Introduction	135
7.2 Scope and Approach	135
7.3 Summary of Findings	135
7.4 Areas of Improvement.....	137
7.5 Areas of Non-Compliance	137
7.6 Directives for Compliance and Improvement.....	137
7.7 Conclusion.....	137
CHAPTER 8 NC(V) CERTIFICATION	138
8.1 Introduction	138
8.2 Scope and Approach	139
8.3 Findings	139
8.4 Areas of Improvement.....	141
8.5 Areas of Non-Compliance	142
8.6 Directives for Compliance and Improvement.....	142
8.7 Conclusion.....	143
CHAPTER 9 MODERATION OF NATED REPORT 190/191 QUESTION PAPERS	144
9.1 Introduction	144
9.2 Scope and Approach	144
9.3 Summary of Findings	146
9.4 Areas of Improvement.....	154
9.5 Areas of Non-Compliance	154
9.6 Directives for Compliance and Improvement.....	155
9.7 Conclusion.....	155

CHAPTER 10 MODERATION OF THE CONDUCT OF NATED REPORT 190/191 INTERNAL CONTINUOUS ASSESSMENT	156
10.1 Introduction	156
10.2 Scope and Approach	156
10.3 Summary of Findings	158
10.4 Compliance Check of Additional Instructional Offerings.....	176
10.5 Campuses/Sites that Struggled with ICASS Compliance.....	183
10.6 Areas of Improvement.....	185
10.7 Areas of Good Practice	186
10.8 Areas of Non-Compliance	187
10.9 Directives for Compliance and Improvement.....	188
10.10 Conclusion.....	188
CHAPTER 11 STANDARDISATION OF NATED REPORT 190/191 MARKING GUIDELINES.....	189
11.1 Introduction	189
11.2 Scope and Approach	189
11.3 Summary of Findings.....	191
11.4 Areas of Improvement.....	198
11.5 Areas of Non-Compliance	198
11.6 Directives for Compliance and Improvement.....	198
11.7 Conclusion.....	198
CHAPTER 12 VERIFICATION OF NATED REPORT 190/191 MARKING.....	199
12.1 Introduction	199
12.2 Scope and Approach	199
12.3 Summary of Findings.....	204
12.4 Areas of Improvement.....	223
12.5 Areas of Non-Compliance	223
12.6 Directives for Compliance and Improvement.....	223
12.7 Conclusion.....	223
CHAPTER 13 NATED REPORT 190/191 STANDARDISATION AND RESULTING	224
13.1 Introduction	224
13.2 Scope and Approach	224
13.3 Summary of Findings.....	224
13.4 Areas of Improvement.....	226
13.5 Areas of Non-Compliance	226
13.6 Directives for Compliance and Improvement.....	226
13.7 Conclusion.....	226
CHAPTER 14 NATED REPORT 190/191 CERTIFICATION	227
14.1 Introduction	227
14.2 Scope and Approach	228
14.3 Findings	228
14.4 Areas of Improvement (Including Innovations)	230

14.5 Areas of Non-Compliance	230
14.6 Directives for Compliance and Improvement.....	230
14.7 Conclusion.....	231
CHAPTER 15 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS.....	232
15.1 Introduction	232
15.2 Scope and Approach	232
15.3 Summary of Findings	233
15.4 Areas of Improvement.....	238
15.5 Areas of Non-Compliance	238
15.6 Directives for Compliance and Improvement.....	238
15.7 Conclusion.....	238
CHAPTER 16 MONITORING OF THE WRITING OF EXAMINATIONS	239
16.1 Introduction	239
16.2 Scope and Approach	239
16.3 Summary of Findings	241
16.4 Areas of Improvement.....	253
16.5 Areas of Non-Compliance	253
16.6 Directives for Compliance and Improvement.....	254
16.7 Conclusion.....	254
CHAPTER 17 MONITORING OF MARKING CENTRES	255
17.1 Introduction	255
17.2 Scope and Approach	255
17.3 Summary of Findings	256
17.4 Areas of Improvement.....	262
17.5 Areas of Non-Compliance	262
17.6 Directives for Compliance and Improvement.....	263
17.7 Conclusion.....	263

FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI

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

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

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

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

Furthermore, Umalusi has established a professional working relationship with the Department of Higher Education and Training (DHET). As a result, there has been an improvement in the conduct, administration, and management of the TVET examinations and their assessment. There is ample evidence to confirm that the relevant chief directorates of the DHET, the regional offices, public and private colleges, as well as the examination and marking centres, continue to strive to improve systems and processes relating to the TVET examinations and assessment. However, despite numerous improvements there remain critical aspects, such as the implementation and management of ICASS; thorough internal moderation of question papers and ICASS; and the repeated occurrence of irregularities (especially in private colleges), that require attention in the forthcoming examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Umalusi Council, and the Executive Committee (EXCO) of Umalusi Council met in January 2024 to scrutinise evidence presented on the conduct of the November 2023 National Certificate (Vocational) Level 2–4 [NC(V)] and the NATED Report 190/191 Engineering Studies N2–N3 examinations administered by the DHET.

Having studied all the evidence presented, the EXCO concluded that the examinations were administered largely in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges, Established, Declared or Registered in Terms of the Continuing Education and Training Act. The irregularities identified during the writing and marking of the examinations were not systemic and, therefore, did not compromise the overall credibility and integrity of the November 2023 NC(V) L2–L4 and NATED Report 190/191 Engineering Studies N2–N3 examinations administered by the DHET.

The EXCO approved the release of the DHET results of the November 2023 TVET examinations. However, the DHET was required to:

- a. Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit the improvement plan by 15 March 2024; and
- b. Block the results of all candidates implicated in irregularities, including the candidates who are implicated in alleged acts of dishonesty, pending the outcome of further DHET investigations and verification by Umalusi.

The EXCO commended the DHET for conducting successful examinations.

Umalusi will continue to ensure that the quality, integrity, and credibility of the TVET examinations and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2023 TVET examinations.



pp Acting CEO

Dr Mafu S Rakometsi

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act (No. 67 of 2008, as amended), mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

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

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

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

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2023 Technical and Vocational Education and Training (TVET) examinations. The report also reflects on the findings: areas of improvement and areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2022 examinations.

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

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

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

The DHET conducted the November 2023 NC(V) examination in 264 subjects; and in 56 instructional

offerings for the November 2023 NATED Report 190/191: Engineering Studies N2–N3 examinations.

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

- a. Moderation of NC(V) question papers (Chapter 1);
- b. Review of NC(V) integrated summative assessment tasks and practical assessment tasks (Chapter 2);
- c. Moderation of NC(V) internal continuous assessment (ICASS) (Chapter 3);
- d. Moderation of the conduct of NC(V) integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) (Chapter 4);
- e. Standardisation of NC(V) marking guidelines (Chapter 5);
- f. Verification of NC(V) marking (Chapter 6);
- g. NC(V) Standardisation and resulting (Chapter 7);
- h. NC(V) Certification (Chapter 8);
- i. Moderation of NATED Report 190/191 question papers (Chapter 9);
- j. Moderation of the conduct of NATED Report 190/191 ICASS (Chapter 10);
- k. Standardisation of NATED Report 190/191 marking guidelines (Chapter 11);
- l. Verification of NATED Report 190/191 marking (Chapter 12);
- m. NATED Report 190/191 Standardisation and resulting (Chapter 13);
- n. NATED Report 190/191 Certification (Chapter 14);
- o. Monitoring the state of readiness to conduct examinations (Chapter 15);
- p. Monitoring of the writing (Chapter 16); and
- q. Monitoring of marking centres (Chapter 17).

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2023 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations or not.

The role and responsibilities of the DHET are to:

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

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that quality standards for the NC(V) Level 2-4 and NATED Report 190/191 Engineering Studies N2–N3 examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. This moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

The findings of the external moderation process indicated that 87% of the question papers moderated by Umalusi were deemed to be of an acceptable standard, reflecting a 3% improvement from the 84% recorded in the November 2022 examinations. There was an improvement in the quality of the NATED Report 190/191 Engineering Studies N2–N3 question papers and marking guidelines in comparison to the November 2022 examinations.

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

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

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

All candidates registered to write examinations in the NC(V) qualifications and NATED Report 190/191 programmes through the DHET are required to complete ICASS tasks. While the compliance levels with most criteria showed improvement, there were some campuses that still did not comply with ICASS requirements. For NATED, there were plans in place for the development of assessment tasks at 88% of the sampled sites compared to 83% in 2022. There remains much to be done by the DHET to improve the quality of internal moderation.

The purpose of verifying the state of readiness of the DHET to conduct the November 2023 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations was, largely, to:

- a. Evaluate the level of preparedness of the DHET to conduct the November 2023 NC(V) and NATED examinations;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2022 examinations;
- c. Verify that the DHET had systems in place to ensure the integrity of the November 2023 NC(V) and NATED examinations; and
- d. Report on any shortcomings identified during the evaluation and verification of the DHET systems.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2023 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations. Umalusi noted that the dedicated DHET team responsible for the examinations had made significant improvements in their preparations to administer these examinations.

Umalusi staff and monitors were deployed to monitor the writing of the examinations to verify if the examination centres complied with the policy applicable to the conduct, administration and management of examinations. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. It was evident that the DHET has plans in place for the monitoring of the writing and marking of the examination and management irregularities for the November 2023 examinations.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi monitored the level of preparedness of marking centres to conduct the process of marking examination scripts. The marking of examination scripts for the November 2023 NC(V) qualifications and NATED Report 190/191 programmes was managed by the DHET. Umalusi monitored the marking centres to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes.

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

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

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

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

The purpose of standardisation and statistical moderation of results is to mitigate the effects of factors other than candidates' ability and knowledge on performance; and to reduce the variability of marks from examination to examination. The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

The DHET, as the assessment body, was compliant and generally executed the directives for certification. The majority of candidates for both NC(V) and NATED Report 190/191 were resulted and certified without any difficulties. However, achieving a certification rate of 100% and a problem-free certification process remains a challenge. The DHET is encouraged to improve on their certification process to ensure that every qualifying candidate receives a certificate.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2023 examinations, the EXCO concluded that the November 2023 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations were conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. Generally, examinations and assessments were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results and commended the DHET for the maturing system.

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

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

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CBD	Central Business District
CEO	Chief Executive Officer
CM	Chief Marker
DHET	Department of Higher Education and Training
EA	Examination Assistant
EC	Eastern Cape Province
EXCO	Executive Committee of Council
FAL	First Additional Language
FET	Further Education and Training
FS	Free State
GP	Gauteng Province
GPW	Government Printing Works
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GENFETQA	General and Further Education and Training Quality Assurance
HEI	Higher Education Institutions
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
ID	Identity Document
IM	Internal Moderator
ISAT	Integrated Summative Assessment
IRR	Irregularity
IT	Information Technology
KZN	KwaZulu-Natal
LP	Limpopo Province
L2	Level 2
L3	Level 3
L4	Level 4
MP	Mpumalanga
NEAIC	National Examination and Assessment Irregularities Committee
NCV	National Certificate (Vocational)

NSC	National Senior Certificate
NQF	National Qualifications Framework
NW	North-West
OHS	Occupational Health and Safety
PAT	Practical Assessment Task
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SA	South Africa
SACE	South African Council for Educators
SAG	Subject Assessment Guideline
SLA	Service Level Agreement
SOP	Standard Operation Procedure
TVET	Technical and Vocational Education and Training

LIST OF TABLES AND FIGURES

Table/Figure	Description	Page
Table 1A:	Subjects included in the moderated sample of NC(V) question papers	1
Table 1B:	Approval status of NC(V) L2-L4 question papers after initial moderation	5
Figure 1A:	Approval status of NC(V) question papers after initial moderation	6
Table 1C:	Summary of findings of the initial moderation of NC(V) question papers	6
Table 2A:	Subjects included in the review of the ISAT/PAT for NC(V) Level 4	31
Table 2B:	Approval status of NC(V) Level 4 ISAT/PAT Review after initial moderation	34
Table 2C:	Approval of NC(V) Level 4 ISAT/PAT after initial moderation results	35
Figure 2A:	Graphic representation of approval status of reviewed NC(V) Level 4 ISAT/PAT at Initial Moderation	35
Table 2D:	Summary of findings of the moderation of the reviewed Level 4 ISAT/PAT	36
Table 3A:	Sites and Subjects included in the moderation of NC(V) L2-L4 ICASS	46
Table 3B:	Sites that failed to submit their files for external moderation	48
Table 3C:	PoA that had three or more documents missing or incomplete	50
Table 3D:	Sampled colleges that completed moderation in October 2023	52
Table 3E:	Non-compliance with content coverage criteria	54
Table 3F:	Sampled colleges that met all the criteria for internal moderation	57
Table 3G:	Sampled colleges with no evidence of Pre-moderation of tasks	60
Table 3H:	Colleges in sample that did not meet any of the criteria for compliance	63
Table 3I:	Centres that did not submit PoE	65
Table 3J:	Colleges in sample that did not meet any of the criteria for quality of marking	65
Table 3K:	Sampled colleges that did not implement PAT or had problems with implementation	67
Table 3L:	Areas of Improvement	67
Table 3M:	Sites and subjects requiring urgent intervention	71
Table 4A:	Subjects and sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT	75
Table 4B:	Planning challenges in sampled subjects	77
Table 4C:	Subjects and sites in which the ISAT/PAT was completed according to specification	83
Table 4D:	Findings on the Implementation of ISAT/PAT	83
Table 4E:	ISAT/PAT which necessitated interventions by Umalusi	86
Table 4F:	Subjects in which difficulties were encountered with the marking/scoring tools	93

Table/Figure	Description	Page
Table 4G:	Subjects in which the marking/scoring was inappropriate	93
Table 4H:	Subjects and sites where no moderation had taken place or moderation was in progress at the time of the Umalusi visit	94
Table 4I:	Types of moderation conducted	94
Table 5A:	NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi	99
Table 5B:	NC(V) Level 4 question papers included in the sample of marking guideline standardisation meetings attended by Umalusi	100
Table 5C:	NC(V) L2 and L3 Summary of findings	101
Table 5D:	NC(V) L4 Summary of findings	103
Table 6A:	Level 2 question papers included in the verification of marking	115
Table 6B:	Level 3 question papers included in the verification of marking	115
Table 6C:	Level 4 question papers included in the verification of marking	115
Table 6D:	NC(V) verification of marking Level 2: question papers, number of provinces and number of centres	116
Table 6E:	NC(V) verification of marking Level 3: question papers, number of provinces and number of centres	117
Table 6F:	NC(V) verification of marking Level 4: question papers, number of provinces and number of centres	117
Table 6G:	NC(V) findings: Level 2 and Level 3	119
Table 6H:	NC(V) Level 4 findings of verification of marking	123
Table 7A:	Subject with outlier for the November 2023 NC(V)	136
Table 7B:	List of standardisation decisions for the November 2023 NC(V) L2–L4	136
Figure 8A	Reflects a summary of certificates issued from 1 December 2022 to 30 November 2023 (excluding subject statements).	141
Table 8A:	Number of datasets and transactions received during the period 1 December 2022 to 30 November 2023	141
Table 9A:	Instructional offerings included in the moderated sample of question papers	144
Table 9B:	Instructional offerings included in the sample of question papers	145
Table 9C:	Approval status of question papers and marking guidelines after First moderation	146
Figure 9A:	Approval status of the NATED Report 190/191: Engineering Studies question papers and marking guidelines after first moderation	147
Table 9D:	Summary of findings of the first moderation of question papers	147
Table 10A:	Sampled instructional offerings, campus/sites and provinces	156
Table 10B:	Findings observed in the November 2023 moderation of ICASS	158
Table 10C:	Additional instructional offerings moderated, including DHET enrolment numbers	177
Table 10D:	Evidence of one or both tests accompanied by the mark sheet	181
Table 10E:	Sites and subjects that need follow-up visits	183

Table/Figure	Description	Page
Table 10F	Areas of Improvement	186
Table 11A:	Evaluation criteria and quality indicators for marking guideline discussions	189
Table 11B:	NATED N2 marking guideline discussion meetings conducted	190
Table 11C:	NATED N3 marking guideline discussion meetings conducted	191
Table 11D:	Findings from the standardisation of marking guidelines for NATED N2 instructional offerings	191
Table 11E:	Findings from the standardisation of marking guidelines for NATED N3 instructional offerings	194
Table 12A:	Distribution of instructional offerings across marking centres	199
Table 12B:	N2 Verification of marking samples	200
Table 12C:	Verification of marking samples	200
Table 12D:	Evaluation criteria and quality indicators for verification of marking	201
Table 12E:	Verification of marking N2 and N3: instructional offerings, number of provinces and examination centres, per province	202
Table 12F:	Findings from the verification of marking of N2 instructional offerings	204
Table 12G:	Findings from the verification of marking of N3 instructional offerings	213
Table 13A:	Subjects with outliers for the November 2023 NATED N2–N3	225
Table 13B:	List of standardisation decisions for the November 2023 NATED N2–N3	225
Figure 14A:	Certificates issued during the period 1 December 2022 to 30 November 2023	229
Table 14A:	Certificates issued for the examination periods November 2022 and August 2023	230
Table 14B:	Number of datasets and transactions received during the period 1 December 2022 to 30 November 2023	230
Table 15A:	DHET ICASS monitoring and moderation management plan 2023 NC(V) Levels 2–4 and NATED Report 190/191 Engineering Studies N2–N3	234
Table 15B:	DHET plan on the management of irregularities	234
Table 16A:	Examination centres monitored by Umalusi.	239
Table 16B:	Detailed Findings at monitored examination centres	242
Table 17A:	Marking centres monitored by Umalusi	255
Table 17B	Findings at marking centres monitored by Umalusi	256
Table 17C	List of November 2023 marking concessions	261

CHAPTER 1

MODERATION OF NC(V) 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 required quality and standard are maintained across examination cycles.

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

The purpose of the external moderation is to:

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

1.2 Scope and Approach

Umalusi moderated a total of 160 question papers across NC(V) Levels 2, 3 and 4 for the November 2023 examination. Most of these question papers were from Level 4 (62%), with 19% at Level 2 and 19% at Level 3 of the sample. Table 1A provides a list of the subjects moderated by Umalusi, indicating where a subject had two question papers, and their levels.

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

No.	NC(V) Subjects moderated	November 2023		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions		✓	✓
3.	Afrikaans First Additional Language (FAL) Paper 1			✓
4.	Afrikaans FAL Paper 2			✓
5.	Agribusiness			✓
6.	Animal Production	✓		✓
7.	Applied Accounting		✓	
8.	Applied Accounting Paper 1			✓
9.	Applied Accounting Paper 2			✓
10.	Applied Engineering Technology			✓
11.	Applied Policing			✓
12.	Architectural Graphics and Technology Paper 1			✓
13.	Architectural Graphics and Technology Paper 2			✓
14.	Art and Science of Teaching			✓

No.	NC(V) Subjects moderated	November 2023		
		Level 2	Level 3	Level 4
15.	Automotive Repair and Maintenance	✓		✓
16.	Business Practice			✓
17.	Carpentry and Roof Work			✓
18.	Civil and Structural Steel Work Detailing Paper 1			✓
19.	Civil and Structural Steel Work Detailing Paper 2			✓
20.	Client Services and Human Relations		✓	✓
21.	Community Oriented Primary Care	✓		✓
22.	Computer Integrated Manufacturing			✓
23.	Computer Programming Paper 1			✓
24.	Computer Programming Paper 2			✓
25.	Concrete Structures		✓	✓
26.	Construction Planning			✓
27.	Construction Supervision			✓
28.	Consumer Behaviour			✓
29.	Contact Centre Operations			✓
30.	Criminal Justice Process			✓
31.	Criminology			✓
32.	Data Communication and Networking			✓
33.	Drawing Office Procedures and Techniques Paper 1			✓
34.	Drawing Office Procedures and Techniques Paper 2			✓
35.	Early Childhood Development			✓
36.	Economic Environment			✓
37.	Electrical Principles and Practice		✓	✓
38.	Electrical Systems and Construction			✓
39.	Electrical Workmanship			✓
40.	Electronic Control and Digital Electronics	✓		✓
41.	Electrotechnology		✓	✓
42.	Engineering Fabrication Boiler Making			✓
43.	Engineering Fabrication Sheet Metal Work			✓
44.	Engineering Graphics and Design Paper 1		✓	
45.	Engineering Graphics and Design Paper 2		✓	
46.	Engineering Processes			✓
47.	Engineering Technology	✓		
48.	English FAL Paper 1	✓	✓	✓
49.	English FAL Paper 2	✓	✓	✓
50.	Farm Planning and Mechanisation			✓
51.	Financial Management			✓
52.	Fitting and Turning		✓	✓
53.	Food Preparation			✓
54.	Freight Logistics			✓
55.	Governance		✓	✓

No.	NC(V) Subjects moderated	November 2023		
		Level 2	Level 3	Level 4
56.	Graphic Design			✓
57.	Hospitality Generics			✓
58.	Hospitality Services			✓
59.	Human and Social Development	✓		✓
60.	Law Procedures and Evidence			✓
61.	Learning Psychology		✓	✓
62.	Life Skills and Computer Literacy Paper 1	✓	✓	✓
63.	Life Skills and Computer Literacy Paper 2	✓	✓	✓
64.	Management Practice	✓		✓
65.	Marketing			✓
66.	Marketing Communication			✓
67.	Masonry			✓
68.	Materials			✓
69.	Mathematical Literacy Paper 1	✓	✓	✓
70.	Mathematical Literacy Paper 2	✓	✓	✓
71.	Mathematics Paper 1	✓	✓	✓
72.	Mathematics Paper 2	✓	✓	✓
73.	Mechanical Draughting and Technology Paper 1			✓
74.	Mechanical Draughting and Technology Paper 2			✓
75.	Mechatronic Systems	✓		✓
76.	Multimedia Services			✓
77.	New Venture Creation	✓		✓
78.	Office Data Processing			✓
79.	Office Practice	✓		✓
80.	Operations Management		✓	✓
81.	Personal Assistance			✓
82.	Physical Science Paper 1	✓	✓	✓
83.	Physical Science Paper 2	✓	✓	✓
84.	Plant Production	✓		
85.	Plumbing	✓		✓
86.	Principles of Computer Programming Paper 1		✓	
87.	Principles of Computer Programming Paper 2		✓	
88.	Principles of Criminal Justice	✓		
89.	Process Chemistry			✓
90.	Process Control			✓
91.	Process Technology			✓
92.	Professional Engineering Practice			✓
93.	Project Management			✓
94.	Public Health			✓
95.	Pulp and Papermaking Technology	✓		✓
96.	Refrigeration and Air Conditioning Processes			✓

No.	NC(V) Subjects moderated	November 2023		
		Level 2	Level 3	Level 4
97.	Renewable Energy Technologies			✓
98.	Roads			✓
99.	Robotics Fundamentals Paper 1	✓		
100.	Robotics Fundamentals Paper 2	✓		
101.	Science of Tourism	✓		✓
102.	Soil Science	✓		
103.	Stored Programme Systems		✓	✓
104.	Sustainable Tourism in South Africa (SA) and International Travel			✓
105.	Systems Analysis and Design			✓
106.	The Human Body and Mind		✓	✓
107.	The South African Health Care System		✓	✓
108.	Theory of Policing Practices		✓	
109.	Tourism Operations		✓	✓
110.	Transport Economics		✓	✓
111.	Transport Operations			✓
112.	Welding			✓
113.	Wholesale and Retail	✓		
114.	Workshop Practice	✓		
	Total	30	30	100

Umalusi employed external moderators who quality assured a sample of question papers and marking guidelines according to set criteria to ensure that the approved question papers met the required standards. The external moderators were subject experts from higher education institutions (HEI), Technical and Vocational Education and Training (TVET) colleges, provincial and regional education departments and industry. Umalusi received the question papers, accompanying marking guidelines and internal moderator reports (including the assessment grids) from the DHET. Umalusi sent these documents, together with the moderation instruments, to the external moderators. The external moderators used the set criteria from the Umalusi Instrument for the Moderation of Question Papers to quality assure 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 and 31% of the NC(V) Levels 2 and 3 question papers administered by the DHET for the November 2023 examination. All the fundamental subjects, namely English FAL, Life Skills and Computer Literacy, Mathematical Literacy and Mathematics, are externally moderated on every level for each examination. Afrikaans FAL was externally moderated on Level 4 only. The vocational subjects for Levels 2 and 3 are rotated on a yearly basis with the aim to cover all subjects over a period of time. However, when challenges were experienced in subjects on Levels 2 and 3 in previous examinations, or when the curriculum of a specific subject is reviewed, such subjects are included in the list of subjects for external moderation. Other factors, such as enrolments, are also considered when decisions are taken on the inclusion of subjects in the sample.

Umalusi uses a set of criteria to determine the standard of the question papers and their compliance with the subject and assessment guidelines (SAG).

- The criteria according to which the question papers were moderated covered the following aspects:
- Technical details related to the presentation of the question papers and marking guidelines;
 - Internal moderation and its value in assuring quality;
 - Adherence to the relevant SAG in terms of weighting, cognitive levels and question types;
 - Consistency and appropriateness of mark distribution and allocation according to cognitive levels and question types;
 - Relevance and accuracy of the marking guidelines and their facilitation of consistent marking;
 - The use of language and its appropriateness to the language level of the candidates;
 - Adherence of the question papers to language rules and the use of unbiased content;
 - Predictability and/or the degree of innovation in questions;
 - Progression between subject levels and parity between the standard of the November 2023 examination question papers and those from previous years; and
 - An overall evaluation of the question papers by external moderators in terms of validity, reliability, fairness and suitability for the level being assessed.

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

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

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

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

November 2023 examination								
NC(V) Level	Question papers moderated by Umalusi		Question papers approved		Question papers conditionally approved		Question papers rejected	
	No.	%	No.	%	No.	%	No.	%
Level 2	30	100%	6	20%	23	77%	1	3%
Level 3	30	100%	7	23%	23	77%	0	0%
Level 4	100	100%	24	24%	75	75%	1	1%
Total	160		37		121		2	

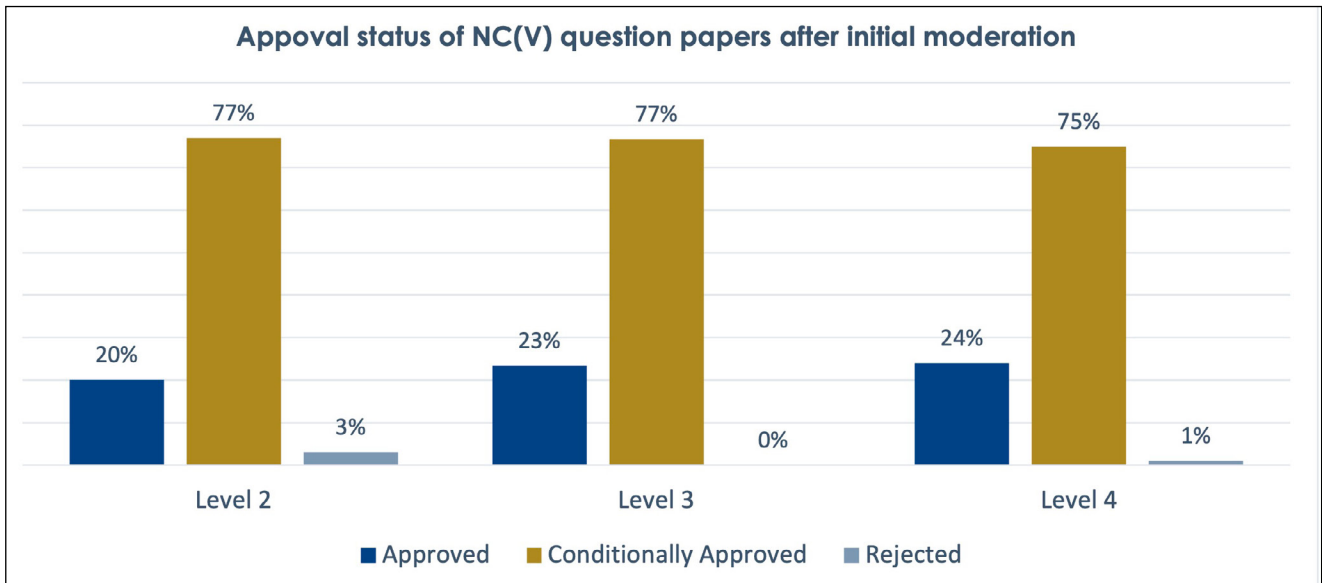


Figure 1A: Approval status of NC(V) question papers after initial moderation

1.3 Summary of Findings

Table 1C summarises the findings of the initial moderation of the NC(V) question papers, per criterion. It notes specific challenges, the subjects implicated and includes comparisons with the 2022 NC(V) examination.

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

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality		
General compliance	<p>a. Sixty-three percent of question papers and marking guidelines, as listed, met all technical requirements. This was 1% less than the 64% in the November 2022 examination.</p> <p>b. The following technical aspects were taken into consideration:</p> <ul style="list-style-type: none"> i. Submission of relevant supporting documents; ii. Completeness and accuracy of information on cover page; iii. Clarity of instructions to candidates; iv. Appropriate layout of paper; 	<p>Advanced Plant Production L4 Advertising and Promotions L3 and L4 Afrikaans FAL L4 Paper 1 and 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Architectural Graphics and Technology L4 Paper 2 Automotive Repair and Maintenance L2 Civil and Structural Steel Work Detailing L4 Paper 1 and 2 Community Oriented Primary Care L2 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1 and 2 Concrete Structures L3 and L4 Construction Supervision L4 Consumer Behaviour L4</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
General compliance (continued)	<ul style="list-style-type: none"> v. Clear mark allocation and correspondence of mark allocation between question paper and marking guidelines; vi. Appropriate visuals of print-ready quality; and vii. Adherence to format requirements of the subject SAG. <p>c. The remaining question papers (37%) and accompanying marking guidelines did not meet one or more of the technical requirements.</p>	Contact Centre Operations L4 Criminal Justice Process L4 Criminology L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L3 and L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L2 Electrotechnology L3 Engineering Fabrication Boiler Making L4 Engineering Fabrication Sheet Metal Work L4 Engineering Processes L4 English FAL L2 Paper 2 English FAL L3 Paper 1 and 2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L3 and L4 Food Preparation L4 Freight Logistics L4 Governance L3 and L4 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L4 Paper 1 Management Practice L2 and L4 Marketing Communication L4 Marketing L4 Masonry L4 Materials L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mathematical Literacy L4 Paper 1 Mathematics L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 and 2 Mechatronic Systems L2 and L4 Multimedia Services L4 Office Practice L2 Operations Management L3 and L4 Personal Assistance L4 Physical Science L3 Paper 1 Physical Science L4 Paper 1 and 2 Plant Production L2 Plumbing L2 and L4

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
General compliance (continued)		Principles of Computer Programming L3 Paper 1 and 2 Principles of Criminal Justice L2 Process Chemistry L4 Process Technology L4 Project Management L4 Public Health L4 Refrigeration and Air Conditioning Processes L4 Stored Programme Systems L3 and L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L3 and L4 The South African Health Care System L3 and L4 Theory of Policing Practices L3 Transport Economics L3 and L4 Welding L4 Wholesale and Retail L2 Workshop Practice L2
Information on the cover page	One percent of the question paper cover pages contained incorrect details, indicating a decrease of 5% compared to the November 2022 examination:	
	a. The subject code on the cover page of the answer sheet had been rectified (one question paper).	Applied Accounting L4 Paper 1
	b. The number of pages in the marking guideline on the cover page was corrected (one question paper).	Transport Operations L4
Instructions to candidates	In 12 (8%) question papers, the instructions to the candidates were not in accordance with DHET specifications/were incomplete/unclear/incorrect. This was double the number of the November 2022 examination:	
	a. The instruction was amended to include that a non-programmable calculator may be used (one question paper).	Applied Accounting L4 Paper 1

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
Instructions to candidates (continued)	b. The instructions contained information already provided on the front page of the answer book (one question paper).	Carpentry and Roof Work L4
	c. Some of the instructions to the candidates required clarification.	Client Services and Human Relations L3 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Life Skills and Computer Literacy L2 Paper 1
	d. The code of practice for engineering drawings was incorrectly stated as SABS 0111 and was replaced with the correct code SANS 10111.	Engineering Graphics and Design L3 Paper 2
	e. Instruction No. 6 was amended to include that drawings must be done in pencil.	Engineering Technology L2
	f. Instruction No. 9 was amended to include the words 'a consistent' in relation to the watermark, providing clarity for both the invigilator and the candidate. It is important that the watermark is consistent on the printouts to reduce the risk of irregularity.	Life Skills and Computer Literacy L4 Paper 2
	g. The following additional instructions were included in the cover page of the question paper: i. Show all calculations, formula and substitutions. ii. Approximate all final answers to TWO decimal places.	Physical Science L2 Paper 2
	h. The cover page was adapted to conform to the standard NC(V) format. The irrelevant formula sheet was removed and only the periodic table was attached to the question paper.	Physical Science L2 Paper 2
	i. Instruction No. 5 was amended to include "In Python scripts, comment your name and student number on the first line".	Robotics Fundamentals L2 Paper 2

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
Layout of question paper	a. Some of the pages in three (2%) question papers were not correctly numbered. This was consistent with the November 2022 examination.	Life Skills and Computer Literacy L3 Paper 2 Mathematical Literacy L4 Paper 2 Soil Science L2
	b. The answer sheet was revised to align with the question paper (two question papers).	Mathematics L4 Paper 1 and 2
	c. In five (3%) question papers/ answer sheets, not all questions were correctly numbered. This was proportionate to the 3% in the November 2022 examination.	Applied Accounting L4 Paper 1 Business Practice L4 Carpentry and Roof Work L4 Early Childhood Development L4 Office Practice L4
	d. The layout of mark allocations was rectified to be centre aligned (two question papers).	Science of Tourism L2 and L4
Headers and footers	<p>a. The headers and footers in six (4%) of the question papers / marking guidelines showed one or more of the following lapses:</p> <ul style="list-style-type: none"> i. Did not adhere to the required format; ii. Were inconsistent; iii. Contained incorrect information; and/or iv. Omitted the footer "please turn over" where required. <p>This was an increase of 1% from the 3% in the November 2022 examination.</p>	Applied Accounting L3 Applied Accounting L4 Paper 1 English FAL L2 Paper 1 Graphic Design L4 Life Skills and Computer Literacy L2 Paper 2 Tourism Operations L4
Font type and size	a. The standard font was not consistently used throughout the question paper/marking guideline in four (3%) of the papers.	Applied Accounting L3 Mathematical Literacy L2 Paper 1 Mathematical Literacy L4 Paper 2 Science of Tourism L4
Mark and time allocation	a. The mark allocation was not clearly indicated in ten (6%) of the question papers, an increase of 2% from the 4% in the previous examination period.	Art and Science of Teaching L4 Drawing Office Procedures and Techniques Paper 1 Graphic Design L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Roads L4 Robotics Fundamentals L2 Paper 1 and 2 Science of Tourism L2 and L4

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
Mark and time allocation (continued)	b. The mark allocation on the question paper did not correspond with that on the marking guidelines in eight (5%) question papers. This was 1% less than the November 2022 examination.	Construction Planning L4 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Life Skills and Computer Literacy L3 and L4 Paper 2 Office Practice L4 Physical Science L3 Paper 2
	c. Candidates would be able to complete the question paper in far less than the allocated time. The duration of the question paper was disproportionate to the volume of subject content covered in the SAG. Therefore, questions had to be added or amended (three question papers).	Carpentry and Roof Work L4 Hospitality Generics L4 Hospitality Services L4
	d. Candidates would not be able to complete the question paper within the allocated time as the time allocated to higher-order questions was underestimated. Therefore, questions had to be removed or amended (one question paper).	Client Services and Human Relations L4
Quality of graphics and illustrations	In 19 (12%) question papers the quality of visuals was poor and/or not print ready, a decrease of 2% from the 14% in the November 2022 examination. Aspects of visuals that were not print ready included: i. Images of poor pixel quality; ii. Information from external sources was not laid out according to the DHET style guide; iii. Information in diagrams not clearly visible; iv. Line types for drawing subjects not complying with SANS 10111 code; v. Missing alphabet labels; vi. Poor layout of spreadsheets and tables;	Animal Production L2 Architectural Graphics and Technology L4 Paper 1 Community Oriented Primary Care L4 Early Childhood Development L4 Engineering Graphics and Design L3 Paper 1 and 2 Engineering Technology L2 Graphic Design L4 Life Skills and Computer Literacy L4 Paper 2 Mathematics L2 Paper 1 Mathematics L4 Paper 1 and 2 Office Data Processing L4 Physical Science L2 Paper 1 Process Control L4 Pulp and Papermaking Technology L4 Renewable Energy Technologies L4 Robotics Fundamentals L2 Paper 1 Systems Analysis and Design L4

Criteria	Findings and challenges	Subjects implicated
Criterion 1: Technical quality (continued)		
Quality of graphics and illustrations (continued)	<ul style="list-style-type: none"> vii. Referencing of figures from external sources omitted; viii. Sketches with missing signal lines; ix. Unclear illustrations and screen grabs; x. Untidy/poorly drawn charts/diagrams/ graphs /grids in annexures; and xi. Visuals containing embedded answers to the questions. 	
Format requirements of the subject assessment guidelines	Thirteen (8%) question papers did not adhere to the format requirements in the SAG. This was 1% more than in the November 2022 examination.	Animal Production L2 Art and Science of Teaching L4 Graphic Design L4 Hospitality Services L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Mathematics L4 Paper 1 and 2 New Venture Creation L2 and L4 Renewable Energy Technologies L4 Professional Engineering Practice L4 Tourism Operations L3
Criterion 2: Internal moderation		
Quality and standard of internal moderator reports	a. Overall, 77% of internal moderators' reports were deemed to meet the appropriate standard. This represents a 1% improvement compared to the November 2022 examination.	
	b. The information in the internal moderator's report did not correspond with the question paper for six (4%) of the question papers. This was 6% lower than the 10% observed in the November 2022 examination.	Computer Programming L4 Paper 2 Engineering Fabrication Boiler Making L4 Physical Science L2 and L3 Paper 1 Refrigeration and Air Conditioning Processes L4 Roads L4
	c. Umalusi did not receive the internal moderators' reports for two question papers.	Electronic Control and Digital Electronics L4 Principles of Criminal Justice L2
	d. The assessment grid for three (2%) question papers was not included with the internal moderator's report.	Computer Programming L4 Paper 1 Multimedia Services L4 Physical Science L3 Paper 2

Criteria	Findings and challenges	Subjects implicated
Criterion 2: Internal moderation (continued)		
Incomplete moderator reports	<p>a. In 18 (11%) question papers, the internal moderators' reports were not adequately completed, an increase of 1% from the November 2022 examination.</p> <p>b. Incomplete reports included those that did not provide:</p> <ol style="list-style-type: none"> i. Examiner's name and/or contact details; and ii. An evaluation of the question paper based on specified criteria. 	<p>Architectural Graphics and Technology L4 Paper 2 Computer Programming L4 Paper 1 Concrete Structures L3 and L4 Construction Planning L4 Early Childhood Development L4 English FAL L3 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L4 Paper 2 Multimedia Services L4 Office Practice L2 and L4 Physical Science L3 Paper 2 Pulp and Papermaking Technology L2 and L4 Robotics Fundamentals L2 Paper 1 Tourism Operations L3 and L4</p>
Standard of internal moderator reports	<p>a. Thirty-six (23%) of the internal moderators' reports were not of appropriate standard. This was 1% less than the November 2022 examination.</p> <p>b. Internal moderators' reports of inappropriate standard included those that:</p> <ol style="list-style-type: none"> i. Did not describe inadequacies in the question paper; ii. Did not provide recommendations for improvement; and iii. Contained vague, insignificant and unjustified comments. <p>c. Reports of this nature added no value to the improvement in the quality and standard of the question paper, other than fulfilling a requirement.</p>	<p>Advertising and Promotions L4 Afrikaans FAL L4 Paper 2 Animal Production L2 Architectural Graphics and Technology L4 Paper 1 and 2 Art and Science of Teaching L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Computer Programming L4 Paper 2 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Electrotechnology L3 and L4 Engineering Graphics and Design L3 Paper 1 and 2 English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Hospitality Services L4 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Mathematics L4 Paper 2 Multimedia Services L4 New Venture Creation L4 Office Practice L2 Robotics Fundamentals L2 Paper 1 and 2 Systems Analysis and Design L4 Renewable Energy Technologies L4 Office Practice L4 Tourism Operations L3 and L4 Transport Operations L4 Wholesale and Retail L2</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 2: Internal moderation (continued)		
Relevance of internal moderator reports	<p>a. In 32 (20%) of the internal moderators' reports, the assessment grid accompanying the internal moderator's report was not of acceptable quality/standard. This was 2% higher than in the November 2022 examination.</p> <p>b. The assessment grids of an inferior quality exhibited one or more of the following flaws:</p> <ol style="list-style-type: none"> i. Lack of alignment with subject/learning outcomes and cognitive levels; ii. Time and mark allocations not clearly indicated on the analysis grid; iii. Questions not on the question paper appearing on the assessment grid; iv. Questions that appear on the question paper were omitted from the assessment grid; and v. Incomplete totals of time and mark allocations. <p>c. In some question papers where the assessment grid did not correspond with the question paper the following was found:</p> <ol style="list-style-type: none"> I. The assessment grid in its entirety did not correspond with the question paper; II. Sections of the assessment grid did not correspond with the question paper; and III. The question numbers in the assessment grid did not match the question numbers in the question paper. 	Afrikaans FAL L4 Paper 1 Animal Production L2 Applied Accounting L3 Applied Accounting L4 Paper 1 Applied Policing L4 Architectural Graphics and Technology L4 Paper 2 Art and Science of Teaching L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Construction Planning L4 Criminal Justice Process L4 Electrical Principles and Practice L3 Fitting and Turning L4 Food Preparation L4 Graphic Design L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing L4 Mathematics L4 Paper 1 and 2 New Venture Creation L2 Office Practice L2 Physical Science L3 Paper 1 and 2 Systems Analysis and Design L4 Criminal Justice Process L4 Tourism Operations L3 and L4

Criteria	Findings and challenges	Subjects implicated
Criterion 3: Content coverage		
Coverage of learning outcomes and assessment standards	<p>a. In 32 (20%) of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents, marking a decrease of 8% from the 28% observed in the November 2022 examination.</p> <p>b. The coverage of content includes the following:</p> <ol style="list-style-type: none"> I. The subject and learning outcomes being adequately covered; II. Adherence to the prescribed weighting of topics; III. Appropriate spread of subject and learning outcomes throughout the question paper; and IV. Questions and answers remain within the broad scope of the SAG. 	<p>Advanced Plant Production L4 Animal Production L2 Applied Policing L4 Architectural Graphics and Technology L4 Paper 2 Art and Science of Teaching L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 Construction Planning L4 Data Communication and Networking L4 Engineering Graphics and Design L3 Paper 1 Food Preparation L4 Graphic Design L4 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mechatronic Systems L2 New Venture Creation L2 Office Practice L2 and L4 Physical Science L2 Paper 2 Process Control L4 Project Management L4 Renewable Energy Technologies L4 Public Health L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L3 and L4 Transport Economics L3 Wholesale and Retail L2</p>
Criterion 4: Text selection, types and quality of questions		
Types of questions	<p>Eleven (7%) question papers did not exhibit a wide variety of question types. This aligns with the 7% observed in the November 2022 examination.</p>	<p>Art and Science of Teaching L4 Carpentry and Roof Work L4 Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L3 Hospitality Services L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Office Practice L2 Project Management L4 Roads L4 Robotics Fundamentals L2 Paper 2</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 4: Text selection, types and quality of questions (continued)		
Correlation between difficulty level and mark allocation	There was no correlation between mark allocation, level of difficulty and time allocation for some of the questions in 20 (13%) question papers. This was 5% more than the 8% in the November 2022 examination.	Advanced Plant Production L4 Animal Production L2 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Consumer Behaviour L4 Electrical Principles and Practice L4 Engineering Graphics and Design L3 Paper 1 and 2 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L2 Roads L4 Science of Tourism L2 and L4 Systems Analysis and Design L4 Sustainable Tourism in SA and International Travel L4 Wholesale and Retail L2
Source material	<p>a. The source materials used in 27 (17%) question papers were inappropriate, a decrease of 1% from the November 2022 examination.</p> <p>b. Source materials (text and visuals) deemed unsuitable included those that were:</p> <ol style="list-style-type: none"> Not of the required length; Not functional or relevant to the question/s; Language-inappropriate/ too complex for the level of the candidates; Lacking in allowing for the testing of skills (if applicable); and Lacking in generating questions across the cognitive levels. 	Afrikaans FAL L4 Paper 2 Animal Production L2 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Electrical Principles and Practice L3 English FAL L3 Paper 1 and 2 Food Preparation L4 Hospitality Services L4 Human and Social Development L4 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Office Practice L2 and L4 Plumbing L2 and L4 Systems Analysis and Design L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 The South African Health Care System L4 Theory of Policing Practices L3 Transport Operations L4 Wholesale and Retail L2
Relevance and clarity of questions	In 3% of question papers the questions did not relate to what is pertinent in the subject, an increase of 1% from the previous year.	Agribusiness L4 Carpentry and Roof Work L4 Hospitality Services L4 Life Skills and Computer Literacy L3 Paper 1

Criteria	Findings and challenges	Subjects implicated
Criterion 4: Text selection, types and quality of questions (continued)		
Relevance and clarity of questions (continued)	In 33 (21%) question papers, some of the questions did not provide clear instructional key words/verbs. This was 4% more than the 17% in the November 2022 examination.	Advertising and Promotions L3 and L4 Applied Policing L4 Automotive Repair and Maintenance L2 Carpentry and Roof Work L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 2 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Early Childhood Development L4 Electrical Workmanship L4 Engineering Graphics and Design L3 Paper 1 Engineering Technology L2 English FAL L2 Paper 1 Food Preparation L4 Human and Social Development L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L2 and L4 Paper 1 Physical Science L2 Paper 1 and 2 Plumbing L2 and L4 Professional Engineering Practice L4 Roads L4 Robotics Fundamentals L2 Paper 1 and 2 Science of Tourism L2 The Human Body and Mind L4 Tourism Operations L3 Transport Operations L4
	In 32 (20%) question papers, some of the questions did not contain sufficient information to elicit an appropriate response. This was 1% more than for the previous examination.	Afrikaans FAL L4 Paper 2 Animal Production L2 Applied Policing L4 Architectural Graphics and Technology L4 Paper 1 Art and Science of Teaching L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 2 Construction Planning L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L2 Engineering Graphics and Design L3 Paper 1 and 2 Engineering Technology L2 English FAL L3 Paper 2 Farm Planning and Mechanisation L4 Food Preparation L4 Human and Social Development L2 and L4 Learning Psychology L3

Criteria	Findings and challenges	Subjects implicated
Criterion 4: Text selection, types and quality of questions (continued)		
Relevance and clarity of questions (continued)	<p>In twenty-three (14%) question papers, factual errors or misleading information were present, indicating a decrease of 5% from the 19% recorded in the November 2022 examination.</p> <p>a. The multiple-choice questions in 21 (13%) question papers were poorly formulated. This was proportionate to the 13% in the November 2022 examination.</p> <p>b. The options had one or more of the following flaws:</p> <ol style="list-style-type: none"> i. Did not follow grammatically from the stem; ii. Were not free from any clues that made one of the options an obvious choice; iii. Were not approximately the same length. The answer in some instances were longer, more specific, or more complete than other options; 	<p>Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing L4 Physical Science L2 Paper 1 and 2 Principles of Computer Programming L3 Paper 2 Professional Engineering Practice L4 Roads L4 Science of Tourism L2 Soil Science L2 Theory of Policing Practices L3 Transport Operations L4</p> <p>Advertising and Promotions L3 Animal Production L2 Architectural Graphics and Technology L4 Paper 2 Automotive Repair and Maintenance L2 and L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Early Childhood Development L4 Electrotechnology L3 and L4 English FAL L4 Paper 2 Food Preparation L4 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mathematical Literacy L4 Paper 2 Mechanical Draughting and Technology L4 Paper 1 and 2 Principles of Computer Programming L3 Paper 2 Roads L4 Systems Analysis and Design L4 Theory of Policing Practices L3</p> <p>Advertising and Promotions L4 Animal Production L2 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Drawing Office Procedures and Techniques L4 Paper 1 English FAL L3 Paper 1 Financial Management L4 Food Preparation L4 Freight Logistics L4 Graphic Design L4 Learning Psychology L3 Life Skills and Computer Literacy L2 and L3 Paper 1 Management Practice L2 Office Practice L2 and L4 Operations Management L3 and L4 Principles of Computer Programming L3 Paper 1</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 4: Text selection, types and quality of questions (continued)		
Relevance and clarity of questions (continued)	<ul style="list-style-type: none"> iv. Used generalised terms such as “All of the above” or “None of the above”; and v. Had more than one option as the correct answer. 	<ul style="list-style-type: none"> Robotics Fundamentals L2 Paper 1 Tourism Operations L3
Criterion 5: Cognitive skills		
Distribution of cognitive levels	<p>Thirty-five (22%) question papers showed an inappropriate distribution of marks across cognitive levels. This was 3% more than the 19% in the November 2022 examination.</p>	<ul style="list-style-type: none"> Advanced Plant Production L4 Animal Production L2 Applied Policing L4 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Early Childhood Development L4 Electrical Principles and Practice L3 English FAL L4 Paper 1 Fitting and Turning L3 Graphic Design L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L2 and L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L2 New Venture Creation L4 Office Practice L2 and L4 Plant Production L2 Professional Engineering Practice L4 Roads L4 Science of Tourism L4 Tourism Operations L4 Wholesale and Retail L2 Workshop Practice L2
	<p>In 19 (12%) question papers, some questions did not align with the cognitive level instruction. For instance, if the instruction was to “analyse”, the answer demonstrated analysis. This was a 1% decrease compared to the November 2022 examination.</p>	<ul style="list-style-type: none"> Animal Production L2 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 English FAL L4 Paper 1 Farm Planning and Mechanisation L4 Human and Social Development L2 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Office Practice L2 and L4

Criteria	Findings and challenges	Subjects implicated
Criterion 5: Cognitive skills (continued)		
Distribution of cognitive levels (continued)		Pulp and Papermaking Technology L2 and L4 Robotics Fundamentals L2 Paper 1 Wholesale and Retail L2
Assessment of latest developments in field	In 16 (10%) question papers some questions were not representative of the latest developments in the subject and/or teaching methods of the knowledge field. This marked a 2% increase compared to the 8% observed in the November 2022 examination.	Advertising and Promotions L3 Applied Accounting L3 Applied Accounting L4 Paper 1 Applied Policing L4 Architectural Graphics and Technology L4 Paper 2 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Engineering Graphics and Design L3 Paper 2 English FAL L4 Paper 2 Hospitality Services L4 Office Practice L2 Principles of Computer Programming L3 Paper 1 and 2 The Human Body and Mind L4 Wholesale and Retail L2
Criterion 6: Marking guidelines		
Accuracy of marking guidelines	<p>a. In 66 (41%) of the marking guidelines, some of the answers were:</p> <ul style="list-style-type: none"> i. Incomplete; ii. Inaccurate; and iii. Contained grammatical errors. <p>This was 3% lower than the 44% recorded in the November 2022 examination.</p>	Afrikaans FAL L4 Paper 1 and 2 Agribusiness L4 Applied Accounting L3 Applied Engineering Technology L4 Architectural Graphics and Technology L4 Paper 2 Automotive Repair and Maintenance L2 Business Practice L4 Civil and Structural Steel Work Detailing L4 Paper 1 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Economic Environment L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L2 and L4 Electrotechnology L4 Engineering Graphics and Design L3 Paper 1 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L2 and L4 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1 and 2

Criteria	Findings and challenges	Subjects implicated
Criterion 6: Marking guidelines (continued)		
<p>Accuracy of marking guidelines (continued)</p>		<p>Life Skills and Computer Literacy L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Management Practice L2 Marketing L4 Mathematical Literacy L4 Paper 1 and 2 Mathematics L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Office Data Processing L4 Operations Management L4 Physical Science L2 Paper 1 and 2 Plant Production L2 Principles of Computer Programming L3 Paper 1 and 2 Professional Engineering Practice L4 Refrigeration and Air Conditioning Processes L4 Roads L4 Robotics Fundamentals L2 Paper 2 Soil Science L2 Systems Analysis and Design L4 The Human Body and Mind L3 and L4 Theory of Policing Practices L3 Tourism Operations L4 Transport Economics L3 and L4 Transport Operations L4 Wholesale and Retail L2 Workshop Practice L2</p>
<p>Mark allocations on marking guidelines</p>	<p>In 20 (13%) marking guidelines, there were errors in mark allocations and/or the mark allocations were incomplete and/or did not indicate how method marks were to be allocated (where applicable). This remained consistent with the 13% observed in the November 2022 examination.</p>	<p>Client Services and Human Relations L3 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Electrotechnology L3 and L4 Engineering Graphics and Design L3 Paper 1 English FAL L2 Paper 1 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Marketing Communication L4 Materials L4 Mathematics L4 Paper 2 Roads L4 Robotics Fundamentals L2 Paper 1 and 2 Science of Tourism L2 and L4 Tourism Operations L4 Workshop Practice L2</p>

Criteria	Findings and challenges	Subjects implicated
Criterion 7: Language and bias		
Language register	a. In 96% of the question papers the language was pitched at the appropriate level, except for the listed subjects, which amounted to 4%. This represents a 2% improvement compared to the November 2022 examination.	Automotive Repair and Maintenance L2 and L4 Business Practice L4 English FAL L3 Paper 1 Life Skills and Computer Literacy L2 and L3 Paper 1 New Venture Creation L4
Subject terminology	a. In 12 (8%) of the question papers, subject terminology or data were not always used correctly, mirroring the situation observed in the November 2022 examination.	Architectural Graphics and Technology L4 Paper 1 and 2 Computer Programming L4 Paper 1 and 2 Construction Supervision L4 Data Communication and Networking L4 Engineering Graphics and Design L3 Paper 1 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1 Mechanical Draughting and Technology L4 Paper 1 Roads L4 Systems Analysis and Design L4
Sentence structure	In 46 (29%) question papers some of the questions contained complicated sentence structures and/or words/terms which may present difficulty/confusion for candidates to elicit the desired response. This was 2% less than the 31% in the November 2022 examination.	Advertising and Promotions L3 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L2 and L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Consumer Behaviour L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Early Childhood Development L4 Electrotechnology L3 Engineering Graphics and Design L3 Paper 1 Engineering Technology L2 English FAL L3 and L4 Paper 1 and 2 Financial Management L4 Food Preparation L4 Graphic Design L4 Human and Social Development L2 and L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1

Criteria	Findings and challenges	Subjects implicated
Criterion 7: Language and bias (continued)		
Sentence structure (continued)		Life Skills and Computer Literacy L4 Paper 2 Management Practice L4 Marketing Communication L4 Masonry L4 Office Data Processing L4 Office Practice L4 Plumbing L2 and L4 Professional Engineering Practice L4 Roads L4 Robotics Fundamentals L2 Paper 1 Science of Tourism L4 The Human Body and Mind L4 Theory of Policing Practices L3 Transport Operations L4
Grammar	There were grammatical errors in 39 (24%) question papers, indicating a decrease of 3% from the 27% observed in the November 2022 examination.	Applied Policing L4 Art and Science of Teaching L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Construction Supervision L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 and 2 Electrotechnology L3 Engineering Graphics and Design L3 Paper 1 Engineering Technology L2 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L4 Food Preparation L4 Learning Psychology L3 and L4 Life Skills and Computer Literacy L2 and L4 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Marketing Communication L4 Mathematics L4 Paper 2 Multimedia Services L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Plumbing L2 and L4 Professional Engineering Practice L4 Robotics Fundamentals L2 Paper 1 and 2 Science of Tourism L2 and L4 The Human Body and Mind L4 Theory of Policing Practices L3

Criteria	Findings and challenges	Subjects implicated
Criterion 7: Language and bias (continued)		
	The language in the marking guidelines contained grammatical errors in 23 (14%) of the question papers, a decrease of 1% from the previous year.	Applied Policing L4 Automotive Repair and Maintenance L4 Construction Planning L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrotechnology L3 and L4 Engineering Processes L4 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Food Preparation L4 Learning Psychology L4 Life Skills and Computer Literacy L2 Paper 1 and 2 Life Skills and Computer Literacy L3 Paper 1 Management Practice L4 Marketing Communication L4 Process Control L4 Science of Tourism L2 Soil Science L2 The Human Body and Mind L4 Theory of Policing Practices L3
Bias	In seven (4%) of the question papers there was evidence of bias. This concurs with the 4% in the November 2022 examination.	
	Bias in terms of the following issues was observed in the listed question papers:	
	Culture	Animal Production L2
	Language	Life Skills and Computer Literacy L2 Paper 2
	Provincial and name of college	Life Skills and Computer Literacy L4 Paper 2
	Provincial	Science of Tourism L2
	Culture, regional and stereotyping	The Human Body and Mind L4
	Provincial, regional and name of company/organisation	Transport Economics L3
Provincial and regional	Transport Economics L4	

Criteria	Findings and challenges	Subjects implicated
Criterion 8: Predictability		
Repetition of questions from previous question papers	Fourteen (9%) question papers contained questions that could have been easily spotted or predicted. This was proportionate to the 9% in the November 2022 examination.	Animal Production L2 Applied Engineering Technology L4 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrotechnology L4 Engineering Graphics and Design L3 Paper 1 Freight Logistics L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Multimedia Services L4 Roads L4 Robotics Fundamentals L2 Paper 1 The Human Body and Mind L4 Wholesale and Retail L2
	Fourteen (9%) question papers contained a question(s) taken verbatim from a past NC(V) or National Senior Certificate (NSC) question paper. This was consistent with the 9% recorded in the November 2022 examination.	Concrete Structures L3 Construction Planning L4 Electrical Principles and Practice L4 Engineering Graphics and Design L3 Paper 1 Fitting and Turning L3 Materials L4 New Venture Creation L4 Physical Science L2 Paper 1 and 2 Refrigeration and Air Conditioning Processes L4 Roads L4 Systems Analysis and Design L4 The Human Body and Mind L4 Transport Economics L3
Degree of originality	<p>a. Twelve (8%) question papers did not contain an appropriate degree of originality, an increase of 1% compared to the 7% in the November 2022 examination.</p> <p>b. Question papers that demonstrate a degree of originality:</p> <ol style="list-style-type: none"> i. Have new questions/ scenarios; ii. Include a variety of question types; iii. Change the style/pattern from that of previous years' question papers; 	Business Practice L4 Computer Programming L4 Paper 1 and 2 Engineering Graphics and Design L3 Paper 1 English FAL L4 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Office Practice L2 and L4 Principles of Computer Programming L3 Paper 1 and 2 The Human Body and Mind L4 Wholesale and Retail L2

Criteria	Findings and challenges	Subjects implicated
Criterion 8: Predictability (continued)		
Degree of originality (continued)	iv. Make use of different resources, other than the prescribed textbook/s; and v. Keep 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 considered to be of an acceptable standard. This was an improvement of 3% from the 84% of the previous examination period. The listed question papers, which did not meet the required standard, amounted to 13%.	Animal Production L2 Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Engineering Graphics and Design L3 Paper 2 English FAL L3 Paper 2 English FAL L4 Paper 1 Hospitality Generics L4 Hospitality Services L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Life Skills and Computer Literacy L4 Paper 2 Mathematics L4 Paper 2 Office Practice L2 Professional Engineering Practice L4 Renewable Energy Technologies L4 Roads L4 Systems Analysis and Design L4 Tourism Operations L3 Wholesale and Retail L2
	Twenty-one (13%) question papers did not satisfy requirements of the current policy/guideline documents. This was 4% less than the 17% in the November 2022 examination.	Animal Production L2 Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 English FAL L4 Paper 2 Graphic Design L4 Human and Social Development L2 and L4 Learning Psychology L4 Life Skills and Computer Literacy L2 and L3 Paper 1 Mathematics L4 Paper 2 Management Practice L2 New Venture Creation L2 Office Practice L2 Physical Science L2 Paper 2 Renewable Energy Technologies L4 Professional Engineering Practice L4 Systems Analysis and Design L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L3 Animal Production L2

Criteria	Findings and challenges	Subjects implicated
Criterion 9: Overall impression (continued)		
Standard of question papers (continued)	In 4% of cases the question papers did not adequately assess the outcomes of the curriculum/ syllabus, a decrease of 1% from the November 2022 examination.	Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Data Communication and Networking L4 Life Skills and Computer Literacy L2 and L3 Paper 1
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 21 (13%) papers. This concurs with the 13% in the November 2022 examination.	Advanced Plant Production L4 Animal Production L2 Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Construction Planning L4 Electrical Principles and Practice L3 and L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L2 Life Skills and Computer Literacy L2 and L3 Paper 1 New Venture Creation L4 Office Practice L2 Roads L4 The Human Body and Mind L3 and L4 Tourism Operations L4 Transport Operations L4 Wholesale and Retail L2

1.4 Areas of Improvement

The external moderators' reports from the initial moderation of question papers highlighted some areas of improvement:

a. Technical quality

- i. Ninety-nine percent of the question papers had accurately completed cover pages, reflecting a 5% improvement from the 94% in the November 2022 examination; and
- ii. In 88% of question papers visuals were of print-ready quality, an improvement of 2% from the November 2022 examination.

b. Internal moderation

- i. Overall, 77% of internal moderators' reports were deemed to meet the appropriate standard. This represents a 1% improvement compared to the November 2022 examination.

c. Cognitive skills

- i. Eighty percent of question papers covered the learning outcomes and assessment standards as stipulated in the policy and guideline documents. This marked an improvement of 8% from the 72% recorded in the November 2022 examination.

d. Text selection, types and quality of questions

- i. The source materials used in 83% of question papers were appropriate, an improvement of 1% from the November 2022 examination; and

- ii. Eighty-six percent of the question papers were devoid of factual errors or misleading information, indicating a 5% improvement from the 81% observed in the November 2022 examination.

e. Marking guidelines

- i. Fifty-nine percent of marking guidelines were free from errors, demonstrating a 3% improvement compared to the 56% recorded in the November 2022 examination.

f. Language and bias

- i. Seventy-one percent of question papers were devoid of questions featuring intricate sentence structures and/or words/terms that could cause difficulty or confusion for candidates in generating the desired response. This marked a 2% improvement from the 69% observed in the November 2022 examination;
- ii. Seventy-six percent of question papers and 86% of marking guidelines were found to be free of grammatical errors, reflecting a 3% improvement for question papers and a 1% improvement for marking guidelines compared to the November 2022 examination.

g. Overall impression

- i. In general, 87% of the question papers moderated by Umalusi were deemed to meet an acceptable standard. This reflected a 3% improvement from the 84% observed in the previous examination period; and
- ii. Eighty-seven percent of question papers satisfied the requirements of the current policy/guideline documents and 96% adequately assessed the outcomes of the curriculum/syllabus. This was an improvement of 4% and 1% respectively, from the November 2022 examination.

1.5 Areas of Non-Compliance

Although there were improvements in certain aspects of the moderation of question papers, some parts remained unchanged or experienced a decline. These instances of non-compliance had a negative impact on the quality and standard of the question papers.

1.5.1 Question Papers with Gross Non-Compliance

These included:

- a. Those that did not adhere to the requirements of the SAG and/or had substantial conceptual flaws. Those requiring resetting made up 1% of the question papers moderated by Umalusi; and
- b. Those that were conditionally approved but required significant reworking to bring them to an acceptable standard.

1.5.2 Additional Areas of Non-Compliance Identified

a. Technical aspects

- i. Thirty-seven percent of question papers and marking guidelines did not meet one or more of the technical requirements;
- ii. In 8% of question papers, the instructions to candidates were not in accordance with DHET specifications/were incomplete/unclear/incorrect. This was double the amount observed in the November 2022 examination; and
- iii. Similarly, 8% of question papers did not adhere to the format requirements in the SAG. This was 1% more than in the November 2022 examination.

b. Internal moderation

- i. Eleven percent of internal moderators' reports were not adequately completed, an increase of 1% from the November 2022 examination;
- ii. Twenty-three percent of internal moderators' reports were not of appropriate standard; and

- iii. In 20% of the internal moderators' reports, the assessment grid accompanying the internal moderator's report was not of acceptable quality/standard.

c. Content coverage and cognitive skills

- i. In 20% of the question papers learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents;
- ii. Twenty-two percent of question papers exhibited an inappropriate distribution of marks across cognitive levels, indicating a 3% increase compared to the 19% observed in the November 2022 examination; and
- iii. In 10% of question papers some questions were not representative of the latest developments in the subject and/or teaching methods of the knowledge field. This was 2% more than the 8% in the November 2022 examination.

d. Quality of questions

- i. Seven percent of question papers lacked a diverse range of question types, specifically failing to include multiple-choice questions in the paper;
- ii. There was no correlation between mark allocation, level of difficulty and time allocation for certain questions in 13% of the question papers. This represented a 5% increase compared to the 8% recorded in the November 2022 examination;
- iii. In 17% of the question papers the source material used was deemed inappropriate;
- iv. In 21% of the question papers certain questions lacked clear instructional keywords/verbs. This marked a 4% increase compared to the 17% observed in the November 2022 examination;
- v. In 20% of question papers some questions lacked sufficient information to elicit an appropriate response. This represented a 1% increase compared to the previous examination;
- vi. Fourteen percent of question papers contained factual errors or misleading information; and
- vii. The multiple-choice questions in 13% of question papers were poorly formulated, consistent with the 13% observed in the November 2022 examination.

e. Marking guidelines

- i. Forty-one percent of the marking guidelines contained answers/responses that were incomplete, inaccurate or contained grammatical errors; and
- ii. In 13% of marking guidelines there were errors in mark allocations and/or the mark allocations were incomplete and/or did not indicate how method marks were to be allocated (where applicable). This was consistent with the 13% observed in the November 2022 examination.

f. Language and bias

- i. In 4% of question papers there was evidence of bias, aligning with the 4% recorded in the November 2022 examination.

g. Predictability

- i. Fourteen percent of question papers featured questions similar to those asked in the recent past. This was 1% more than the 13% reported in the November 2022 examination; and
- ii. Eight percent of question papers lacked an appropriate degree of originality, marking a 1% increase compared to the 7% recorded in the November 2022 examination.

h. Overall impression

- i. The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 13% of question papers, aligning with the 13% reported in the November 2022 examination.

1.6 Directives for Compliance and Improvement

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

- a. The examiners and internal moderators are trained to develop question papers and marking guidelines that adhere to the SAG requirements and relevant guidelines;
- b. The question papers and marking guidelines are of good technical quality and appropriate standard;
- c. Internal moderation is conducted thoroughly and with the aim of improving the quality and standard of question papers;
- d. The curriculum be reviewed so that latest developments in the subject can be incorporated in the question paper; and
- e. The reports that accompany the question papers and marking guidelines to Umalusi are comprehensive and correct.

1.7 Conclusion

In this examination 87% of the question papers moderated by Umalusi were deemed to be of an acceptable standard, reflecting a 3% improvement from the 84% recorded in the November 2022 examination.

The approval status of question papers after initial moderation exhibited a consistent pattern with previous examination periods, with a majority of question papers being conditionally approved. The DHET should strive to have most question papers approved during initial moderation to prevent any question papers from being returned to them for resetting. This can be achieved with proactive training interventions.

The external moderation process for the sampled question papers of the NC(V) L2–L4 November 2023 examination was successfully completed, overcoming certain challenges.

CHAPTER 2

REVIEW OF NC(V) INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS

2.1 Introduction

The Department of Higher Education and Training (DHET) has embarked on a gradual review process of the integrated summative assessment tasks (ISAT) and practical assessment tasks (PAT) for the National Certificate (Vocational) [NC(V)], to ensure continual relevance, credibility, validity, reliability, fairness, transparency and flexibility.

Umalusi, through a rigorous external moderation process, confirms that the reviewed PAT and ISAT are applicable, fair, valid, reliable and comply with its criteria and the subject and assessment guideline documents of the DHET.

The ISAT/PAT are critical components of the NC(V) curriculum. They are designed to demonstrate students' practical application of theoretical knowledge through customer-designed assessment that simulates workplace or real-life processes.

The moderation of the ISAT/PAT review was necessary to ensure:

- a. NC(V) policy requirements are complied with;
- b. A quality management system;
- c. That correct and consistent assessment standards are provided; and
- d. That they are aligned with current industrial standards and technology.

2.2 Scope and Approach

Umalusi moderated a total of 85 ISAT and PAT in a review for the NC(V) Level 4, for implementation in 2024. The moderation was conducted off site by external moderators to ensure that the instruments to be used for assessing students are fair, valid and reliable. All Level 4 subjects, as indicated in Table 2A, were moderated.

Table 2A: Subjects included in the review of the ISAT/PAT for NC(V) Level 4

No.	NC(V) Level 4 Subjects moderated
1.	Advanced Plant Production
2.	Advertising and Promotions
3.	Agribusiness
4.	Animal Production
5.	Applied Accounting
6.	Applied Engineering Technology
7.	Applied Policing
8.	Architectural Graphics and Technology
9.	Art and Science of Teaching
10	Automotive Repair and Maintenance
11.	Business Practice

No.	NC(V) Level 4 Subjects moderated
12.	Carpentry and Roof Work
13.	Civil and Structural Steel Work Detailing
14.	Client Services and Human Relations
15.	Community Oriented Primary Care
16.	Computer Integrated Manufacturing
17.	Computer Programming
18.	Concrete Structures
19.	Construction Planning
20.	Construction Supervision
21.	Consumer Behaviour
22.	Contact Centre Operations
23.	Criminal Justice Process
24.	Criminology
25.	Data Communication and Networking
26.	Drawing Office Procedures and Techniques
26.	Early Childhood Development
28.	Economic Environment
29.	Electrical Principles and Practice
30.	Electrical Systems and Construction
31.	Electrical Workmanship
32.	Electronic Control and Digital Electronics
33.	Electrotechnology
34.	Engineering Fabrication: Boiler Making
35.	Engineering Fabrication: Sheet Metal Work
36.	Engineering Processes
37.	Farm Planning and Mechanisation
38.	Financial Management
39.	Fitting and Turning
40.	Food Preparation
41.	Freight Logistics
42.	Governance
43.	Graphic Design
44.	Hospitality Generics
45.	Hospitality Services
46.	Human and Social Development
47.	Instruments Technology
48.	Law Procedures and Evidence
49.	Learning Psychology
50.	Management Practice
51.	Marketing
52.	Marketing Communication
53.	Masonry

No.	NC(V) Level 4 Subjects moderated
54.	Materials
55.	Mechanical Draughting and Technology
56.	Mechatronic Systems
57.	Multimedia Service
58.	New Venture Creation
59.	Office Data Processing
60.	Office Practice
61.	Operations Management
62.	Personal Assistance
63.	Physical Science
64.	Plumbing
65.	Process Chemistry
66.	Process Control
67.	Process Technology
68.	Professional Engineering Practice
69.	Project Management
70.	Public Health
71.	Pulp and Papermaking Technology
72.	Refrigeration and Air Conditioning Processes
73.	Renewable Energy Technologies
74.	Roads
75.	Science of Tourism
76.	Stored Programme Systems
77.	Sustainable Tourism in South Africa (SA) and International Travel
78.	Systems Analysis and Design
79.	The Human Body and Mind
80.	The South African Health Care System
81.	Tourism Operations
82.	Transport Economics
83.	Transport Operations
84.	Welding
85.	Wholesale and Retail

Table 2B summarises the approval status of the reviewed NC(V) Level 4 ISAT/PAT. It indicates the number of tasks that were approved, conditionally approved or rejected at initial moderation. Of the 85 tasks 37 were approved, 46 were conditionally approved and two were rejected.

Table 2B: Approval status of NC(V) Level 4 ISAT/PAT Review after initial moderation

Approved	Conditionally Approved	Rejected
Advanced Plant Production	Animal Production	Refrigeration and Air Conditioning Processes
Advertising and Promotions	Applied Accounting	Office Practice
Agribusiness	Applied Engineering Technology	
Architectural Graphics and Technology	Applied Policing	
Automotive Repair and Maintenance	Art and Science of Teaching	
Carpentry and Roof Work	Business Practice	
Civil and Structural Steel Work	Client Services and Human Relations	
Detailing	Computer Programming	
Community Oriented Primary Care	Concrete Structures	
Computer Integrated Manufacturing	Construction Planning	
Construction Supervision	Consumer Behaviour	
Criminology	Contact Centre Operations	
Drawing Office Procedures and Techniques	Criminal Justice Process	
Economic Environment	Data Communication and Networking	
Financial Management	Early Childhood Development	
Freight Logistics	Electrical Principles and Practice	
Instruments Technology	Electrical Systems and Construction	
Law Procedures and Evidence	Electrical Workmanship	
Marketing	Electronic Control and Digital Electronics	
Marketing Communication	Electrotechnology	
Materials	Engineering Fabrication: Boiler Making	
Mechatronic Systems	Engineering Fabrication: Sheet Metal Work	
Multimedia Service	Engineering Processes	
Office Data Processing	Engineering Processes	
Physical Science	Farm Planning and Mechanisation	
Process Chemistry	Fitting and Turning	
Process Control	Food Preparation	
Process Technology	Governance	
Professional Engineering Practice	Graphic Design	
Project Management	Hospitality Generics	
Public Health	Hospitality Services	
Science of Tourism	Human and Social Development	
Stored Programme Systems	Learning Psychology	
Systems Analysis and Design	Management Practice	
The Human Body and Mind	Masonry	
The South African Health Care	Mechanical Draughting and Technology	
	New Venture Creation	
	Operations Management	
	Personal Assistance	
	Plumbing	
	Pulp and Papermaking Technology	
	Renewable Energy Technologies	

Approved	Conditionally Approved	Rejected
System Tourism Operations Wholesale and Retail	Roads Sustainable Tourism in SA and International Travel Transport Economics Transport Operations Welding	
Total = 37	Total = 46	Total = 2

Table 2C shows the statistical results of the approved, conditionally approved and rejected tasks after initial moderation. These are summarised in a graphic presentation in Figure 2A. Forty-four percent of the reviewed tasks were approved, 54% were conditionally approved and 2% were rejected at initial moderation.

Table 2C: Approval of NC(V) Level 4 ISAT/PAT after initial moderation results

Reviewed tasks moderated by Umalusi	Reviewed tasks approved		Reviewed tasks conditionally approved		Reviewed tasks rejected	
	No.	%	No.	%	No.	%
85	44%	37	54%	46	2%	2

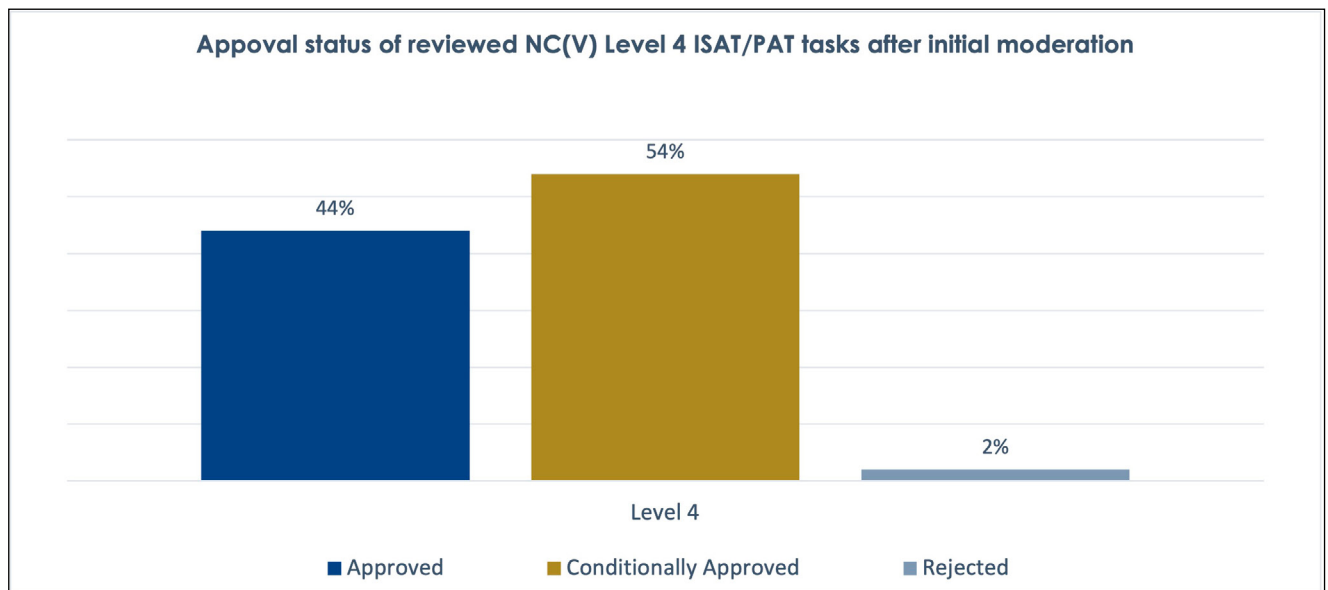


Figure 2A: Graphic representation of approval status of reviewed NC(V) Level 4 ISAT/PAT at initial moderation

The reviewed ISAT/PAT were externally moderated against four criteria. Each criterion was judged according to different quality indicators.

The four criteria:

- Adherence to NC(V) assessment policies and DHET standards for ISAT/PAT design;
- Content coverage;
- Cognitive, psychomotor, interactive and reactive skills coverage; and
- Tools for assessing candidate performance.

2.3 Summary of Findings

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

Table 2D summarises the findings of the moderation of the reviewed Level 4 ISAT/PAT.

Table 2D: Summary of findings of the moderation of the reviewed Level 4 ISAT/PAT

Criterion	Findings and challenges	ISAT/PAT
Adherence to NC(V) assessment policies and DHET standards for ISAT/PAT design	The tasks in two out of 85 subjects (2%) did not cover topics/ subject outcomes that should be practically assessed, as indicated in the assessment guidelines of the vocational subjects.	Hospitality Generics Refrigeration and Air Conditioning Processes
	Six percent of the tasks in five out of 85 subjects did not adhere to the NC(V) assessment guidelines to evaluate applied competence through demonstration of knowledge and skills.	Applied Accounting Criminal Justice Process Hospitality Generics Office Practice Refrigeration and Air Conditioning Processes
	There was no accompanying assessment framework in four (5%) of the reviewed ISAT/PAT subjects to illustrate coverage of the topics, subject and learning outcomes.	Hospitality Generics Process Control Project Management Renewable Energy Technologies
	Four percent of the tasks in three out of 85 subjects were not relevant to the workplace and did not promote liaison with industry and workplaces.	Applied Accounting Farm Planning and Mechanisation Office Practice
	Actual task performance could not be implemented under supervised conditions in three out of 85 subjects (4%).	Applied Accounting Criminal Justice Process Refrigeration and Air Conditioning Processes
	The instructions and guidance to the lecturers were not clear and were ambiguous in 26% (22 out of 85) of the subjects which were reviewed.	Applied Policing Art and Science of Teaching Automotive Repair and Maintenance Carpentry and Roof Work Client Services and Human Relations Computer Programming Construction Planning Criminal Justice Process Criminology Data Communication and Networking Electrical Workmanship Electrotechnology Applied Policing

Criterion	Findings and challenges	ISAT/PAT
<p>Adherence to NC(V) assessment policies and DHET standards for ISAT/PAT design (continued)</p>		<p>Art and Science of Teaching Automotive Repair and Maintenance Carpentry and Roof Work Client Services and Human Relations Computer Programming Construction Planning Criminal Justice Process Criminology Data Communication and Networking Electrical Workmanship Electrotechnology Food Preparation Hospitality Generics Hospitality Services Learning Psychology Management Practice Masonry New Venture Creation Office Practice Roads Science of Tourism</p>
	<p>The instructions for the students were not clear in 24% (20 out of 85) of the subjects reviewed.</p>	<p>Art and Science of Teaching Business Practice Carpentry and Roof Work Client Services and Human Relations Criminology Data Communication and Networking Drawing Office Procedures and Techniques Electrotechnology Financial Management Food Preparation Hospitality Generics Human and Social Development Learning Psychology Management Practice Masonry Office Practice Pulp and Papermaking Technology Refrigeration and Air Conditioning Processes Roads Science of Tourism</p>
	<p>Effective assessment tools to enable lecturers to assess consistently and reliably were not included in 12 out of 85 (14%) of the subjects reviewed.</p>	<p>Art and Science of Teaching Business Practice Carpentry and Roof Work Construction Planning Criminal Justice Process Electrotechnology Food Preparation Hospitality Generics</p>

Criterion	Findings and challenges	ISAT/PAT
Adherence to NC(V) assessment policies and DHET standards for ISAT/PAT design (continued)		Human and Social Development Management Practice Office Practice Roads
	Eleven percent (nine of 85) of the reviewed subjects did not have a full list of all necessary resources required to complete the tasks.	Business Practice Carpentry and Roof Work Criminal Justice Process Data Communication and Networking Electrical Workmanship Food Preparation Pulp and Papermaking Technology Roads Stored Programme Systems
	Tasks were not viable and affordable in terms of equipment and resources in three subjects (4%) of the reviewed ISAT/PAT.	Criminal Justice Process Refrigeration and Air Conditioning Processes Stored Programme Systems
	Timeframes were not clearly stipulated and not in line with the ISAT/PAT concept model in 9% (eight of 85) of the reviewed subjects.	Architectural Graphics and Technology Consumer Behaviour Electrotechnology Fitting and Turning Multimedia Service Office Practice Process Technology Pulp and Papermaking Technology
	The tasks could not be realistically achieved within the given timeframes in 8% (seven out of 85) of the reviewed subjects.	Business Practice Carpentry and Roof Work Contact Centre Operations Electrotechnology Graphic Design Office Practice Refrigeration and Air Conditioning Processes
Content coverage	Five percent (four of 85) of the reviewed subjects did not collectively cover an adequate range of topics, subject and learning outcomes of a practical nature within the broad scope of the applicable subject.	Applied Accounting Electrical Principles and Practice Refrigeration and Air Conditioning Processes Wholesale and Retail
	The assessment activities, tools and resources selected were not appropriate for the outcomes to be assessed in 7% (six of 85) of the reviewed ISAT/PAT.	Construction Planning Criminal Justice Process Hospitality Generics Hospitality Services Office Practice Refrigeration and Air Conditioning Processes

Criterion	Findings and challenges	ISAT/PAT
Content coverage (continued)	The three PAT did not collectively stimulate innovation/creativity and challenge students' abilities in 8% (seven out of 85) of the reviewed ISAT/PAT.	Applied Accounting Data Communication and Networking Hospitality Generics Hospitality Services Management Practice Office Practice Refrigeration and Air Conditioning Processes
	The progression and sequencing of the three PAT were not practical and realistic in 5% (four out of 85) of the reviewed ISAT/PAT.	Graphic Design Management Practice Office Practice Refrigeration and Air Conditioning Processes
	In 5% (four out of 85) of the reviewed ISAT/PAT, the PAT were not representative of the latest developments / product usage in the field of study.	Applied Accounting Computer Programming Masonry Office Practice
	The assessment standards and learning outcomes were not appropriately linked and integrated in three out of 85 (4%) of the reviewed ISAT/PAT.	Hospitality Generics Office Practice Refrigeration and Air Conditioning Processes
Cognitive, psychomotor, interactive and reactive skills coverage	The cognitive and psychomotor demand of the task was inappropriate for the National Qualifications Framework (NQF) Level 4 in four out of 85 (5%) of the reviewed ISAT/PAT.	Data Communication and Networking Hospitality Generics Office Practice Refrigeration and Air Conditioning Processes
	In 6% (five out of 85) of the reviewed ISAT/PAT, the distribution of cognitive application did not represent 5% knowledge and comprehension; 80% performance application and 15% analysis, synthesis and evaluation.	Applied Accounting Electrical Principles and Practice New Venture Creation Office Practice Project Management
	In three out of 85 (4%) of the reviewed ISAT/PAT, a concerted effort was not made to include the four dimensions of competency, namely task skills, task management skills, contingency management skills and job/role environment skills.	Applied Accounting Hospitality Generics Office Practice
	The tasks demanded the application of information and processes in familiar and unfamiliar contexts in six out of 85 (7%) of reviewed ISAT/PAT.	Applied Accounting Hospitality Generics Hospitality Services Office Practice Refrigeration and Air Conditioning Processes Roads

Criterion	Findings and challenges	ISAT/PAT
Cognitive, psychomotor, interactive and reactive skills coverage (continued)	The cognitive and psychomotor demand of the task was inappropriate for the National Qualifications Framework (NQF) Level 4 in four out of 85 (5%) of the reviewed ISAT/PAT.	Data Communication and Networking Hospitality Generics Office Practice Refrigeration and Air Conditioning Processes
	In 6% (five out of 85) of the reviewed ISAT/PAT, the distribution of cognitive application did not represent 5% knowledge and comprehension; 80% performance application and 15% analysis, synthesis and evaluation.	Applied Accounting Electrical Principles and Practice New Venture Creation Office Practice Project Management
	In three out of 85 (4%) of the reviewed ISAT/PAT, a concerted effort was not made to include the four dimensions of competency, namely task skills, task management skills, contingency management skills and job/role environment skills.	Applied Accounting Hospitality Generics Office Practice
	The tasks demanded the application of information and processes in familiar and unfamiliar contexts in six out of 85 (7%) of reviewed ISAT/PAT.	Applied Accounting Hospitality Generics Hospitality Services Office Practice Refrigeration and Air Conditioning Processes Roads
	The task was not well balanced in terms of levels of difficulty of content, questions/instructions, processes and expected responses in five out 85 (6%) of the reviewed ISAT/PAT.	Applied Accounting Automotive Repair and Maintenance Data Communication and Networking Office Practice Refrigeration and Air Conditioning Processes
	The tasks did not require the candidates to apply two or more process steps to arrive at an answer in eight out of 85 (9%) of reviewed ISAT/PAT.	Advanced Plant Production Animal Production Applied Accounting Client Services and Human Relations Drawing Office Procedures and Techniques Office Practice Pulp and Papermaking Technology Roads
	In ten out of 85 (12%) reviewed ISAT/PAT the tasks did not require the candidates to interpret realistic diagrams or draw inferences from the text.	Advanced Plant Production Applied Accounting Criminal Justice Process Learning Psychology Marketing New Venture Creation Office Practice Personal Assistance Project Management Roads

Criterion	Findings and challenges	ISAT/PAT
Cognitive, psychomotor, interactive and reactive skills coverage (continued)	Eleven percent (nine out of 85) reviewed ISAT/PAT did not require the candidates to select the data/methods/ processes/tools from options to find the best way to represent results.	Applied Accounting Hospitality Generics Hospitality Services New Venture Creation Office Practice Professional Engineering Practice Pulp and Papermaking Technology Refrigeration and Air Conditioning Processes Roads
	In 19 of 85 (22%) of the reviewed ISAT/PAT candidates were not required to make predictions and motivate inferences or predictions.	Advanced Plant Production Applied Accounting Applied Engineering Technology Carpentry and Roof Work Client Services and Human Relations Drawing Office Procedures and Techniques Engineering Processes Fitting and Turning Hospitality Generics Hospitality Services Masonry Multimedia Service New Venture Creation Office Practice Professional Engineering Practice Refrigeration and Air Conditioning Processes Roads Transport Economics Welding
	In 14 out of 85 (16%) of the reviewed ISAT/PAT candidates were not required to make a judgement or give own opinion.	Applied Accounting Drawing Office Procedures and Techniques Electrotechnology Fitting and turning Masonry Multimedia Service New Venture Creation Office Practice Plumbing Professional Engineering Practice Roads Transport Economics Transport Operations Welding
	Seven percent (six out of 85) reviewed ISAT/PAT did not have appropriate balance (80: 20) mark allocation, for evaluation of subject content (80%) and structure of task (20%).	Applied Accounting Architectural Graphics and Technology Criminal Justice Process Electrical Principles and Practice New Venture Creation Office Practice

Criterion	Findings and challenges	ISAT/PAT
Tools for assessing candidate performance	The assessment tools selected were inappropriate for the outcomes to be assessed in five out of 85 (6%) of the reviewed ISAT/PAT.	Human and Social Development Mechanical Draughting and Technology Office Practice Renewable Energy Technologies Roads
	Mark allocation did not adhere to the PAT design model, i.e., planning/ preparation (15%); Performance/demonstration (80%); Review/report/reflection (5%), in seven out of 85 (8%) of the reviewed ISAT/PAT.	Applied Accounting Electrical Principles and Practice Engineering Processes Mechanical Draughting and Technology Office Practice Renewable Energy Technologies Sustainable Tourism in SA and International Travel
	The assessment tools did not provide detailed indication of how to allocate marks and arrive at a total mark for student performance in each sub-task/activity, in 12 out of 85 (14%) reviewed ISAT/PAT.	Advertising and Promotions Business Practice Client Services and Human Relations Community Oriented Primary Care Construction Planning Criminal Justice Process Electrotechnology Hospitality Services Human and Social Development Mechanical Draughting and Technology Office Practice Renewable Energy Technologies
	Mark allocations were not clear in 18 of 85 (21%) reviewed ISAT/PAT.	Art and Science of Teaching Automotive Repair and Maintenance Business Practice Carpentry and Roof Work Construction Planning Contact Centre Operations Criminal Justice Process Drawing Office Procedures and Techniques Electrotechnology Food Preparation Hospitality Services Human and Social Development Management Practice Mechanical Draughting and Technology Office Practice Personal Assistance Refrigeration and Air Conditioning Processes Renewable Energy Technologies
	The sub-totals and total marks were not added up correctly in checklists and marking guidelines for seven of 85 (8%) of the reviewed ISAT/PAT.	Architectural Graphics and Technology Criminology Multimedia Service Office Practice Process Control Renewable Energy Technologies Welding

Criterion	Findings and challenges	ISAT/PAT
Tools for assessing candidate performance (continued)	The assessment tools did not make provision for alternative/ appropriate creative responses in 15 of 85 (18%) of the reviewed ISAT/ PAT.	Applied Accounting Applied Engineering Technology Business Practice Construction Planning Drawing Office Procedures and Techniques Electronic Control and Digital Electronics Engineering Processes Hospitality Generics Hospitality Services Masonry Office Practice Plumbing Professional Engineering Practice Pulp and Papermaking Technology Renewable Energy Technologies
	The difficulty level of the tasks and proposed scores did not correlate in six of 85 (21%) of the reviewed ISAT/PAT tasks.	Business Practice Carpentry and Roof Work Construction Planning Office Practice Renewable Energy Technologies Transport Operations
	Seven percent (six out of 85) of the reviewed ISAT/PAT did not take authenticity of student evidence into account.	Hospitality Generics Instruments Technology Office Practice Personal Assistance Professional Engineering Practice Renewable Energy Technologies
	Student checklist in one of 85 (2%) of the reviewed ISAT/PAT did not provide adequate guidance on how the tasks would be marked.	Business Practice

2.4 Areas of Improvement

The DHET made some progress in the review of the NC(V) Level 4 ISAT/PAT. Some of the reviewed ISAT/ PAT tasks were of an acceptable standard before moderation by Umalusi, as follows:

- a. Of the reviewed ISAT/PAT tasks, 37 (44%) were of an acceptable standard before moderation by Umalusi and were approved after first moderation;
- b. An average of 90% of the reviewed ISAT/PAT tasks moderated adhered to NC(V) assessment policies and DHET standards for PAT/ISAT design;
- c. An average of 95% of the reviewed ISAT/PAT tasks moderated covered content as prescribed in the subject assessment guidelines;
- d. An average of 90% of the reviewed ISAT/PAT tasks moderated covered cognitive, psychomotor, interactive and reactive skills appropriately, as expected for PAT/ISAT design; and
- e. The assessment tools selected were appropriate for the outcomes to be assessed in the average of 90% of the reviewed ISAT/PAT tasks.

2.5 Areas of Non-Compliance

Umalusi moderators found a limited number of non-compliance issues, as follows. These were addressed with the DHET internal moderators.

- a. Two (2%) of the reviewed ISAT/PAT were rejected after first moderation;
- b. Forty-six (54%) of the reviewed ISAT/PAT tasks were not of acceptable standard before moderation by Umalusi and were conditionally approved after first moderation;
- c. An average of 10% of the reviewed ISAT/PAT tasks moderated did not adhere to NC(V) assessment policies and DHET standards for PAT/ISAT design;
- d. An average of 5% of the reviewed ISAT/PAT tasks moderated did not cover content as prescribed in the subject assessment guidelines;
- e. An average of 10% of the reviewed ISAT/PAT tasks moderated did not cover cognitive, psychomotor, interactive and reactive skills appropriately, as expected for PAT/ISAT design; and
- f. The assessment tools selected were inappropriate for the outcomes to be assessed in 10% (average) of the reviewed ISAT/PAT tasks.

2.6 Directives for Compliance and Improvement

Since the review of ISAT /PAT focuses on improving existing tasks, the DHET must ensure that:

- a. There is a long-term plan in place for continual improvement of the tasks;
- b. ISAT/PAT meet the prescribed design standards;
- c. The reviewed ISAT/PAT are submitted early in the year for external moderation, with all necessary documents; and
- d. The standard of review and internal moderation improve.

2.7 Conclusion

The external moderation of the ISAT/PAT review for implementation in 2024 was successfully concluded. Umalusi moderated the reviewed ISAT/PAT rigorously and made detailed recommendations to ensure that the tasks are fair, reliable and valid. Thirty-seven (44%) of the reviewed ISAT/PAT tasks were approved, 46 (54%) were conditionally approved and two (2%) were rejected, at first attempt.

CHAPTER 3

MODERATION OF NC(V) INTERNAL CONTINUOUS ASSESSMENTS

3.1 Introduction

Internal continuous assessment (ICASS) is an assessment conducted at the site of teaching and learning. Ideally, ICASS allows for assessment to take place at the time of learning and, more importantly, to be integrated with teaching. Proof of the candidate's ICASS is contained in a portfolio of evidence (PoE), according to the requirements specified in the subject assessment guidelines (SAG) of each subject and in the 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) qualifications. This mark has a weighting of 25% for the fundamental subjects and 50% for the vocational subjects. The ICASS of the NC(V) qualification is, therefore, crucial: it contributes as much as the external assessment component to the final mark. Umalusi, through a strict moderation process, ensures the quality of internal assessments, which is further elaborated in this chapter.

Umalusi's quality assurance of internal assessment usually entails two phases. First, the initial monitoring of provision at the site level, focusing on the quality of tasks and their compliance with the ICASS guidelines at the sites of learning (during May); second, the moderation of the portfolio of assessment (PoA) and PoE from sampled sites (during October). This chapter covers only the October 2023 ICASS moderation phase.

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

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

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

3.2 Scope and Approach

External moderators from Umalusi were assigned to conduct moderation of portfolios at a centralised venue in all nine provinces for four days, from 20–23 October 2023. Their main responsibility was to moderate the portfolios of Level 4, Level 3 and Level 2 students, as well as lecturers' portfolios from

a sample of NC(V) subjects and sites. The external moderators then compiled reports based on their observations and findings.

In the main, Level 4 subjects were moderated. A further six subjects were moderated at Level 3, namely Soil Science; Criminal Justice Structures and Mandates; English First Additional Language (FAL); Mathematical Literacy; Mathematics and Life Skills; and Computer Literacy (P1 and P2). Another four subjects were moderated at Level 2, namely Robotics; English FAL; Mathematical Literacy and Life Skills and Computer Literacy P2.

Fifty-nine vocational subjects (Life Skills and Computer Literacy were counted as two subjects) were sampled for moderation, compared to the 27 sampled in November 2022. Nine colleges and 22 sites were selected for moderation in KwaZulu-Natal (KZN), seven colleges and 16 sites in the Eastern Cape (EC), three colleges and 17 sites in Mpumalanga (MP), 14 colleges and 41 sites in Gauteng (GP), five colleges and 12 sites in North West (NW), six colleges and 20 sites in the Western Cape (WC), eight colleges and 20 sites in Limpopo (LP), six colleges and 11 sites in the Free State (FS) and two colleges and five sites in the Northern Cape (NC). The sample thus included 164 sites, compared to 78 sites in November 2022.

The provinces that were requested to submit their portfolios in the 59 subjects for moderation are indicated in Table 3A. This table also reflects the levels from which portfolios were included, as well as the number of campuses or sites included in the process.

Table 3A provides information on the sampled subjects, sites and provinces involved in the external moderation of NC(V) during October 2023.

Table 3A: Sites and subjects included in the moderation of NC(V) L2–L4 ICASS

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1.	Advanced Plant Production				L4					
2.	Agribusiness	L4								
3.	Applied Accounting					L4				
4.	Applied Engineering Technology			L4						
5.	Art and Science of Teaching				L4					
6.	Automotive Repair and Maintenance	L4								
7.	Business Practice						L4			
8.	Carpentry and Roof Work						L4			
9.	Client Services and Human Relations			L4						
10.	Computer Integrated Manufacturing			L4 (2)			L4 (2)			
11.	Construction Planning			L4						
12.	Construction Supervision	L4								

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
13.	Consumer Behaviour					L4				
14.	Criminal Justice Process					L3				
15.	Criminal Justice Structures and Mandates	L3								
16.	Data Communication and Networking							L4		
17.	Electrical Principles and Practice			L4						
18.	Electrical Systems and Construction			L4						
19.	Electrical Workmanship									L4
20.	Electronic Control and Digital Electronics		L4							
21.	Electrotechnology			L4 (2)			L4 (2)			
22.	Engineering Processes							L4		
23.	English FAL			L4		L2	L4			L3
24.	Financial Management			L4						
25.	Fitting and Turning				L4					
26.	Food Preparation					L4				
27.	Freight Logistics			L4						
28.	Governance					L4				
29.	Hospitality Services			L4						
30.	Human and Social Development			L4						
31.	Law Procedures and Evidence	L4								
32.	Life Skills and Computer Literacy P1	L2			L2			L4	L4	
33.	Life Skills and Computer Literacy P2		L2	L4	L2 L3 L4		L3			
34.	Management Practice							L4		
35.	Marketing Communication					L4				
36.	Masonry				L4					
37.	Materials					L4				
38.	Mathematical Literacy			L3				L2	L4	L4
39.	Mathematics			L4	L4	L3		L3		
40.	New Venture Creation	L4								

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
41.	Office Data Processing	L4								
42.	Office Practice									L4
43.	Operations Management						L4			
44.	Personal Assistance							L4		
45.	Physical Science			L4						
46.	Plumbing				L4					
47.	Professional Engineering Practice			L4						
48.	Project Management									L4
49.	Public Health									L4
50.	Renewable Energy Technologies				L4					
51.	Robotics					L2				
52.	Science of Tourism		L4							
53.	Soil Science						L3			
54.	Sustainable Tourism in SA and International Travel									L4
55.	Systems Analysis and Design									L4
56.	Tourism Operations									L4
57.	Transport Economics				L4					
58.	Transport Operations			L4 (2)		L4 (1)		L4 (1)		
59.	Welding						L4			

Umalusi informed regional offices of the DHET, colleges and campuses in writing in advance of this moderation process. Despite being informed of Umalusi's impending external moderation in writing and in good time, the following eight sites in Table 3B failed to submit some or all of their files for moderation.

Table 3B: Sites that failed to submit their files for external moderation

Vocational subject	Level	College	Campus	Failed to submit
Criminal Justice Structures and Mandates	3	King Sabatha Dalindyebo	Libode	PoA and PoE
Life Skills and Computer Literacy P2	3	Esayidi	uMzimkhulu	PoA and PoE
Robotics	2	Capricorn	Polokwane	PoE
Professional Engineering Practice	4	South West Gauteng	Molapo	PoE
Applied Engineering Technology	4	Ekurhuleni East	Daveyton	PoE

Vocational subject	Level	College	Campus	Failed to submit
English FAL	4	Ehlanzeni	Barberton	PoE
Consumer Behaviour	4	Capricorn	Polokwane	PoE

3.2.1 Umalusi Moderation Instrument

The Umalusi instrument used to moderate the vocational and fundamental subjects consisted of three parts (A, B and C), each with its related criteria:

- a. Part A1: General
 - i. Criterion 1: Portfolio of Assessment
 - ii. Criterion 2: Monitoring/Audit per Annum
- b. Part A2: Quality of Specified Task
 - i. Criterion 3: Content Coverage
 - ii. Criterion 4: Cognitive Demand of the Set Task and Difficulty Levels
 - iii. Criterion 5: Internal Moderation
 - iv. Criterion 6: Technical Aspects
 - v. Criterion 7: Marking Tools
- c. Part B1 : Portfolio of Evidence
 - i. Criterion 8: Adherence To Assessment Guidelines/Policies
- d. Part B2: Portfolio of Evidence:
 - i. Criterion 9: Findings on Learner Performance
 - ii. Criterion 10: Quality of Marking
- e. Part C: Implementation of PAT (L3 and L4 only and no fundamentals)

The moderation instrument contained nine criteria that were measured against related quality indicators, as well as a report on the implementation of PAT for Level 3 and Level 4 vocational subjects only. Umalusi judged the compliance of each sample using a yes/no compliance.

These criteria focused on the evidence presented by a sample of a minimum of three students per site. The sample was supposed to be selected to represent a portfolio of a good, an average and a poorly performing student, where at least one of the tasks was moderated internally. Umalusi planned to moderate Test 2 (Assessment 4) and PAT 2 of the students for each of the vocational subjects; and a practical task for each of the fundamental subjects.

3.3 Summary of Findings

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

3.3.1 Part A1: General

Criterion 1: Portfolios of Assessment

a) Criteria for compliance

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

- i. Content page;
- ii. Lecturer name, qualifications and South African Council of Educators (SACE) registration number;
- iii. Record of experience as a lecturer and in industry;
- iv. Year plan;

- v. Latest version of assessment guidelines;
- vi. Subject assessment schedule;
- vii. All ICASS tasks with the accompanying marking guidelines;
- viii. Analysis grid used for checking the compliance of the spread of topics, outcomes and cognitive levels of questions;
- ix. Evidence of moderation – effective pre-moderation and post-moderation; and
- x. Subject record sheet and evidence of the correct electronic capturing of ICASS 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. In November 2023 148 of the 287 PoA sampled (52%) contained all the required documents and evidence for the subjects submitted compared to 44% in 2022.

Thirty-one of the PoA of the sample that were submitted had three or more documents missing or incomplete, as indicated in Table 3C.

Table 3C: PoA that had three or more documents missing or incomplete

College	Campus	Subject	No. of documents
South West Gauteng	Molapo	Construction Planning L4	4
Esayidi	Enyenyenzi	Renewable Energy Technologies L4	7
Umfolozi	Mandeni	Renewable Energy Technologies L4	4
	Richtek	Renewable Energy Technologies L4	5
	Bambanani	Life Skills and Computer Literacy L3 P1	5
	Sundumbili	Life Skills and Computer Literacy L3 P2	6
Elangeni	KwaDabeka	Renewable Energy Technologies	3
	Inanda	Life Skills and Computer Literacy L3 P2	4
Sedibeng	Vereeniging	Professional Engineering Practice L4	3
Ehlanzeni	Kanyamazane	Welding L4	5
	Barberton	English FAL L4	4
Mopani East	Phalaborwa	Applied Accounting L4	5
Western	Krugersdorp	Financial Management L4	3
Ekurhuleni East	Springs	Financial Management L4	3
Waterberg	Mokopane	Food Preparation L4	4
	Mahwereleng	Governance L4	3
Ekurhuleni West	Alberton	Hospitality Services L4	3
Curro Holdings	Roodepoort	Data Communication and Networking L4	3
Capricorn	Polokwane	Robotics L2	3
		Consumer Behaviour L4	5
Vhembe	Makwarela	Consumer Behaviour L4	4
Ikhala	Queen Nonesi	Office Data Processing L4	3
King Sabatha Dalindyebo	Ngcobo	Office Data Processing L4	3
Gert Sibande	Evander	Freight Logistics L4	3
Northern Cape Urban	Moremogolo	Mathematical Literacy L4	3

College	Campus	Subject	No. of documents
Northern Cape Rural	Namaqualand	Mathematical Literacy L4	4
Bolton College	Bloemfontein	Life Skills and Computer Literacy L2 P2	3
Cape Town	Thornton	Life Skills and Computer Literacy L3 P1	3
Thekwini	Centec	Life Skills and Computer Literacy L3 P1	5
Mnambithi	Ladysmith	Life Skills and Computer Literacy L3 P1	6
Mthashana	Nquthu	Life Skills and Computer Literacy L4 P2	3

The required PoA content that was most frequently not included or otherwise non-compliant related to:

- a. No year plan, or an undated, unsigned year plan;
- b. Year plans that were not used as working documents with dates and plans adapted, when necessary, e.g. because of student strikes;
- c. The latest versions of SAG and ICASS guidelines;
- d. Missing lecturer information, the main documents being:
 - i. The lecturers' qualifications;
 - ii. Evidence of a SACE certificate (a reason for this could be that colleges also appoint lecturers who are not South African citizens); and
 - iii. A record of experience as lecturer and industry experience.
- e. Absence of evidence of relevant pre- and post-moderation and completion of a report using the prescribed ICASS templates;
- f. Missing analysis framework/grids for all ICASS tasks. An analysis grid should be completed for each assessment task to analyse the task's topics, learning outcomes and the assessment standards covered; mark allocation; cognitive level of each question or instruction of the task;
- g. Absence of detailed marking guidelines that matched the assessment tasks;
- h. Missing PAT documents (lecturer and student versions with checklists);
- i. Absence of evidence of electronic capturing and verification of ICASS marks; and
- j. Absence of assessment scores that were recorded and verified effectively.

Where analysis frameworks were available, most were incorrect or incomplete. The frameworks were not always used correctly to ensure that the questions in the tasks were pitched at the appropriate cognitive level. Questions were thus often too easy, concentrating mainly on first-level knowledge and comprehension questions with few or no questions aimed at higher levels of cognition requiring application or analysis.

Criterion 2: Monitoring/Audit Per Annum of PoA

a) Criteria for compliance with monitoring of PoA

For this criterion Umalusi measured compliance against the following quality indicators:

- i. Evidence of monitoring or an audit (compliance check) of the PoA;
- ii. The level of monitoring or audit (campus, college, provincial, national);
- iii. The frequency of the monitoring or audit, per annum for each level;
- iv. Date(s) of monitoring are available; and
- v. Reports on the monitoring/moderation/audit are available.

In the October 2023 moderation of ICASS:

- i. Of the 287 PoA sampled, 195 (68%) showed evidence that the full procedure for monitoring of PoA was followed, as prescribed by DHET;
- ii. A further 15 (5%) had evidence of an audit but lacked a monitoring report; and

iii. No evidence of monitoring or an audit (compliance check) of the PoA were found in 77 of the sample of 287 (27%).

The monitoring instrument that was used for monitoring by most internal moderators at the college or site was the 'Checklist for the contents of the Lecturer Portfolio of Assessment (PoA)' provided in the ICASS guidelines of the DHET.

The completed instrument appeared to have been a ticking exercise only, to show compliance. Very little or no feedback was provided on the lecturers' PoA to enable them to improve. Only a few of these checklists were dated and signed.

The colleges and sites indicated in Table 3D appeared to have completed internal moderation for compliance purposes only; internal moderation took place before the Umalusi moderation in October 2023.

Table 3D: Sampled colleges that completed internal moderation in October 2023

College	Campus	Subject
Gert Sibande	Sibanesetfu	Carpentry and Roof Work L4
	Ermelo	Carpentry and Roof Work L4
	Evander	Computer Integrated Manufacturing L4
		Electrotechnology L4
		Freight Logistics L4
South West Gauteng	Molapo	Construction Planning L4
Ekurhuleni East	Kwa-Thema	Construction Planning L4
		Physical Science L4
Esayidi	Clydesdale	Art and Science of Teaching L4
	Port Shepstone	Transport Economics L4
Ekurhuleni West	Germiston	Human and Social Development L4
		Electrotechnology L4
West Coast	Citrusdal	Electrical Workmanship L4
	Atlantis	Project Management L4
Tshwane North	Mamelodi	Electrical Systems and Construction L4
		Mathematics L4
Sedibeng	Vereeniging	Professional Engineering Practice L4
	Sebokeng	Electrotechnology L4
Umfolozi	Richtek	Fitting and Turning L4
Ikhala	Ezibeleni	Automotive Repair and Maintenance L4
Eastcape Midlands	Charles Goodyear	Automotive Repair and Maintenance L4
Ingwe	Mount Frere	Automotive Repair and Maintenance L4
Nkangala	Witbank	Welding L4
		Business Practice L4
Waterberg	Mahwereleng	Applied Accounting L4
	Mokopane	Food Preparation L4
Letaba	Tzaneen	Applied Accounting L4

College	Campus	Subject
Central Johannesburg	Langlaagte	Financial Management L4
	Smit	Client Services and Human Relations L4
Tshwane South	Centurion	Client Services and Human Relations L4
	Odi	Personal Assistance L4
Western	Randfontein	Client Services and Human Relations L4
Orbit	Rustenburg	Data Communication and Networking L4
		Personal Assistance L4
Boland	Stellenbosch	Systems Analysis and Design L4
Ehlanzeni	Mapulaneng	Operations Management L4
Capricorn	Senwabarwana	Marketing Communication L4
False Bay	Khayelitsha	Office Practice L4
Maluti	Bonamelo	Science of Tourism L4
Esayidi	Port Shepstone	Transport Economics L4
Vuselela	Taung	Mathematical Literacy L2
Taletso	Lehurutshe	Mathematical Literacy L2
Rostec	Johannesburg	Mathematical Literacy L3
Northlink	Protea	Mathematical Literacy L4
Northern Cape Rural	Kuruman	Mathematical Literacy L4
Curro Holdings Ltd	Roodeplaat	Mathematics L3
Coastal KZN	As Salaam	Life Skills and Computer Literacy L3 P1
	Durban	Life Skills and Computer Literacy L3 P2
Thekwini	Centec	Life Skills and Computer Literacy L3 P1
Mthashana	Nquthu	Life Skills and Computer Literacy L4 P2

3.3.2 Part A2: Quality of Specified Task

Criterion 3: Content Coverage

a) Criteria for compliance

Tasks for ICASS had been set both internally for Level 2, Level 3 and Level 4; and externally by DHET for Level 3 and Level 4. The PAT set by DHET were externally moderated, while the tasks that were set internally were to be quality assured by lecturers and managers on campus. The main focus of this criterion would thus be to consider whether the internal tasks met the following criteria:

- The assessment task type was appropriate for the outcomes assessed;
- The task covered a substantial amount of work;
- The weighting and spread of the content of the topic(s)/the learning; and
- Learning outcomes (LO) and assessment standards (AS) were appropriate.

Of the sample of 287, 228 (79%) of the sites complied with all the criteria for content coverage. They had appropriate tasks to measure the outcomes effectively and the tasks covered a substantial amount of work.

Additional areas of non-conformity were due to:

- Tasks that did not match the outcomes that were assessed;
- Tasks that did not sufficiently cover the topics and outcomes and did not prepare the students

- for the examination;
- c. LO that were covered in the task that did not correspond with the outcomes indicated in the assessment plan; and
 - d. Task(s) that did not adhere to the prescribed weighting of topics as prescribed in the assessment guidelines.

Colleges and sites that did not comply with the criteria are indicated in Table 3E.

Table 3E: Non-compliance with content coverage criteria

Quality indicators	College	Campus	Subject
The assessment task type is not appropriate for the outcomes assessed (5%)	Esayidi	Enyenyenzi	Renewable Energy Technologies L4
	Waterberg	Mahwereleng	Governance L4
	Cape Town	City	Tourism Operations L4
	South Cape	Mossel Bay	Tourism Operations L4
	Northlink	Protea	Tourism Operations L4
	West Coast	Vredenburg	Tourism Operations L4
	South Cape	Mossel Bay	Sustainable Tourism in SA and International Travel L4
	Northlink	Protea	Sustainable Tourism in SA and International Travel L4
	Taletso	Lehurutshe	Mathematics L3
	Orbit	Brits	Mathematics L3
	Vuselela	Taung	Mathematics L3
	Letaba	Giyani	Mathematics L3
Mopani East	Sir Val Duncan	Mathematics L3	
A substantial amount of work had not been covered (6%)	Port Elizabeth	Dower	New Venture Creation L4
	Ingwe	Mt Fletcher	New Venture Creation L4
	Mopani East	Phalaborwa	Food Preparation L4
	Vhembe	Makwarela	Food Preparation L4
	Lephalale	Ellisras	Food Preparation L4
	Ehlanzeni	Mlumati	Business Practice L4
	Ehlanzeni	Barberton	Business Practice L4
	Ingwe	Siteto	Office Data Processing L4
	Ikhala	Queen Nonesi	Office Data Processing L4
	Ingwe	Mount Frere	Office Data Processing L4
	Port Elizabeth	Dower	Law Procedures and Evidence L4
	Waterberg	Mahwereleng	Criminal Justice Process L4
	Rostec	Polokwane	Criminal Justice Process L4
	Capricorn	Polokwane	Criminal Justice Process L4
	Letaba	Maake	Transport Operations L4
	Ekurhuleni West	Kempton Park	Freight Logistics L4
	Coastal KZN	As Salaam	Mathematics L4

Quality indicators	College	Campus	Subject
The weighting and spread of content of the topic(s) in assessments were not appropriate for 10% of the sample	Ikhala	Ezibeleni	Construction Supervision L4
	Lovedale	Zwelitsha	Construction Supervision L4
	Buffalo	John Knox Bokwe	Construction Supervision L4
	South West Gauteng	Molapo	Construction Planning L4
	Coastal KZN	Swinton Road	Art and Science of Teaching L4
	Thekwini	Asherville	Art and Science of Teaching L4
	Esayidi	Clydesdale	Art and Science of Teaching L4
	Mnambithi	Ladysmith	Art and Science of Teaching L4
	Western	Krugersdorp	Electrical Systems and Construction L4
	Esayidi	Enyenyenzi	Renewable Energy Technologies L4
	Port Elizabeth	Dower	New Venture Creation L4
	Lephalale	Ellisras	Food Preparation L4
	Tshwane South	Centurion	Client Services and Human Relations L4
	Grantley College	Parktown	Client Services and Human Relations L4
	Western	Randfontein	Client Services and Human Relations L4
	Capricorn	Polokwane	Consumer Behaviour L4
	Cape Town	City	Tourism Operations L4
	South Cape	Mossel Bay	Tourism Operations L4
	Northlink	Protea	Tourism Operations L4
	West Coast	Vredenburg	Tourism Operations L4
	Cape Town	City	Sustainable Tourism in SA and International Travel L4
	South Cape	Mossel Bay	Sustainable Tourism in SA and International Travel L4
	Northlink	Protea	Sustainable Tourism in SA and International Travel L4
	Motheo	Bloemfontein	Science of Tourism L4
	Goldfields	Welkom	Science of Tourism L4
	Letaba	Maake	Transport Operations L4
	Ekurhuleni West	Kempton Park	Freight Logistics L4
	Rostec	Bloemfontein	Life Skills and Computer Literacy L2 P2

Quality indicators	College	Campus	Subject
Sample that did not comply with any criteria (18%)	South West Gauteng	Roodepoort	Human and Social Development L4
	Vuselela	Potchefstroom	Human and Social Development L4
	Umfolozi	Mandeni	Renewable Energy Technologies L4
	Umfolozi	Richtek	Renewable Energy Technologies L4
	Western	Krugersdorp	Financial Management L4
	Vuselela	Jouberton	Data Communication and Networking L4
	Curro Holdings	Roodepoort	Data Communication and Networking L4
	Vhembe	Makwarela	Consumer Behaviour L4
	South West Gauteng	George Tabor	Soil Science L3
	West Coast	Vredenburg	Sustainable Tourism in SA and International Travel L4
	Gert Sibande	Evander	Freight Logistics L4

Criterion 4: Cognitive Demand and Difficulty Levels of the Set Tasks

a) Criteria for compliance

This criterion focused on the cognitive demand and the difficulty levels of the tasks.

- i. The quality indicators measured whether the tasks:
- ii. Were pitched at the appropriate cognitive level;
- iii. Were varied in terms of the levels of difficulty;
- iv. Assessed a variety of knowledge and skills;
- v. Included application of skills/applied competencies;
- vi. Allowed for creative responses; and
- vii. Were representative of the latest developments in the teaching, learning and assessment of the subject.

Of the sample of 287, 217 (76%) met all of the quality indicators for cognitive demand and difficulty levels of assessment tasks.

Some of the challenges experienced in the cognitive demands and difficulty levels of the task were the following:

- a. The tasks were compiled through a copy-and-paste exercise using previous examination question papers;
- b. It appeared that lecturers were unable to develop practical tasks as no allowance was made for creative responses or practical application;
- c. Lecturers were not using the latest/correct SAG documents;
- d. Not all lecturers were qualified to teach the subjects they were teaching and were, therefore, not subject matter experts;
- e. Many tasks were not pitched at the appropriate level. They were too easy, as they were dominated by knowledge-based questions. Not all cognitive levels were tested; and
- f. Questions were not representative of the latest developments in the subjects, e.g. no relevant case studies or scenarios were used.

The non-compliance of 24% of the sample (32% in 2022) related mainly to the level of difficulty of the tasks and pitching the tasks at the appropriate cognitive level.

Recommendations to improve the cognitive demands of tasks:

- a. Create new, innovative, challenging and authentic real life-related tasks by using current happenings, e.g. from newspapers, internet etc., for students to extend their thinking/application of the subject and to realise how the subject relates to real life;
- b. Colleges should arrange workshops so that lecturers can learn to develop practical tasks, e.g. having the students do research and investigations;
- c. Lecturers need training in the setting of quality assessment tasks and the correct use of analysis grids;
- d. Establish focus groups in all provinces so that lecturers can learn from each other/ subject matter experts; and
- e. Appoint subject advisors in provinces that can support and monitor curriculum delivery and assessment.

Criterion 5: Internal Moderation

The responsibility of internal moderators is to ensure that the prescribed sample, of 10% or a minimum of five assessments, is moderated per task or test. Any challenges in assessment should then be addressed with the assessors to ensure continuous improvement in assessment practices and processes.

a) Criteria for compliance

Internal moderation consisted of two phases: the pre-assessment moderation of tasks and the post-assessment moderation of marking. Umalusi checked whether:

- i. Evidence of moderation of the tasks was presented;
- ii. The checklist used was of an appropriate standard;
- iii. There was evidence of relevant, qualitative feedback to the lecturer who set the task;
- iv. There was follow up on the implementation of recommendations where necessary;
- v. Ten percent of the assessed tasks were moderated;
- vi. The sample that was moderated included the full range of performance of the candidates; and
- vii. There was relevant, qualitative feedback to the assessor; and follow up and implementation of recommendations where necessary.

In the October 2023 moderation it was found that there remained a lack of internal moderation of the tasks and tools, and of student performance. The sampled colleges (30%) that met all the criteria for compliance are listed in Table 3F.

Table 3F: Sampled colleges that met all the criteria for internal moderation

College	Campus	Subject
Majuba	Majuba Technology Centre	Masonry L4
		Advanced Plant Production L4
	Newcastle Technology Centre	Life Skills and Computer Literacy L2 P2
Elangeni	Qadi	Masonry L4
	Mpumalanga	Advanced Plant Production L4
	Pinetown	Life Skills and Computer Literacy L2 P2
Vhembe	Mavhoi	Materials L4
Sekhukhune	CS Barlow	Materials L4

College	Campus	Subject
Ekurhuleni West	Germiston	Human and Social Development L4
	Kempton Park	Physical Science L4
		Freight Logistics L4
West Coast	Atlantis	Electrical Workmanship L4
	Citrusdal	Electrical Workmanship L4
	Malmesbury	Office Practice L4
	Vredendal	Mathematical Literacy L4
Cape Town	Pinelands	Electrical Workmanship L4
	Crawford	Systems Analysis and Design L4
False Bay	Khayelitsha	Electrical Workmanship L4
	Fish Hoek	Systems Analysis and Design L4
	Khayelitsha	Systems Analysis and Design L4
Motheo	Hillside View	Electronic Control and Digital Electronics L4
Goldfields	Tosa	Electronic Control and Digital Electronics L4
Maluti	Itemoheleng	Electronic Control and Digital Electronics L4
	Harrismith	Life Skills and Computer Literacy L2 P2
Tshwane North	Mamelodi	Electrical Systems and Construction L4
	Pretoria	Financial Management L4
Curro Holdings	Midrand	Physical Science L4
Central Johannesburg	Johannesburg	Physical Science L4
Umfolozzi	Richtek	Fitting and Turning L4
	Mandeni	Fitting and Turning L4
	Esikhawini	Transport Economics L4
Coastal KZN	Swinton Road	Fitting and Turning L4
	Appelsbosch	Life Skills and Computer Literacy L2 P2
uMgungundlovu	Plessislaer	Fitting and Turning L4
	Midlands	Transport Economics L4
	Richmond	Life Skills and Computer Literacy L2 P2
Tshwane South	Pretoria West	Applied Engineering Technology L4
	Centurion	Client Services and Human Relations L4
Nkangala	Middelburg	Welding L4
	Witbank	Welding L4
		Business Practice L4
Gert Sibande	Standerton	Welding L4
	Perdekop	Business Practice L4
		Soil Science L4
	Evander	Freight Logistics L4
Letaba	Tzaneen	Applied Accounting L4
	Giyani	English FAL L2 L4
Ekurhuleni East	Springs	Financial Management L4

College	Campus	Subject
Grantley College	Parktown	Client Services and Human Relations L4
Boland	Stellenbosch	Systems Analysis and Design L4
	Paarl	Office Practice L4
		Mathematical Literacy L4
Cape Town	Crawford	Systems Analysis and Design L4
Orbit	Brits	Management Practice L4
		Mathematics L3
	Mankwe	Freight Logistics L4
Ehlanzeni	Mapulaneng	Operations Management L4
	Mlumati	Business Practice L4
	Barberton	Operations Management L4
		Business Practice
Lovedale	Alice	Agribusiness L4
Port Elizabeth	Dower	Law Procedures and Evidence L4
		Criminal Justice Structures and Mandates L4
King Sabatha Dalindyebo	Libode	Law Procedures and Evidence L4
Eastcape Midlands	Graaff-Reinet	Criminal Justice Structures and Mandates L4
Northlink	Protea	Tourism Operations L4
		Sustainable Tourism in SA and International Travel L4
		Mathematical Literacy L4
South West Gauteng	George Tabor	Freight Logistics L4
Ekurhuleni West	Kempton Park	Freight Logistics L4
Thekwini	Umbilo	Transport Economics L4
Esayidi	Port Shepstone	Transport Economics L4
Waterberg	Thabazimbi	English FAL L2
Lephalale	Modimolle	English FAL L2
Rostec	Polokwane	English FAL L2
	Johannesburg	Mathematical Literacy L3
Northern Cape Urban	Moremogolo	Mathematical Literacy L4
	City	Mathematical Literacy L4
Northern Cape Rural	Kuruman	Mathematical Literacy L4
	Namaqualand	Mathematical Literacy L4
South Cape	George	Mathematical Literacy L4
Northlink	Protea	Mathematical Literacy L4
King Hintsa	Teko	Agribusiness L4
Bolton College		Life Skills and Computer Literacy L2 P2
Flavius Mareka	Kroonstad	Life Skills and Computer Literacy L2 P2

Of the sample, 31 colleges (19%) showed no evidence that pre- or post-moderation of the tasks were done, as listed in Table 3G.

Table 3G: Sampled colleges with no evidence of pre- and post-moderation of tasks

College	Campus	Subject
Ikhala	Ezibeleni	Construction Supervision L4
Waterberg	Lebowakgomo	Plumbing L4
	Mokopane	Food Preparation L4
	Mahwereleng	Governance L4
Mnambithi	Ladysmith	Art and Science of Teaching L4
		Life Skills and Computer Literacy L3 P1
Coastal KZN	Swinton Road	Art and Science of Teaching L4
	Durban	Life Skills and Computer Literacy L3 P2
Umfolozzi	Mandeni	Renewable Energy Technologies L4
	Richtek	Renewable Energy Technologies L4
	Bambana	Life Skills and Computer Literacy L3 P1
Elangeni	KwaDabeka	Renewable Energy Technologies L4
	Inanda	Life Skills and Computer Literacy L3 P2
		Life Skills and Computer Literacy L3 P2
Sedibeng	Vereeniging	Professional Engineering Practice L4
	Sebokeng	Electrotechnology L4
	Vereeniging	Electrotechnology L4
King Sabatha Dalindyebo	Libode	Automotive Repair and Maintenance L4
	Mthatha	New Venture Creation L4
	Ngcobo	Office Data Processing L4
Eastcape Midlands	Charles Goodyear	Automotive Repair and Maintenance L4
Ingwe	Mount Frere	Automotive Repair and Maintenance L4
Ehlanzeni	Kanyamazane	Welding L4
	Nelspruit	Life Skills and Computer Literacy L3 P2
Vhembe	Makwarela	Food Preparation L4
		Marketing Communication L4
		Food Preparation L4
		Consumer Behaviour L4
Ekurhuleni West	Alberton	Hospitality Services L4
		Germiston L4
Western	Randfontein	Client Services and Human Relations L4
Vuselela	Jouberton	Data Communication and Networking L4
Curro Holdings	Roodepoort	Data Communication and Networking L4

College	Campus	Subject
Taletso	Lehurutshe	Management Practice L4
		Mathematical Literacy L2
	Mmabatho	Management Practice L4
	Lichtenburg	Management Practice L4
Sekhukhune	CN Phatudi	Marketing Communication L4
Gert Sibande	Evander	Electrotechnology L4
South West Gauteng	George Tabor	Soil Science L3
	Roodepoort	Mathematics L4
West Coast	Vredenburg	Tourism Operations L4
Maluti	Bonamelo	Science of Tourism L4
Motheo	Bloemfontein	Science of Tourism L4
Goldfields	Welkom	Science of Tourism L4
South Cape	Bitou	English FAL L3
Cape Town	Thornton	Life Skills and Computer Literacy L3 P1
uMgungundlovu	Msinga	Life Skills and Computer Literacy L3 P1
Thekwini	Centec	Life Skills and Computer Literacy L3 P1
Nkangala Grantley College Majuba	Waterval Boven	Life Skills and Computer Literacy L3 P2
	CN Mahlangu Parktown Dundee Technology Centre	Life Skills and Computer Literacy L3 P2
		Life Skills and Computer Literacy L4 P2
		Life Skills and Computer Literacy L4 P2

Twenty-four subjects were moderated across more than one site of a college. Sixteen of the 24 subjects (67%) had standardised the assessments across campuses.

Nine subjects that were moderated in the Western Cape showed standardised tasks were used across colleges and campuses. These were drawn up by the focus groups in the province.

Lack of quality internal moderation remains a major problem, with 200 of the 287 sampled subjects (70%) not meeting the standard for acceptable quality. This persists as the biggest gap in the ICASS process at colleges.

The monitoring instruments used by most internal moderators were:

- Pre-assessment moderation checklist (examiner's);
- Moderator's checklist and;
- Post-assessment moderation checklist provided in the DHET ICASS guideline.

It appears to have been a ticking exercise for most of the sample, using the templates only to show compliance. Shadow marking by an internal moderator has no benefits. Mistakes should be pointed out and corrected.

Very little or no feedback was provided to the lecturer/assessor on the quality of a task that would enable them to make corrections before the assessment date. No feedback was provided after the internal moderation of marking to indicate which criteria were met or not met.

The non-conformance of the sample to the criteria of internal moderation included:

- a. No internal moderation of tasks and assessments;
- b. A lack of qualitative feedback from the moderator to the developer of the tasks during pre-assessment moderation or feedback to the assessor during post-assessment moderation;
- c. The checklist was not completed correctly; and
- d. Sample of tasks moderated did not include the full range of performance.

Criterion 6: Technical Aspects

a) Criteria for compliance

The focus of this criterion was the format and content of the task. Umalusi checked whether:

- a. Tasks were neatly typed and contained all the relevant information:
 - i. Name of subject;
 - ii. Date;
 - iii. Content covered (topics and Subject Outcomes); and
 - iv. Correct time allocation.
- b. Instructions to candidates were clear and unambiguous;
- c. Language and terminology used was clear and correct;
- d. Mark allocation was clearly indicated;
- e. Mark allocation on the assessment task was the same as that on the marking guideline;
- f. Numbering on the assessment task was correct; and
- g. Time allocation was realistic and sufficient for the execution of the task.

Of the sample of 287, 193 (67%) met all the criteria for compliance.

The sample that did not meet the criteria for technical aspects included:

- a. Tasks that were not neatly typed and contained all relevant information such as the name of the subject, date, content covered (topics and Specific Outcomes (SO)) and the correct time allocation (17% of the sample);
- b. Content covered (topics and SO) was lacking most often on the cover pages of tasks;
- c. The instructions to candidates were not clear and unambiguous in tasks for 9% of the sample;
- d. The language and terminology used was not clear and correct in the tasks of 3% of the sample;
- e. The mark allocation was not clearly indicated for each question in 10% of the sample;
- f. The mark allocation on the test was not the same as that on the marking tool for 10% of the sample; and
- g. The numbering on the tasks and/or marking guideline were incorrect for 11% of the sample.

Criterion 7: Marking Tools

a) Criteria for compliance

The marking tool should ensure consistent and fair marking: it should meet the following quality indicators. Umalusi measured whether:

- i. The marking tool was relevant and appropriate for scoring the tasks;
- ii. It was clear and neatly typed;
- iii. The mark allocation and mark distribution were clearly indicated in the questions of the task; and
- iv. The marking tool facilitated marking and was easy to use.

This criterion was met by 70% of the sample showing full compliance.

For the sample that did not meet the criteria, the percentages of each individual criteria that were not met were:

- i. The marking tool was not relevant and appropriate for the scoring of the task in 13% of the sample;
- ii. The marking tool was not clear and neatly typed in 9% of the moderated sample;
- iii. The mark allocations and distributions were not clearly indicated within the answers to questions in 21% of the sample; and
- iv. The marking tool did not facilitate marking in 20% of the sample.

The moderated sample that did not meet any of the criteria of compliance for marking tools (4%), are shown in Table 3H below:

Table 3H: Colleges in sample that did not meet any of the criteria for compliance

College	Campus	Subject
South West Gauteng	Molapo	Construction Planning L4
South West Gauteng	Roodepoort	Human and Social Development L4
Vhembe	Makwarela	Food Preparation L4
		Consumer Behaviour L4
Vuselela	Jouberton	Data Communication and Networking L4
Curro Holdings	Roodepoort	Data Communication and Networking L4
Capricorn	Polokwane	Consumer Behaviour L4
False Bay	Khayelitsha	Systems Analysis and Design L4
South Cape	Bitou	English FAL L3
False Bay	Westlake	English FAL L3
Coastal KZN	Appelsbosch	Life Skills and Computer Literacy L2 P2
uMgungundlovu	Msinga	Life Skills and Computer Literacy L3 P1

Some of the reasons that the marking guidelines were not of the appropriate standard included:

- a. No marking guideline was available for one or more of the tasks;
- b. Not enough alternative responses or answers were provided;
- c. No mark allocation or distribution within questions to ensure objective marking; and
- d. Mark allocation did not match the level of difficulty or time allocated, for example, awarding two marks for a multiple-choice question.

3.3.3 Part B1: Portfolios of Evidence

Criterion 8: Adherence to Assessment Guideline/Policies

The moderation of student portfolios was divided into two sections: Part B1, which focused on the compliance of the content of the student portfolios with the ICASS guidelines; and Part B2, which focused on the moderation of marking.

a) Criteria for compliance

Colleges could select one of two options for presenting the students' assessed evidence. Option one required individual portfolios per student; option two allowed colleges to present all the students' evidence in one file or in an envelope. Both options had to adhere to the assessment guidelines/policies and were judged against the following quality indicators:

Option one:

The individual files had to contain the following relevant documents:

- i. Table of contents;
- ii. Student information (including identity document (ID));
- iii. Declaration of authenticity form;
- iv. Subject assessment schedule;
- v. Marked ICASS task responses;
- vi. Evidence of moderation; and
- vii. A record of scores/results.

Option two:

- i. The file/envelope should contain:
- ii. Table of contents;
- iii. Student information (including ID);
- iv. Declaration of authenticity form kept and available for inspection;
- v. Marked ICASS task responses; and
- vi. A record of scores/results.

It was not clear from the moderation which option the sample had selected, as the template/instrument did not make provision for the moderator to indicate the option chosen. The evidence in the moderation reports, however, indicated that most of the sample that was submitted opted for option one (89%) (and continued using a PoE per student).

Apart from the content of the PoE, two other criteria were used to moderate the sample:

- vii. Whether assessment scores in the PoA and PoE correlated/matched; and
- viii. That the prescribed number of tasks had been included.

Here, 45% of the sample (compared to 48% in 2022) were fully compliant with the criteria while 87 (30%) met between 80% and 90% of the criteria.

Evidence that was most frequently not found in the sample were:

- ix. Student's ID (26%);
- x. Subject assessment schedule (20%);
- xi. Declaration of authenticity (19%); and
- xii. Matching PoA and PoE assessment scores (15%).

The centres in Table 3I did not submit any student portfolios (PoE).

Table 3I: Centres that did not submit PoE

College	Campus	Subject
Capricorn (three subjects)	Polokwane	Robotics L2
		Criminal Justice Process L3
		Consumer Behaviour
Gert Sibande (one subject)	Evander	Computer Integrated Manufacturing L4
Thekwini (one subject)	Springfield	Mathematics L4

Colleges have been allowed to choose which of the two options they want to use but some sites still deviate from the requirements to make all the information available.

Option two of having the evidence of all the students in a file, makes it more difficult for the Umalusi moderator to check that all specified information is included.

3.3.4 Part B2: Portfolios of Evidence

Criterion 9: Student Performance

Umalusi again used a rating scale to judge compliance. A yes or no answer, per quality indicator, per criterion, indicated the compliance of the sample selection of the minimum of three student portfolios with two tasks each.

a) Criteria for compliance

Part B2 of the moderation tool focused on the moderation of student performance. Umalusi selected a sample of three portfolios across the range of good, average and poor performance per site for the moderation. Two tasks per portfolio had to be moderated, Task 1 (PAT or assignment) and Task 2 (Test 1). This criterion focused on the student's ability to interpret questions correctly and answer most or all of the questions.

Most students interpreted questions correctly and were able to answer all or most of the questions in the assessment tasks for 89% of the sample.

Criterion 10: Quality of Marking

a) Criteria for compliance

The quality of marking supports the principles of fairness, validity and reliability of assessments. Umalusi thus measures the quality of marking by verifying whether:

- i. Marking was consistent with the marking guideline;
- ii. The marks allocated were a true reflection of the students' performance;
- iii. The quality and standard of marking was acceptable; and
- iv. There was evidence of qualitative feedback on performance to the student, focused on strengths and weaknesses.

Only 35% of the sample moderated met all the criteria for the quality of marking. The sample that did not meet any of the criteria are indicated in Table 3J.

Table 3J: Colleges in sample that did not meet any of the criteria for quality of marking

College	Campus	Subject
Ikhala	Ezibeleni	Construction Supervision
	Queen Nonesi	Office Data Processing L4
Buffalo	John Knox Bokwe	Construction Supervision L4
Nkangala	CN Mahlangu	Carpentry and Roof Work L4
South West Gauteng	Molapo	Construction Planning L4
Coastal KZN	Swinton Road	Art and Science of Teaching L4
Esayidi	Clydesdale	Art and Science of Teaching L4
Mnambithi	Ladysmith	Art and Science of Teaching L4
		Life Skills and Computer Literacy L3 P1

College	Campus	Subject
Vhembe	Makwarela	Food Preparation L4
		Consumer Behaviour L4
Ekurhuleni West	Alberton	Hospitality Services L4
	Germiston	Electrotechnology L4
Capricorn	Polokwane	Robotics L3
		Consumer Behaviour L4
Gert Sibande	Evander	Electrotechnology L4
Ingwe	Mt Fletcher	New Venture Creation L4
	Siteto	Office Data Processing L4
	Mount Frere	Office Data Processing L4
Ikhala	Queen Nonesi	Office Data Processing L4
Goldfields	Welkom	Science of Tourism L4
uMgungundlovu	Msinga	Life Skills and Computer Literacy L3 P1
Umfolazi	Bambanani	Life Skills and Computer Literacy L3 P1
Thekwini	Centec	Life Skills and Computer Literacy L3 P1
Rhodes Technical College		Life Skills and Computer Literacy L4 P2

Umalusi noted the following challenges that affected the quality of marking:

- Mark allocation was not justified (too many marks allocated for easy answers);
- Lecturer(s) did not understand what was expected when marking;
- Marking was too generous; and
- Marks were indicated incorrectly.

The major challenge remained a lack of feedback on performance from the assessors to the students; and the substandard quality of such feedback when it was given.

3.3.5 Part C: Implementation of PAT

The PAT were implemented at Level 3 and 4 in all the core/vocational subjects but not in the fundamental subjects, namely the Languages, Mathematical Literacy, Mathematics and both components of Life Orientation. For the purpose of this report, the sample size was 198.

a) Criteria for compliance with PAT

Implementation of PAT should meet the following quality indicators.

- The PAT was implemented according to instructions;
- The lecturer had a clear understanding of what was expected from the PAT;
- The tool/checklist facilitated accurate marking/scoring. (There was clear guidance for scoring/ the tool was detailed enough to facilitate scoring);
- The PAT was moderated internally; and
- The PAT was of an appropriate standard.

The evidence available for PAT should include:

- Completed PAT evidence of students;
- Lecturer's observation checklist used for assessing the students;
- Post-assessment moderation checklist; and
- Raw mark record sheet and the electronic record sheet used by the college.

The PAT had been implemented according to all the instructions for 68% of the sample. For 85% of the sample, the lecturer had a clear understanding of what was expected. The PAT was implemented according to instructions for 84% of the sample. The marking tool provided with the PAT facilitated marking for 89% of the sample. Internal moderation took place for 80% of the sample. It was of an appropriate standard for 77% of the sample.

This is the sixth year that the PAT have been implemented and the results are encouraging.

The colleges in the sample indicated in Table 3K are included in the percentages mentioned above, but the PAT was either not implemented, was incomplete or the prescribed PAT had not been used.

Table 3K: Sampled colleges that did not implement PAT or had problems with implementation

Quality indicator	College	Campus	Subject
No PAT	Tshwane North	Temba	Professional Engineering Practice L4
	South West Gauteng	Molapo	Professional Engineering Practice L4
	Central Johannesburg	Alexandra	Professional Engineering Practice L4
	Sedibeng	Vereeniging	Professional Engineering Practice L4
	Waterberg	Mahwereleng	Governance L4
	Taletso	Mmabatho	Engineering Processes L4
Did not follow instructions/incorrectly implemented	Mnambithi	Ladysmith	Art and Science of Teaching
	False Bay	Khayelitsha	Electrical Workmanship L4
Outdated PAT (2016) used	Ingwe	Mount Frere	Office Data Processing L4
Prescribed PAT was not used	Cape Town	Pinelands	Electrical Workmanship L4
	Umfolozi	Nkandla	Advanced Plant Production L4

3.4 Areas of Improvement

It was again clear that a number of colleges strived towards delivering good service and upholding quality standards in teaching and learning. These well-performing sites and the reason for their selection are listed in Table 3L below:

Table 3L: Areas of good practice

College	Campus	Subject	Comments
Ehlanzeni	Mapulaneng	English FAL L4	Most of the recommendations made by the moderator during the June moderation were adhered to showing commitment and dedication of the lecturer.
Ingwe	Ngqungqushu	Construction Supervision L4	PoE and PoA met all criteria.
Western	Krugersdorp	Electrical Systems and Construction L4	A good amount of evidence was supplied for PAT, with pictures to prove authenticity.

College	Campus	Subject	Comments
Taletso	Lichtenburg	Soil Science L3	Feedback to students after assessments was sufficient and qualitative.
Curro Holdings	Midrand	Physical Science L4	Moderation took place according to academic plan; Constructive feedback was provided to students after assessments.
Central Johannesburg	Smit	Client Services and Human Relations L4	Constructive feedback was provided to students after assessments.
Tshwane South	Centurion	Client Services and Human Relations L4	Constructive feedback was provided to students after assessments.
Grantley College	Parktown	Client Services and Human Relations L4	Constructive feedback was provided to students after assessments.
Ekurhuleni West	Alberton	Hospitality Services L4	Good execution of PAT 2, including pictures of students.
Thekwini	Centec	Life Skills and Computer Literacy L3 P1	A letter from the college to explain the volunteer project to companies and to prove that it was a legitimate assessment.
Ekurhuleni West	Germiston	Human and Social Development	Aegrotat tests available to the same standard as the other tests.
Umfolozzi	Richtek	Fitting and Turning L4	Good links with industry and students were exposed to the work environment.
Nkangala	Middelburg	Welding L4	Diagnostic analysis was done after each assessment to get an overview of the results.
	Witbank	Welding L4	Pre-assessment meetings were signed and documented.
Lovedale	Alice	Agribusiness L4	Evidence of review of assessments.
Port Elizabeth	Dower	Law Procedures and Evidence L4	Marking and moderation of assessments were of a good quality.
Gert Sibande	Standerton	Welding L4	Verification of marks and student tracking was of a very high quality.
	Perdekop	Soil Science L3	Monitoring by management throughout the year was commendable.
King Sabatha Dalindyebo	Engcobo	Office Data Processing L4	A speed test was included with each formal task.
Elangeni	Mpumalanga	Advanced Plant Production L4	Well-constructed reports with relevant photos included.
Majuba	Majuba Technology Centre	Advanced Plant Production L4	Submitted journals included photographic evidence.

College	Campus	Subject	Comments
South Cape	Mossel Bay	Tourism	Evidence of review of assessments.
Cape Town	City	Operations L4	The progress of PAT and the integrated summative assessment task (ISAT) were tracked from start to finish, with dates of action per student.
Ekurhuleni West	Kempton Park	Freight Logistics L4	Commendable implementation of PAT.

For Automotive Repair and Maintenance, the four colleges in the sample (KZN) used standardised ICASS assessments with well-designed analysis grids. These provided evidence of assessments that tested a range of topics, outcomes and cognitive levels.

Colleges in the Western Cape have focus groups that set common assessments for subjects. Colleges rotate the responsibility of setting and moderating ICASS tasks.

Also refer to Table 3F for the sampled colleges that met all the criteria for internal moderation.

3.5 Areas of Non-Compliance

There were several areas of concern that should be addressed urgently.

- a. Quality of assessment tasks:
 - i. Tasks tested mostly knowledge;
 - ii. Higher cognitive level questions were not included in tasks/tests. These are needed for critical thinking and writing extended answers to meet the requirements of SAG and prepare students for external/final examinations;
 - iii. Lecturers did not adhere to SAG documents but used the prescribed textbook only to set assessment tasks;
 - iv. English Language proficiency of some lecturers was lacking and this was problematic as it determines how well the questions and answers are phrased;
 - v. SO and topics supposedly covered in the task were not covered and others were included that should not have been covered;
 - vi. Tasks were not neatly typed but questions were cut and pasted from previous question papers;
 - vii. Cover pages were not completed in detail, e.g. indicating the topics and SO that were covered;
 - viii. Questions were not phrased clearly and confused students;
 - ix. Incomplete (not detailed) marking guidelines were used;
 - x. Marking guidelines should include the correct mark allocations and indicate in answers where marks should be awarded;
 - xi. A senior lecturer and head of department (HoD) should moderate and sign off moderated assessment tasks before they are sent for printing, to eliminate mistakes and omissions;
 - xii. Marks on question papers and marking guidelines did not always match;
 - xiii. Practical assessment tasks took the form of theoretical tests or were replaced by the PAT;
 - xiv. Time allocations for tasks were not always appropriate;
 - xv. Analysis grids:
 - aa. These were not completed properly/correctly, e.g. did not show analysis of each sub-question; and
 - bb. These were not used at all or were used incorrectly to set tests and tasks, thus failing to cover all cognitive levels, learning and SO. Few lecturers seemed to understand the three cognitive levels and sometimes used higher-level verbs in questions, but in a way that they still generated answers that only tested knowledge.

- b. Quality of marking and marking guidelines
 - i. Markers did not adhere to marking guidelines; therefore marking was inconsistent and the quality of marking was often not good;
 - ii. Mark allocation was often too lenient or unclear, with additional marks awarded for single-answer questions;
 - iii. Marking tools were not user-friendly, following the numbering of the task and indicating where marks are to be allocated within questions; and
 - iv. Marks were not always accurately recorded, converted, weighted or transferred, as very little to no verification took place and, therefore, marks submitted to the DHET were not always accurate.
- c. Internal moderation
 - i. Internal moderation at campus and college level was lacking;
 - ii. Shadow marking was evident, since the same marking mistakes and inconsistencies were made by marker and moderator;
 - iii. Moderation should be done with a green pen;
 - iv. Little or no qualitative feedback to lecturer or student was evident at most colleges;
 - v. There was a lack of pre-moderation to correct papers before they were released to students;
 - vi. The internal moderation process was largely being ignored, as quality pre-moderation and post-moderation of tasks did not take place sufficiently, if at all; and
 - vii. Although sample selection during moderation complied with the prescribed 10% of the batch, sites did not comply with a sample selection of a minimum of five tasks per batch.
- d. PoE of students
 - i. Documents were not filed/kept in the files/envelopes/boxes according to the ICASS guidelines;
 - ii. There was incorrect filing of individual mark record sheets in envelopes; and
 - iii. Cover pages for tasks were either missing or incomplete.
- e. PoA of lecturers/assessors
 - i. Year plan for subject, not year plan for college or campus, should be included;
 - ii. Not using latest version of SAG;
 - iii. The importance of proper planning is generally ignored and the year- and assessment plans are not used as working documents that get updated as things happen/change and tests and tasks are not spread throughout the year;
 - iv. Documents are not filed in the PoA according to the ICASS guidelines;
 - v. Tasks are not labelled appropriately but filed haphazardly, not according to the prescribed order;

Recommendations for filing of each ICASS task

All documentation for each assessment should be grouped together, in the following order:

- i. Pre-moderation checklist;
 - ii. Assessment task;
 - iii. Marking guideline;
 - iv. Analysis framework/grid;
 - v. Post-moderation checklist;
 - vi. Assessment review/analysis; and
 - vii. Record of marks.
- f. Capturing of marks
 - i. Marks captured incorrectly, disadvantaging students; and
 - ii. Some mark sheets were handwritten with no evidence of electronic capturing.

The sites and subjects listed in Table 3M have been singled out for follow-up visits, since urgent interventions are required of the DHET. (For specific details on criteria not met, refer to Tables 3B, 3C, 3E and 3G–K)

Table 3M: Sites and subjects requiring urgent intervention

TVET college	Campus	Subject
Ikhala	Ezibeleni	Construction Supervision L4
Nkangala	CN Mahlangu	Carpentry and Roof Work L4
South West Gauteng	Molapo	Construction Planning L4
		Professional Engineering Practice L4
	George Tabor	Freight Logistics L4
	Roodepoort	Human and Social Development L4
Waterberg	Lebowakgomo	Materials L4
	Mahwereleng	Governance L4
Coastal KZN	Swinton Road	Art and Science of Teaching L4
	Appelsbosch	Life Skills and Computer Literacy P2 L4
	Durban	Life Skills and Computer Literacy P2 L4
Esayidi	Clydesdale	Art and Science of Teaching L4
	Enyenyenzi	Renewable Energy Technologies L4
Mnambithi	Ladysmith	Art and Science of Teaching L4
Vuselela	Potchefstroom	Human and Social Development L4
Tshwane North	Mamelodi	Electrical Systems and Construction L4
Umfolozu	Mandeni	Renewable Energy Technologies L4
	Richtek	Renewable Energy Technologies L4
	Nkandla	Advanced Plant Production L4
	Sundumbili	Life Skills and Computer Literacy P2
	Bambanani	Life Skills and Computer Literacy P1
Elangeni	KwaDabeka	Renewable Energy Technologies
	Pinetown	Life Skills and Computer Literacy P2
	Inanda	Life Skills and Computer Literacy P2
Central Johannesburg	Alexandra	Professional Engineering Practice L4
Ehlanzeni	Kanyamazane	Welding L4
	Barberton	English FAL L4
Western	Krugersdorp	Financial Management L4
Vhembe	Makwarela	Food Preparation L4
		Consumer Behaviour L4
Orbit	Rustenburg	Personal Assistance L4
Goldfields	Welkom	Science of Tourism L4
Gert Sibande	Evander	Freight Logistics L4
South Cape	Bitou	English FAL L4
False Bay	Westlake	English FAL L4
uMgungundlovu	Richmond	Life Skills and Computer Literacy P2
Majuba	Newcastle Technology Centre	Life Skills and Computer Literacy P2

TVET college	Campus	Subject
Rostec	Bloemfontein	Life Skills and Computer Literacy P2
Bolton College		Life Skills and Computer Literacy P2
Maluti	Harrismith	Life Skills and Computer Literacy P2
Flavius Mareka	Kroonstad	Life Skills and Computer Literacy P2
Ekurhuleni East	Daveyton	Applied Engineering Technology L4
Ekurhuleni West	Kempton Park	Applied Engineering Technology L4
Capricorn	Polokwane	Robotics L2
		Consumer Behaviour L4
South West Gauteng	Molapo	Professional Engineering Practice L4
	George Tabor	Soil Science L3
Thekwini	Centec	Life Skills and Computer Literacy P1
Ladysmith	Mnambithi	Life Skills and Computer Literacy P1
Nkangala	CN Mahlangu	Life Skills and Computer Literacy P2
King Hintsa	HB Tsengwa	New Venture Creation L4

3.6 Directives for Compliance and Improvement

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

- a. Have training- and capacity-building sessions to ensure that assessment tasks and assessment tools meet all requirements;
- b. Monitor their campuses to ensure that proper planning takes place;
- c. Ensure that their colleges receive and use the latest SAG and DHET ICASS instructions/guidelines;
- d. Put systems in place to verify the recording of marks;
- e. Monitor their campuses regularly to ensure appropriate documentation is filed in the relevant portfolios and are updated regularly;
- f. Ensure that lecturers of Mathematical Literacy and Mathematics observe the following:
 - i. Use software like GeoGebra or Geometer's Scratchpad or Sketchpad for typing equations or diagrams;
 - ii. Teach students to use rounding methods of numbers;
 - iii. Take note that there are four cognitive levels, as per the assessment guidelines, not three. The analysis grid must be amended to address four levels and not three, as is presently the case;
 - iv. Use focus groups to set standardised assessments;
 - v. Take note that Simple and Compound Interest Formula is not required for Mathematical Literacy; and
 - vi. Use consistency accuracy (CA) marking to mark Mathematical Literacy and ensure lecturers are trained to use it.
- g. Ensure that sites are discouraged from using previous examination papers verbatim as internal examination papers;
- h. Appoint suitably qualified lecturers with knowledge of their subjects as lecturers and internal moderators; and
- i. Monitor and confirm that the required infrastructure is available to effectively offer the NC(V) programmes

3.7 Conclusion

While there were several colleges and sites that performed well in many of the areas, there were far too many campuses that still do not comply with the requirements for teaching and assessing the NC(V) subjects. The main reasons for poor performance are an inability to meet the most basic administrative requirements prescribed in the ICASS and subject guidelines and the inability to consolidate theoretical learning with practice.

The principles of assessment and moderation are ignored by many colleges/sites and have simply become a compliance issue in many instances, with no qualitative feedback taking place. Many omissions and mistakes made in the design and implementation of the assessment tasks and tools could have been picked up during qualitative internal moderation. Feedback to assessors during pre- and post-moderation could have improved the quality of tasks. As a result, students could have performed better. This remains a weakness in the ICASS assessment system since many sites show little evidence of such moderation.

Interventions by the DHET are required to ensure that non-compliance does not compromise the integrity of the sector and the qualification.

CHAPTER 4

MODERATION OF THE CONDUCT OF NC(V) INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS

4.1 Introduction

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

The ISAT and PAT 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 completed either in phases throughout the year, over a specific period, or as a once-off task, depending on the nature of the subject. On the other hand, the PAT consists of two practical tasks that are implemented as part of the 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 were followed in the implementation of ISAT/PAT;
- d. Confirm whether candidates could demonstrate the acquired skills and competencies as well as the knowledge underpinning the tasks;
- e. Verify the quality and standard of the assessments;
- f. Report on the consistency and quality of the assessment across different sites of delivery; and
- g. Make general observations on the conduct of the ISAT/PAT.

4.2 Scope and Approach

Umalusi moderated the conduct of ISAT/PAT for 30 subjects and deployed 30 moderators across the nine provinces. Twenty subjects were moderated at Level 4, while five subjects were moderated at Level 2 and five subjects at Level 3. Umalusi sampled sites that were never visited before, sites that were not visited in the recent past (three years) and sites that required a follow-up visit based on areas of non-compliance during previous moderation visits. A subject's selection was based on the number of enrolments and subjects' critical skills. In addition, new subjects in the NC(V) curriculum were also included in the sample.

Table 4A indicates the subjects and sites included in the monitoring and moderation of the conduct of the L2, L3 and L4 ISAT/PAT.

Table 4A: Subjects and sites included in the moderation of the conduct of L2, L3 and L4 ISAT/PAT

No.	Subject	Province	College	Campus/site
1.	Advanced Plant Production L4	KwaZulu-Natal	Mthashana Technical and Vocational Education and Training (TVET)	Emandleni
2.	Advertising and Promotions L3	Gauteng	Western TVET	Randfontein
3.	Animal Production L2	Limpopo	Waterberg TVET	Mokopane
4.	Applied Accounting L2	Limpopo	Letaba TVET	Tzaneen
5.	Applied Engineering Technology L4	Gauteng	Sedibeng TVET	Vereeniging
6.	Applied Policing L4	Northern Cape	Northern Cape Urban TVET	Moremogolo
7.	Automotive Repair and Maintenance L4	Mpumalanga	Ehlanzeni TVET	Mapulaneng
8.	Business Practice L4	Western Cape	College of Cape Town	Gugulethu
9.	Client Services and Human Relations L3	Eastern Cape	East Cape Midlands TVET	Grahamstown
10.	Electrical Principles and Practice L3	Gauteng	Central Johannesburg TVET	Ellis Park
11.	Electrical Systems and Construction L4	Eastern Cape	Lovedale TVET	Zwelitsha
12.	Engineering Fabrication: Boiler Making L4	Mpumalanga	Nkangala TVET	CN Mahlangu
13.	Engineering Processes L4	Gauteng	Sedibeng TVET	Vereeniging
14.	Financial Management L4	Mpumalanga	Gert Sibande TVET	Sibanesetfu
15.	Fitting and Turning L4	KwaZulu-Natal	Coastal KZN	Swinton
16.	Governance L4	Free State	Motheo	Bloemfontein
17.	Human and Social Development L2	Western Cape	Boland TVET	Drakenstein
18.	Masonry L4	Eastern Cape	Buffalo City TVET	John Knox Bokwe
19.	Materials L4	Gauteng	South West Gauteng TVET	Molapo
20.	Mechatronic Systems L2	KwaZulu-Natal	uMgungundlovu TVET	Msinga
21.	Office Practice L4	Western Cape	South Cape TVET	Bitou
22.	Operations Management L4	North West	Taletso TVET	Lehurutshe
23.	Physical Science L4	KwaZulu-Natal	Umfolozu TVET	Mandeni
24.	Plumbing L4	KwaZulu-Natal	Majuba TVET	Majuba Technology Centre
25.	Principles of Computer Programming L3	Free State	Motheo TVET	Hillside View

No.	Subject	Province	College	Campus/site
26	Refrigeration and Air Conditioning Processes L3	Limpopo	Capricorn TVET	Seshego
27.	Robotics L2	Free State	Motheo TVET	Hillside View
28.	Stored Programme Systems L4	Limpopo	Capricorn TVET	Polokwane
29	Systems Analysis and Design L4	North West	Orbit TVET	Rustenburg
30.	Transport Economics L4	Gauteng	South West Gauteng TVET	George Tabor

4.3 Summary of Findings

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

4.3.1 Planning for the Conduct of ISAT/PAT

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

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

- a. Use of outdated ISAT/PAT;
- b. Lecturers/assessors not having a clear understanding of the expectations of ISAT/PAT;
- c. Inadequate/inappropriate facilities;
- d. Lack of apparatus, components, consumables, equipment and tools;
- e. Difficulties with procurement and ill-timed procurement;
- f. Student unrest;
- g. Unsafe work environment;
- h. Lack of protective wear;
- i. Poor housekeeping;
- j. Restricted use of off-site facilities; and
- k. Lack of ISAT/PAT evidence.

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

- a. Opted to use the outdated ISAT/PAT instrument;
- b. Organised group work where individual work was required;
- c. Administered multiple sessions of the ISAT/PAT to accommodate the large number of candidates registered for the programme;
- d. Modified the specifications of the ISAT/PAT to have it completed on time;
- e. Allowed candidates to share apparatus, components, consumables, equipment and tools during the ISAT/PAT implementation;
- f. Substituted the required apparatus, components, consumables, equipment and tools with available resources to complete the ISAT/PAT; and
- g. Handed the ISAT/PAT documents to the candidates in advance, for off-campus preparation of the tasks that were supposed to be performed under strict assessment conditions.

Table 4B indicates the planning challenges in sampled subjects and sites.

Table 4B: Planning challenges in sampled subjects

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Receipt and distribution of PAT/ ISAT to colleges	The latest ISAT/PAT instrument was used for 28 (93%) of the 30 sampled subjects. For two of the sampled subjects the outdated 2015-2016 ISAT/PAT was used:		
	a. The campus used the outdated 2015-2016 ISAT/PAT because they did not have the latest version in their possession, citing as reason that they did not receive the current ISAT/PAT instrument from the Department of Higher Education and Training (DHET).	Electrical Systems and Construction L4	Zwelitsha
	b. The campus used the outdated 2015-2016 ISAT/PAT despite having the latest version in their possession, indicating that they did not have the necessary resources to implement the latest ISAT/PAT.	Fitting and Turning L4	Swinton
Clear understanding of the expectations of ISAT	The lecturers had a clear understanding of what was expected from the ISAT/PAT in 23 (77%) of the 30 sampled subjects. In seven (23%) of the subjects, listed below, lecturers did not clearly understand the expectations of the ISAT/PAT.		
	a. The ISAT was conducted off-site by a third party without the assessor being present. b. This was a gross violation of the ISAT requirements.	Automotive Repair and Maintenance L4	Mapulaneng
	a. The ISAT presented a challenge to both the candidates and the assessor. b. The articles chosen by candidates were not suitable. These should have been verified by the assessor before candidates proceeded with the rest of the ISAT. c. The analysis of the articles did not relate to their content, yet they were marked as correct by the assessor. d. Candidates did not adhere to sub-headings in Task 2. e. Most candidates misinterpreted sub-task 2.3 and its marking was questionable.	Business Practice L4	Gugulethu

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Clear understanding of the expectations of ISAT	a. The oral presentation was done in groups, with everyone in the group presenting a section of the task. b. This was contrary to the ISAT instruction which required individual oral presentations.	Client Services and Human Relations L3	Grahamstown
	a. Worksheet 5, required for the drawing of the design circuit, was not given to candidates. b. Some candidates used the back pages of the ISAT instruction for their drawing and others attached their own sheet of paper. c. Copies of Annexure A and B were supposed to be copied from the lecturer guide and attached to the student guide. This was not done.	Electrical Principles and Practice L3	Ellis Park
	a. The prescribed mark sheets were not completed, and candidates were awarded single marks written on a piece of paper. b. All 50 candidates earned outstanding marks, ranging from 80 to 91.	Materials L4	Molapo
	a. The drafting of questionnaires was not carried out correctly. b. The assessor was not familiar with questionnaire formats and types of questions, such as closed/fixed response questions.	Office Practice L4	Bitou
	a. The assessor did not make use of the assessment tools and checklists in the ISAT. b. Only a total score per sub-task was indicated, without showing the breakdown of marks leading to the total score. c. This implied subjective marking.	Transport Economics L4	George Tabor

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Inadequate/ inappropriate facilities	The facilities at the site visited were inadequate for the ISAT/PAT for five (17%) of the 30 sampled subjects:		
	a. NC(V) candidates had limited use of the nursery space as it was shared with learnership candidates. b. Seed beds were used for germination instead of seedling trays as these would take up less space in the nursery.	Advanced Plant Production L4	Emandleni
	a. The campus lacked a complete handling facility for working with goats or other animals and relied on a rudimentary system that was not safe for people. b. The water provision system for the farm animals was not connected to the main source of water. This raised concerns as animals should be provided with clean and fresh water daily.	Animal Production L2	Mokopane
	a. There was insufficient workshop space for the number of candidates performing the ISAT/PAT.	Electrical Systems and Construction L4	Zwelitsha
	a. The workshop was not large enough for the ISAT/PAT candidates. b. Monitoring candidates in a crowded environment posed a challenge.	Masonry L4	John Knox Bokwe
Shortage of apparatus/ components/ consumables/ equipment/ tools	In seven (23%) of the sampled subjects, apparatus/components/consumables/equipment/tools were insufficient for the ISAT/PAT:		
	a. The elastrator tools required for the castration of goats were not available.	Animal Production L2	Mokopane
a. The welding equipment was insufficient for the large number of ISAT/PAT candidates.	Applied Engineering Technology L4	Vereeniging	

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Shortage of apparatus/ components/ consumables/ equipment/ tools (continued)	a. Candidates shared tools during the implementation of the ISAT/PAT.	Electrical Systems and Construction L4	Zwelitsha
	a. Owing to equipment limitations, tasks were performed in smaller groups with more sessions.	Engineering Processes L4	Vereeniging
	a. For 60 candidates at least ten panel boards were required; only five were functional out of the six available.	Electrical Principles and Practice L3	Ellis Park
	a. The campus lacked the necessary consumables for Computer Numerical Control (CNC) programming and machining, as required by the latest ISAT. Consequently, they opted for the 'old' ISAT instrument.	Fitting and Turning L4	Swinton
	a. At the time of the Umalusi visit there was a shortage of Armaflex insulation; as a result, the pipes were not insulated. b. One cold room was assigned to six groups, each consisting of six candidates, and multiple sessions of the ISAT/PAT were conducted. c. This required dismantling and reusing components after each ISAT/PAT session.	Refrigeration and Air Conditioning Processes L3	Seshego
Use of substitutes	Substitute tools were used in two (7%) of the sampled subjects to complete the ISAT:		
	a. The Shisanyama flavour pack required for the promotional display by candidates was not available on the market because it had been discontinued by the manufacturer. b. Subsequently, the candidates obtained pictures and information about the product on the internet and successfully completed the task.	Advertising and Promotions L3	Randfontein
	a. The campus did not have a size 1 burette, so candidates used size 2 instead when building the salt bridge. b. Aluminium foil was used as a replacement for the aluminium rod.	Physical Science L4	Mandeni

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Difficulties with procurement/ timely procurement of resources	In five (17%) of the sampled subjects, as listed, the procurement of resources for the ISAT was delayed at the visited sites:		
	Revisions to the college's procurement process caused delays. Scarce and/or outdated equipment was used to complete the ISAT.	Applied Policing L4	Moremogolo
	a. Delays in procurement led to the use of substitutes in completing the ISAT sub-tasks.	Physical Science L4	Mandeni
	a. The ISAT was postponed from July to October 2023 due to the delayed arrival of equipment, materials and consumables.	Plumbing L4	Majuba Technology Centre
	a. Four additional cold rooms were ordered but not delivered on time. b. In the interim, PAT 1, PAT 2 and the ISAT were implemented using only one cold room.	Refrigeration and Air Conditioning Processes L3	Seshego
	a. Delays in procurement affected ISAT planning and preparation. b. Resources and components arrived about seven weeks after the order was placed.	Robotics L2	Hillside View
Student unrest	a. Student unrest disrupted the academic programme and had a negative impact on the planning and preparation for the ISAT.	Refrigeration and Air Conditioning Processes L3	Seshego
Health and safety regulations and housekeeping	Conditions at the visited sites were unsafe and not conducive to teaching and learning in five (30%) of the sampled subjects, as listed:		
	a. Ceiling boards in the workshop were loose and posed a risk of falling onto staff and students; b. There were exposed to live electric wires in the workshop, which posed a serious safety risk; c. Lighting in the workshop was poor due to malfunctioning fluorescent lights; d. The tools store has been in a poor state since the last audit in 2021; e. Poor housekeeping, with floor mops lying around, dirt stored in boxes and the workshop not cleared out, presented a fire hazard; and f. There were no safety signs, such as at the bench grinder where there should be a sign enforcing the use of goggles when grinding.	Automotive Repair and Maintenance L4	Mapulaneng

Aspects	Findings and challenges	ISAT/PAT	Campus/site
Health and safety regulations and housekeeping (continued)	Conditions at the visited sites were unsafe and not conducive to teaching and learning in five (30%) of the sampled subjects, as listed:		
	a. Ceiling boards in the workshop were loose and posed a risk of falling onto staff and students; b. There were exposed to live electric wires in the workshop, which posed a serious safety risk; c. Lighting in the workshop was poor due to malfunctioning fluorescent lights; d. The tools store has been in a poor state since the last audit in 2021; e. Poor housekeeping, with floor mops lying around, dirt stored in boxes and the workshop not cleared out, presented a fire hazard; and f. There were no safety signs, such as at the bench grinder where there should be a sign enforcing the use of goggles when grinding.	Automotive Repair and Maintenance L4	Mapulaneng
	a. Candidates did not follow ISAT instructions by wearing safety gear.	Masonry L4	John Knox Bokwe
	a. Poor housekeeping in the workshop and storeroom posed safety and efficiency concerns.	Plumbing L4	Majuba Technology Centre
	a. Candidates neglected to wear safety boots, a requirement in the workshop.	Stored Programme Systems L4	Polokwane
	a. No personal protective equipment (PPE) for students. b. The laboratory was unhygienic and required serious attention.	Physical Science L4	Mandeni
Use of off-site facilities	a. The ISAT was conducted at the local automotive dealership workshop due to the unavailability of suitable facilities at the campus.	Automotive Repair and Maintenance L4	Mapulaneng

4.3.2 Implementation of the Conduct of ISAT/PAT

In 19 (63%) of subjects, the ISAT/PAT was completed according to ISAT/PAT specifications, as shown in Table 4C.

Table 4C: Subjects and sites in which the ISAT/PAT was completed according to specifications

No.	ISAT/PAT	Campus/site
1.	Advanced Plant Production L4	Emandleni
2.	Advertising and Promotions L3	Randfontein
3.	Animal Production L2	Mokopane
4.	Applied Accounting L2	Tzaneen
5.	Applied Engineering Technology L4	Vereeniging
6.	Applied Policing L4	Moremogolo
7.	Client Services and Human Relations L3	Grahamstown
8.	Engineering Fabrication: Boiler Making L4	CN Mahlangu
9.	Engineering Processes L4	Vereeniging
10.	Governance L4	Bloemfontein
11.	Human and Social Development L2	Drakenstein
12.	Office Practice L4	Bitou
13.	Operations Management L4	Lehurutshe
14.	Physical Science L4	Mandeni
15.	Principles of Computer Programming L3	Hillside View
16.	Refrigeration and Air Conditioning Processes L3	Seshego
17.	Robotics L2	Hillside View
18.	Stored Programme Systems L4	Polokwane
19.	Systems Analysis and Design L4	Rustenburg

While 63% of the ISAT was conducted appropriately, 27% showed deficiencies.

Table 4D: Findings on the Implementation of ISAT/PAT

Aspects	Findings and Challenges	ISAT//PAT	Campus/site
Adherence to specifications of ISAT/PAT	In 63% of the sampled subjects the ISAT was conducted appropriately, while in eleven (27%) subjects there were deviations from the ISAT requirements:		
	a. The use of seed beds instead of seedling trays was observed.	Advanced Plant Production L4	Emandleni
	a. Candidates did not adhere to the specified headings provided on the checklist. b. The analysis was not pertinent to the articles selected by the candidates; instead, it relied heavily on 'cut and paste' of the theories from the internet. c. The candidates interpreted sub-task 2.3 poorly.	Business Practice L4	Gugulethu

Aspects	Findings and Challenges	ISAT//PAT	Campus/site
Adherence to specifications of ISAT/PAT	a. The ISAT was not conducted in a controlled environment. b. Candidates were grouped in threes and worked on a single-circuit diagram where individual work was required. c. Worksheet 5, along with Annexures A and B, were not available to candidates at the time the ISAT was conducted.	Electrical Principles and Practice L3	Ellis Park
	a. Tasks were completed to specification under supervised conditions within allocated timeframes. However, students were given the student guide to take home for a week.	Financial Management L4	Sibanasetfu
	a. Although sub-tasks were completed as per ISAT specifications the assessor performed certain tasks for the candidates, such as cutting tiles. Marks were allocated to the students without them having performed the task.	Masonry L4	John Knox Bokwe
	a. Only four models were presented for 50 candidates in the PAT 1 Plumbing task and the ISAT Carpentry task. b. No evidence of models was found for the PAT 2 Construction task; the assessor stated that construction models were demolished for cleanup.	Materials L4	Molapo
	a. The campus did not have some apparatus required for experiments, such as a size 1 burette; instead, candidates used size 2 to build the salt bridge. b. Aluminium foil was used instead of aluminium rod, which resulted in readings slightly lower than the accepted value. c. The expected voltage was just below two volts; however, they obtained 0.8 volts. d. Nevertheless, they provided a reasonable explanation for this deviation.	Physical Science L4	Mandeni

Aspects	Findings and Challenges	ISAT//PAT	Campus/site
Adherence to specifications of ISAT/PAT (continued)	<ul style="list-style-type: none"> a. There was no physical or virtual evidence of implementation of PAT 1. b. No water test was conducted to test if all the soldered joints were watertight for PAT 2. c. Candidates worked in groups of seven even though the lecturer guide stated that each candidate should produce individual artifacts. d. Candidates did not do the 'solder downpipe into the gutter' task for PAT 2. The campus did not have the required facilities to perform this task. 	Plumbing L4	Majuba Technology Centre
Adherence to specifications of ISAT/PAT	<ul style="list-style-type: none"> a. The campus administered an outdated ISAT instead of the new ISAT. b. Shortages of tools: in some instances, students had to share tools during the practical demonstration. 	Electrical Systems and Construction L4	Zwelitsha
	<ul style="list-style-type: none"> a. The campus administered an outdated ISAT instead of the new ISAT which requires students to be tested on the CNC machine. b. The required machine for assessing CNC programming was not available. c. The ISAT was incomplete, and no scripts were marked. 	Fitting and turning L4	Swinton
	<ul style="list-style-type: none"> a. The campus did not have suitable equipment, tools and consumables to conduct Mechatronic Systems L2 ISAT sub-tasks 2.3 and 4. b. Sub-tasks 2.3 and 4 were done theoretically, even though the tasks required the students to perform practical activities and produce artifacts. 	Mechatronic Systems L2	Msinga

During the Umalusi moderation of the conduct of ISAT/PAT, irregularities of a serious nature were identified in 15 (50%) of the sampled subjects at the sites visited.

To address the matter and ensure that the level of ISAT/PAT achieved an acceptable standard, Umalusi communicated with the respective sites.

Formal correspondence that outlined the irregularities/concerns was addressed to the senior management of the respective colleges. They were given opportunities to re-assess the students, or re-mark the scripts where necessary, and provide the evidence in the form of portfolios of evidence, videos and pictures. Umalusi also requested that they investigate the findings, propose resolutions and provide workable strategies to prevent future occurrences of such irregularities. The colleges were required to revert to Umalusi with a comprehensive report on the matter. The colleges that submitted the required evidence of re-assessment or re-marking were cleared. However, where incomplete evidence was submitted, the ISAT results remained incomplete until such time as sufficient evidence is provided.

Table 4E provides a list of subjects and the campuses/sites implicated.

Table 4E: ISAT/PAT which necessitated interventions by Umalusi

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<ul style="list-style-type: none"> a. The assessor checklists were not completed for all candidates; instead, the assessor recorded the marks only in the candidates' record sheets. b. The marks were not a true reflection of the candidates' competence due to subjective and lenient marking by the assessor. c. The assessor awarded marks for items or amounts where marks were not allocated. d. In some cases, such as in sub-task 3, the assessor awarded marks to candidates even though the candidates did not draw a diagram or image as required. e. These anomalies resulted in the inflation of candidates' marks. f. Candidates, further, were awarded marks for 'cut and paste' articles that did not link to the scenario given in the question. g. The receipts and deposit slip were not marked as indicated in the marking guideline. 	<ul style="list-style-type: none"> a. Re-marked and moderated all the ISAT scripts and submitted the required evidence to Umalusi for verification. b. Appointed a moderator who is a specialist in the subject. c. The college is in the process of addressing human resource capacity. d. Training of the lecturers in moderation processes. e. The college will ramp up the monitoring of assessment by senior management. 	Applied Accounting L2	Tzaneen

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<p>a. The campus alleged that the ISAT task was administered outside the campus in one of the automotive dealerships, with no evidence made available.</p> <p>b. The campus could not present the electronics marks and proof of moderation of the ISAT.</p> <p>c. No proper ISAT management plan.</p> <p>d. The campus did not have sufficient resources required to conduct the ISAT for Automotive Repair and Maintenance L4, such as a vehicle with appropriate sensors.</p> <p>e. The equipment in the workshop was not aligned with the technology, as required for the Automotive, Repair and Maintenance L4 ISAT.</p> <p>f. The workshop posed health and safety hazards to the students and was not suitable for conducting the ISAT.</p> <p>g. The assessor tested the candidates orally to determine their competence. This was not in alignment with the ISAT requirements, which mandate that the assessor should witness the candidates' performance of tasks and assess these accordingly.</p>	<p>a. Re-assessed all the students and submitted the evidence to Umalusi for verification.</p> <p>b. The college provided the report to Umalusi which included intervention strategies to procure resources and improve health and safety.</p>	<p>Automotive Repair and Maintenance L4</p>	<p>Mapulaneng</p>
<p>a. The analysis of the articles did not align with their content, yet the assessor marked these as correct.</p>	<p>a. Re-marked and moderated all the ISAT scripts and submitted the evidence to Umalusi for verification.</p>	<p>Business Practice L4</p>	<p>Gugulethu</p>

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<ul style="list-style-type: none"> b. Candidates did not adhere to sub-headings in Task 2. c. Most candidates misinterpreted sub-task 2.3, and the marking of it was questionable. 	<ul style="list-style-type: none"> b. Consequence management was applied by the college. c. The college will ramp up the monitoring of assessment by senior management. 		
<ul style="list-style-type: none"> a. The campus did not have the necessary consumables for CNC programming and machining as required by the latest ISAT. As a result, they chose to implement the 'old' ISAT. b. Only sub-task 2 and 3 were done (handle and bolt) This serves no purpose as no assembly was possible. c. The current ISAT includes CNC programming and simulation, which is an integral part of the curriculum with a weighting of 26%. 	<ul style="list-style-type: none"> a. Re-assessed all the students using the updated/new ISAT instrument and submitted incomplete evidence to Umalusi for verification. b. The college did not submit the required evidence, such as a video and pictures of the re-assessment, as requested by Umalusi. 	Fitting and Turning L4	Swinton
<ul style="list-style-type: none"> a. A significant scoring discrepancy between the external moderator and the assessor was attributed to the assessor's lenient scoring. b. The assessor performed some parts of the ISAT, specifically the cutting of tiles. Marks were awarded to students even though they did not perform the task. 	<ul style="list-style-type: none"> a. Re-assessed all the students and submitted the evidence to Umalusi for verification. b. The college provided the report to Umalusi which included the intervention strategies that will ensure that these Irregularities does not occur in future. 	Masonry L4	John Knox Bokwe
<ul style="list-style-type: none"> a. Candidates' marks were recorded as totals, with only a few rubrics populated. 	<ul style="list-style-type: none"> a. Re-marked and moderated all the ISAT scripts and submitted the evidence to Umalusi for verification. 	Materials L4	Molapo

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<ul style="list-style-type: none"> b. Fifty candidates were awarded marks of 80%, 85%, 88%, 90%, or 91%, suggesting random awarding of marks. c. PAT 1 Plumbing task (Assembled PVC waste pipe) only four models were presented for 50 candidates. d. PAT 2 Construction task (Garden Wall) no evidence of models could be found. The assessor indicated that the construction models were demolished to clean up the area. e. ISAT Carpentry task (panel wooden table), only four models were presented for 50 candidates, and all of them were identical, suggesting they were seemingly done by one person. f. Moderation of marks was conducted instead of moderation of the product or conduct of the ISAT. 	<ul style="list-style-type: none"> b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future. 		
<ul style="list-style-type: none"> a. The campus does not have a motion control laboratory, which is a requirement to implement the ISAT. b. This resulted in sub-tasks 2.3 and 4 of the ISAT not being conducted to the standard and specification, accounting for 47% of the ISAT. 	<ul style="list-style-type: none"> a. Re-assessed all the students and submitted the evidence to Umalusi for verification. b. The college provided a report to Umalusi, which included intervention strategies that will ensure that these irregularities do not occur in future. 	Mechatronic Systems L2	Msinga

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<ul style="list-style-type: none"> c. Sub-task 5: Although a troubleshooting rig was available, and fault finding could be assessed, the rig was a repurposed Programmable Logic Controllers (PLC) control rig, which is not in alignment with what is specified in the ISAT. d. Moderation was completed for sub-task 1 only. 			
<ul style="list-style-type: none"> a. The assessor was unfamiliar with the format of a questionnaire and the concept of closed/fixed response questions, making it challenging to evaluate the questionnaire. b. Candidates were awarded unusually high marks for questionnaires that were technically incorrect. c. Furthermore, not all the assessment tools were completed by the assessor. 	<ul style="list-style-type: none"> a. Re-marked and moderated all the ISAT scripts and submitted the evidence to Umalusi for verification. b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future. 	Office Practice L4	Bitou
<ul style="list-style-type: none"> a. Marks were awarded for the following sub-tasks, even though the candidates did not carry out the corresponding work: PAT 1 sub-task 1 (two marks) and sub-task 2 (five marks) and PAT 2 sub-task 3 (11 marks). 	<ul style="list-style-type: none"> a. Re-assessed all the students and submitted the evidence to Umalusi for verification. 	Plumbing L4	Majuba Technology Centre

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<p>b. The assessor cited a lack of resources as the reason for the sub-tasks not being completed. Additionally, for sub-task 1, the assessor was not aware of the requirements.</p>	<p>b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future.</p>		
<p>a. Candidates plagiarised the Data Flow Diagram (DFD) from the internet and passed it off as their own work, and for this they were awarded full marks.</p> <p>b. Marks were not awarded in strict accordance with the specifications and criteria as presented in the checklist.</p>	<p>a. Re-marked and moderated all the ISAT scripts and submitted the evidence to Umalusi for verification.</p> <p>a. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future.</p>	Systems Analysis and Design L4	Rustenburg
<p>a. The marking / scoring of the ISAT was inconsistent.</p> <p>b. Marks were not broken down and allocated as per the guidelines of the assessment tool.</p> <p>c. Ticks were placed randomly, resulting in unjustified or undeserved marks being awarded, which led to candidates receiving unusually high scores.</p> <p>d. There was a significant discrepancy between the scoring of the external moderator and the assessor.</p>	<p>a. Re-marked and moderated the ISAT scripts and submitted incomplete evidence to Umalusi for verification.</p> <p>b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future.</p>	Transport Economics L4	George Tabor
<p>a. The assessor and moderator did not follow the instructions in both the student and lecturer guides.</p>	<p>a. Re-assessed all the students and submitted the evidence to Umalusi for verification.</p>	Electrical Principles and Practice L3	Ellis Park

Findings and challenges identified by Umalusi	Resolutions/actions by campus/college	ISAT/PAT	Campus/site
<ul style="list-style-type: none"> b. The ISAT was not conducted in a controlled environment. c. Candidates were grouped in threes and worked on a single-circuit diagram, where individual work was required. d. Worksheet 5, along with Annexures A and B, were not available to candidates at the time the ISAT was conducted. 	<ul style="list-style-type: none"> b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future. 		
<ul style="list-style-type: none"> a. Inappropriate standard of marking and moderation of the scripts. b. The marks allocated to the students by the assessor and internal moderator differed significantly compared to the marks allocated by the Umalusi moderator. 	<ul style="list-style-type: none"> a. Re-marked and moderated all the ISAT scripts and submitted the evidence to Umalusi for verification. b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future. 	Advanced Plant Production L4	Emandleni
<ul style="list-style-type: none"> a. The campus administered an outdated ISAT instead of the new ISAT. b. Not all the scripts were marked, even though the ISAT had been completed. 	<ul style="list-style-type: none"> a. Re-assessed all the students and submitted the evidence to Umalusi for verification. b. The college provided a report to Umalusi, which included intervention strategies to ensure that these irregularities do not occur in future. 	Electrical Systems and Construction L4	Zwelitsha
<ul style="list-style-type: none"> a. No evidence of task moderation was presented by the campus. b. Significant errors were identified in the marks allocated to some students. 	<ul style="list-style-type: none"> a. Verified all the students' ISAT mark allocations and moderated the required number of scripts; submitted evidence to Umalusi to verify. b. The college will ramp up the monitoring of assessment by senior management. 	Animal Production L2	Mokopane

The assessment tool should provide clarity on expectations for candidates and how marks/scores are to be awarded for different levels of competence. However, some tools did not allow for accurate marking/scoring of task competency. The challenges with marking/scoring tools are outlined in Table 4F.

Table 4F: Subjects in which difficulties were encountered with the marking/scoring tools

Aspects	Findings and challenges	ISAT
Scoring/ marking tools	<ul style="list-style-type: none"> a. Sub-task 2.1, which involved cutting and sorting source documents, was a superfluous activity since candidates were required to record the given source documents in different journals. b. In sub-task 2.2, an error was identified in the marking guideline: the amount for non-current assets in the balance sheet should be R459,500 instead of R499,500. 	Applied Accounting L2
	<ul style="list-style-type: none"> a. The ISAT relates to Tourism, and the articles selected by candidates varied. As a result, assessing the ISAT is complex, requiring the assessor and moderator to thoroughly acquaint themselves with the articles before evaluating the analysis. This involves extensive reading and interpretation for a proper assessment of the ISAT. 	Business Practice L4
	<ul style="list-style-type: none"> a. The mark allocation for the activities in the sub-tasks should be broken down into specific allocations to guide the assessor toward more fair and balanced marking. b. The current approach may lead to subjective marking. 	Plumbing L4

The marking/scoring of task competency in 12 (40%) of the 30 sampled subjects was inappropriate. This was attributed to, among other factors, poorly designed marking/scoring tools, failure to adhere to the tools, subjective and inconsistent marking/scoring, lenient and careless marking/scoring and the modification of tasks, leading to mismatches with the marking/scoring tools. These findings are summarised in Table 4G.

Table 4G: Subjects in which the marking/scoring was inappropriate

Aspects	Findings and challenges	ISAT	Campus/site
Marking/ scoring	The marking/scoring for 12 (40%) of the 30 sampled subjects was not appropriate and/or did not truly reflect candidates' competence, skills, understanding or insight.		
	<ul style="list-style-type: none"> a. Scoring should be based on logbook entries, reflecting what the candidates have observed and recorded. It should not solely rely on assessor observations of candidates' activities in the nursery, especially without using an official scoresheet or checklist. 	Advanced Plant Production L4	Emandleni

Aspects	Findings and challenges	ISAT	Campus/site
	b. There was a significant discrepancy between the scoring of the external moderator and the assessor. c. Inappropriate or incorrect scoring resulted in inflated marks.		

4.3.3 Moderation of ISAT

Internal moderation was conducted in 22 (73%) of the sampled subjects and most of it occurred at campus level. In 12 (40%) subjects, the moderation of the product was implemented and in ten (33%) subjects, the moderation of both the conduct and product. In eight (27%) subjects, moderation had not taken place or was in progress at the time of the Umalusi visit. Table 4H notes these subjects and the campus/site.

Table 4H: Subjects and sites where no moderation had taken place or moderation was in progress at the time of the Umalusi visit

No.	ISAT subject	Campus/site
1.	Automotive Repair and Maintenance L4	Mapulaneng
2.	Electrical Systems and Construction L4	Zwelitsha
3.	Fitting and Turning L4	Swinton
4.	Robotics L2	Hillside View
5.	Transport Economics L4	George Tabor
6.	Materials L4	Molapo
7.	Animal Production L2	Mokopane
8.	Masonry L4	John Knox Bokwe

Table 4I indicates the different methods of moderation used at various campuses.

Table 4I: Types of moderation conducted

No.	Types of moderation	Subject	Campus/site
1.	Moderation of product	Advanced Plant Production L4	Emandleni
		Applied Accounting L2	Tzaneen
		Applied Policing L4	Moremogolo
		Business Practice L4	Gugulethu
		Electrical Principles and Practice L3	Ellis Park
		Engineering Fabrication: Boiler Making L4	CN Mahlangu
		Financial Management L4	Sibanesetfu
		Human and Social Development L2	Drakenstein
		Office Practice L4	Bitou
		Physical Science L4	Mandeni
		Principles of Computer Programming L3	Hillside View
Systems Analysis and Design L4	Rustenburg		

No.	Types of moderation	Subject	Campus/site
2.	Moderation of conduct and product	Advertising and Promotions L3	Randfontein
		Applied Engineering Technology L4	Vereeniging
		Client Services and Human Relations L3	Grahamstown
		Engineering Processes L4	Vereeniging
		Governance L4	Bloemfontein
		Mechatronic Systems L2	Msinga
		Operations Management L4	Lehurutshe
		Plumbing L4	Majuba Technology Centre
		Refrigeration and Air Conditioning Processes L3	Seshego
		Stored Programme Systems L4	Polokwane

4.4 Areas of Improvement

No areas of improvement were identified during the external moderation of the conducting of ISAT.

4.5 Areas of Non-Compliance

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

4.5.1 Planning

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

- a. An outdated ISAT was used in two subjects for the current examination period;
- b. Assessors lacked understanding of the expectations of the ISAT in seven subjects;
- c. Five of the sampled subjects had difficulties with procurement of resources;
- d. The facilities for five of the sampled subjects were inadequate or inappropriate;
- e. There was a lack of apparatus/components/consumables/equipment/tools to conduct the ISAT in seven of the sampled subjects;
- f. Consumables and/or apparatus were substituted to conduct the ISAT for two of the sampled subjects;
- g. Student unrest caused delays in the planning and preparation for the ISAT/PAT in one subject;
- h. Candidates were exposed to environments that did not comply with health and safety regulations and could have posed a risk to individuals and property in three subjects;
- i. Candidates did not adhere to health and safety regulations for wearing protective gear in three subjects; and
- j. The use of off-site facilities did not allow for the ISAT to be conducted according to specifications for one subject.

4.5.2 Implementation of ISAT

In 11 (37%) of the 30 sampled subjects, tasks and sub-tasks were not completed according to the specifications of the ISAT/PAT. The following were some of the issues that influenced the conduct of the ISAT/PAT at some of the visited sites:

- a. Two of the sampled sites used outdated PAT/ISAT, therefore they could not meet the specification requirements of the updated ISAT;

- b. In two of the sampled subjects sites improvised by arranging for group work where individual work was required;
- c. The specifications of the ISAT/PAT for two subjects were modified where resources were lacking at the site;
- d. Lecturer incompetence impacted negatively on the conduct of the ISAT in two of the sampled subjects;
- e. The required components/consumables for the ISAT/PAT in two subjects were substituted with available resources, deviating from the desired outcome specified in the assessment guide;
- f. In one subject the student guide was given to students to take home for a week. This goes against the requirements of the ISAT, which stipulate that the tasks should be done under controlled conditions;
- g. In tasks where internet research was required some candidates plagiarised internet sites. This occurred in two subjects; and
- h. For one subject, the assessor performed the ISAT activity on behalf of the candidates, which is considered an unethical practice.

4.5.3 Quality and Standard of Marking and Scoring

The quality and standard of marking/scoring was not appropriate in 12 (40%) of the 30 subjects sampled for moderation of the conduct of the ISAT/PAT:

- a. Inconsistent marking/scoring occurred in subjects where modifications of the ISAT were made and where there were deviations from the specifications of the tasks;
- b. The assessment tools did not support accurate marking/scoring to measure competency in three (10%) of the moderated ISAT;
- c. Flawed rubrics/marketing tools led to subjective and lenient marking;
- d. Careless marking/scoring and a failure to adhere to the marking/scoring tool
- e. was identified in some of the moderated ISAT;
- f. In some of the moderated ISAT unauthorised group work was done and the candidates' individual competence was not assessed; all members of the group were awarded the same mark/score; and
- g. In one of the moderated ISAT scoring was unbalanced as the assessor considered only what was directly witnessed and neglected the logbook entries of the candidates.

4.5.4 Quality and Standard of Moderation

Internal moderation was conducted in 22 (73%) of the 30 sampled subjects:

- a. Most of the moderation occurred at campus level only;
- b. Internal moderation was a compliance exercise rather than adding any value to the assessment process;
- c. At some sites supporting documents, such as reports, were not readily available;
- d. Shadow marking by the internal moderator and a lack of feedback to the assessor/candidate was evident; and
- e. Discrepancies between the marks allocated by the external moderators, internal moderators and assessors were identified in eight subjects.

4.5.5 Irregularities

During the Umalusi moderation of the conduct of ISAT/PAT, serious irregularities were identified in 15 (50%) of the sampled subjects at the sites visited.

4.6 Directives for Compliance and Improvement

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

- a. Revise the marking/scoring tools for specific ISAT/PAT and/or develop additional checklists to facilitate reliable and consistent scoring within and across different sites;
- b. Establish protocols for monitoring and moderating the conduct of ISAT at college, provincial and national levels;
- c. Vigilantly oversee sites displaying negligence, severe non-compliance and irregularities;
- d. Instruct TVET colleges to submit ISAT/PAT implementation plans;
- e. Instruct all the TVET colleges to record a full video and pictures of the ISAT activities that require students to present the product or produce artifacts for verification for all levels; and
- f. Ensure that TVET colleges are capacitated to conduct proper re-assessments and re-marking of assessments.

4.7 Conclusion

The external moderation of the ISAT/PAT for the November 2023 examination was successfully concluded. It was, however, concerning that there were no areas of improvement identified, compared to November 2022.

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

To enhance the standard of ISAT/PAT the DHET should play a more active role in monitoring the planning, preparation and conduct of the ISAT/PAT at TVET colleges; and on training programmes to empower lecturers.

CHAPTER 5

STANDARDISATION OF NC(V) MARKING GUIDELINES

5.1 Introduction

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

The Department of Higher Education and Training (DHET) embarked on a process of arranging online meetings involving all the role players to participate in the standardisation of marking guidelines. Some marking guideline standardisation 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 was written. The appointed standardising committees met online using the Microsoft Teams platform to discuss the marking guidelines and agree on amendments. The online platform simplified the process by allowing the committee members immediate access to each other; and amendments to the marking guidelines could be done on the shared screen. On completion of this process, the DHET used a 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 of NC(V) Level 4. These meetings were scheduled soon after the question papers were written, but before marking commenced at centralised and decentralised marking centres. All appointed chief markers, internal moderators, markers and, in some subjects, the examiners, as well as the internal moderators (setting) were invited to attend the meetings. The online meetings allowed more attendees to interact, discuss and reach consensus about amendments before the final signing off of the amended, approved marking guidelines. Umalusi's presence at the meetings was to monitor the quality and standard of such meetings and to ensure that the decisions and amendments made would enhance the fairness, consistency, and validity of the marking of the assessments.

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

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

5.2 Scope and Approach

Umalusi external moderators attended the marking guideline standardisation meetings for a sample of seven NC(V) Level 2 and 3 question papers, as listed in Table 5A. In the case of the NC(V) Level 4 question papers, Umalusi deployed 44 external moderators to attend the marking guideline discussion meetings for 44 subjects and 46 question papers, as listed in Table 5B. The meetings for 45 question papers and 43 subjects were conducted on the online platform. The meeting for one question paper (one subject) was conducted in face-to-face discussions.

5.2.1 NC(V) Levels 2 and 3

Umalusi officials attended the online marking guideline standardisation meetings hosted by the DHET on the Microsoft Teams platform, between 10 and 29 November 2023. These meetings were attended by members of the standardising committees. Table 5A lists the question papers and dates of the meetings attended by Umalusi.

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

No.	Question paper	Dates
1.	Community Oriented Primary Care L2	2023/11/29
2.	English First Additional Language (FAL) L2 Paper 1	2023/11/14
3.	Learning Psychology L3	2023/11/24
4.	Life Skills and Computer Literacy Level 2 Paper 1	2023/11/21
5.	Mathematics L2 Paper 1	2023/11/10
6.	Mathematics L3 Paper 1	2023/11/16
7.	Principles of Computer Programming L3 Paper 2	2023/11/29

During online meetings Umalusi moderators used the amended instrument for the standardisation of marking guidelines. This requires that Umalusi moderators report on the findings based on the following criteria:

Attendance of provincial/regional marking committee members;

- a. Punctuality of attendees;
- b. Duration of the meeting;
- c. Chairperson of the meeting;
- d. Preparations for the standardisation of marking guidelines;
- e. Standardisation of the marking guidelines process;
- f. Adjustments and justification;
- g. The participation of members and the success of the online meetings; and
- h. Umalusi's role.

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

5.2.2 NC(V) Level 4

During the marking guideline standardisation meetings, the DHET used the online platform, as well as one face-to-face discussion. Umalusi increased the number of external moderators attending the meetings from 12 in 2022 to 46 in 2023, 34 more in 2023. All the meetings were scheduled to be held between 9 November and 6 December 2023. The marking guideline standardisation meeting for one subject was conducted at the Asherville marking centre on 25 November 2023. The marking guideline standardisation meetings for the remaining 45 question papers were conducted using the online platform.

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

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

No.	Question paper	Dates
1.	Advertising and Promotions L4	2023/11/23
2.	Animal Production L4	2023/11/23
3.	Applied Accounting L4 Paper 1	2023/12/06
4.	Applied Engineering Technology L4	2023/11/23
5.	Applied Policing L4	2023/11/30
6.	Architectural Graphics and Technology L4 Paper 1	2023/11/28
7.	Architectural Graphics and Technology L4 Paper 2	2023/11/28
8.	Automotive Repair and Maintenance L4	2023/11/30
9.	Business Practice L4	2023/11/23
10.	Carpentry and Roof Work L4	2023/12/02
11.	Client Services and Human Relations L4	2023/11/23
12.	Computer Programming L4 Paper 2	2023/12/06
13.	Construction Planning L4	2023/11/23
14.	Construction Supervision L4	2023/11/27
15.	Consumer Behaviour L4	2023/11/30
16.	Data Communication and Networking L4	2023/11/23
17.	Economic Environment L4	2023/11/27
18.	Electrical Principles and Practice L4	2023/11/23
19.	Electrical Systems and Construction L4	2023/11/30
20.	Electrical Workmanship L4	2023/11/27
21.	Electronic Control and Digital Electronics L4	2023/11/20
22.	Engineering Processes L4	2023/11/27
23.	English FAL L4 Paper 2	2023/11/16
24.	Financial Management L4	2023/12/01
25.	Fitting and Turning L4	2023/11/30
26.	Food Preparation L4	2023/11/20
27.	Hospitality Generics L4	2023/11/27
28.	Hospitality Services L4	2023/11/30
29.	Human and Social Development L4	2023/11/25
30.	Life Skills and Computer Literacy L4 Paper 1	2023/11/22
31.	Life Skills and Computer Literacy L4 Paper 2	2023/11/09
32.	Management Practice L4	2023/11/23
33.	Materials L4	2023/11/20
34.	Mathematical Literacy L4 Paper 2	2023/11/13
35.	Mathematics L4 Paper 1	2023/11/13
36.	New Venture Creation L4	2023/11/30
37.	Office Data Processing L4	2023/11/20
38.	Office Practice L4	2023/11/27

No.	Question paper	Dates
39.	Operations Management L4	2023/11/20
40.	Personal Assistance L4	2023/12/04
41.	Professional Engineering Practice L4	2023/11/20
42.	Project Management L4	2023/11/30
43.	Science of Tourism L4	2023/11/20
44.	Systems Analysis and Design L4	2023/11/20
45.	Tourism Operations L4	2023/11/30
46.	Transport Economics L4	2023/11/25

Umalusi moderators used the amended moderation instrument for the standardisation of marking guidelines. This instrument for NC(V) Level 4 requires Umalusi moderators to report the findings based on the following criteria:

- Attendance of internal moderators, chief markers, and markers;
- Punctuality of attendees;
- Duration of discussions;
- Appointment of marking staff;
- Chairperson of the meeting;
- Standardisation of the marking guideline process;
- Participation of role players;
- Adjustments and justification;
- Umalusi's role;
- Challenges during the meeting; and
- Approval of the final marking guidelines.

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

5.3 Summary of Findings

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

The external moderators each joined the online marking guideline standardisation meeting of the selected sample of four subjects for Level 2; and three for Level 3. Umalusi's findings, as captured on the moderation instrument during the standardisation process, are summarised in Table 5C.

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

Criteria	Findings	Question papers
Attendance of marking staff	All lecturers who would act as markers attended the meeting for all the question papers; this was more than the 50% that attended in November 2022.	All subjects monitored
	Chief markers (CM) and internal moderators (IM) attended only two of the meetings.	Community Oriented Primary Care L2 – IM Mathematics L2 Paper 1 – CM

Criteria	Findings	Question papers
Punctuality	The online meetings started on time for five (71%) of the meetings compared to the 100% in November 2022.	English FAL L2 Paper 1 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1 Mathematics L2 Paper 1 Principles of Computer Programming L3 Paper 2
	Two meetings were delayed by about five minutes due to connectivity issues.	Community Oriented Primary Care L2 Mathematics L3 Paper 1
Duration of meeting	The meetings took between one hour and two hours and 15 minutes.	All subjects monitored
Chairperson of the meeting	The coordinator of the subject chaired two (29%) of the meetings.	Mathematics L3 Paper 1 Principles of Computer Programming L3 Paper 2
	In three (43%) of the meetings markers were chairpersons.	English FAL L2 paper 1 Learning Psychology L3 Life Skills and Computer Literacy L2 Paper 1
	The remaining meetings were chaired by the IM and the CM respectively.	Community Oriented Primary Care L2 – IM Mathematics L2 Paper 1 – CM
Umalusi signed off marking guideline	Umalusi signed off 100% of the marking guidelines, the same as in November 2022.	All subjects monitored
Adjustments to the marking guideline	Adjustments to the marking guidelines were justified for all subjects (100%), as in November 2022.	All subjects monitored
	None of the amendments made to the marking guidelines influenced the cognitive demand of the questions.	All subjects monitored
Alternative answers added	The members added alternative answers to the questions in all (100%) the question papers.	All subjects monitored
Changes to mark allocation	Delegates made changes to the allocation of marks for the steps in a calculation by splitting mark allocation into half marks.	Mathematics L2 Paper 1
Role of Umalusi	External moderators took on the roles of advisor, guide, active participant and final decision-maker.	All subjects monitored
Effectiveness of online platform for marking guideline discussions	Umalusi concluded that 100% of the online meetings were professional and well conducted. The process ran smoothly and allowed for interactive participation.	All subjects monitored

5.3.2 Summary of Findings for NC(V) Level 4

Umalusi attended online marking guideline discussion meetings for 44 subjects (46 question papers) between 9 November and 6 December 2023. There was a face-to-face marking guideline standardisation meeting for only one subject. This was conducted on 25 November 2023. The face-to-face meeting was the only meeting where Umalusi was present during sample marking as the nature of the virtual meetings did not allow for sample marking to take place during the marking guideline discussions. The findings from the NC(V) Level 4 marking guideline standardisation meetings are summarised in Table 5D. These findings reflect both good practices and challenges.

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

Criteria	Findings	Question papers
Attendance	<p>Although Microsoft Teams has a function that allows for the downloading of a register for attendees, only the convener of the meetings would have access to the register after the meeting. Umalusi had to rely on attendees noting their names, roles and provinces on the chat box or on giving verbal feedback to questions during the meeting. The instability of network connections, punctuality, continued interruptions in attendance and the size of larger groups complicated Umalusi's task of keeping track of attendance.</p> <p>Umalusi found it difficult to identify all delegates, their designations, and provinces they represented in (9%) of the meetings. This is an improvement of 33% when compared with the 42% in 2022.</p>	<p>English L4 FAL Paper 2 Life Skills and Computer Literacy L4 Paper 1 and 2 Mathematical Literacy L4 Paper 2</p>
Attendance: chief markers	<p>The CM of two (4%) of the subjects had not been finalised at the time of the marking guideline standardisation meetings. The CM of Carpentry and Roof Work L4 had passed away and DHET had not yet identified a replacement. The attendance of CM increased from 92% in 2022 to 96% in 2023.</p>	<p>Hospitality Generics L4 Carpentry and Roof Work L4</p>
	<p>In one (2%) subject only one marker was appointed, and he acted as the CM for both papers.</p>	<p>Architectural Graphics and Technology L4 Paper 1 and Paper 2</p>

Criteria	Findings	Question papers
Attendance: internal moderators	Umalusi observed the attendance of IM for 42 (87%) question papers. This was an improvement of 12%, compared to 75% in 2022.	
	Connectivity issues prevented the IM of two (4%) of the subjects from attending. The IM of Applied Engineering Technology L4 had to chair the meeting but could not connect to the virtual platform. This caused a delay in the start of the meeting.	Applied Engineering Technology L4 Client Services and Human Relations L4
	In one subject the low number of students did not justify the appointment of an IM.	Architectural Graphics and Technology L4 Paper 1 and Paper 2
Attendance: markers	In subjects with low enrolment numbers, CM and IM took on the role of markers. Umalusi thus reported 100% attendance of markers in 2023, as was the case in 2022.	
	In ten of the subjects, the number of markers exceeded ten and reached an estimate of 75 markers. This accounted for 22% of the sample.	Business Practice L4 Client Services and Human Relations L4 Construction Supervision L4 English FAL L4 Paper 2 Life Skills and Computer Literacy L4 Paper 1 and Paper 2 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Office Data Processing L4 Office Practice L4
Punctuality	Nine (20%) meetings started on time or at the most five minutes late, but there were attendees who joined late due to connectivity issues or loadshedding.	Business Practice L4 Carpentry and Roof Work L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Fitting and Turning L4 Life Skills and Computer Literacy L4 Paper 1 Project Management L4 Science of Tourism L4 Tourism Operations L4
	Challenges with connectivity delayed the starting time of six (13%) meetings by up to 40 minutes.	Animal Production L4 Applied Accounting L4 Paper 1 Client Services and Human Relations L4 Construction Planning L4 Electronic Control and Digital Electronics L4 Engineering Processes L4

Criteria	Findings	Question papers
Punctuality (continued)	Other factors that had an effect on or caused a delay in the starting time of meetings included: absenteeism of IM who was to chair the meeting, late joining of IM and/or CM, uncertainty about who had to chair the meeting and technical challenges with the presentation. This affected five (11%) subjects.	<p>IM who had to chair meeting was absent and had to be replaced: Applied Engineering Technology L4</p> <p>IM and/or CM joined the meeting late: Food Preparation L4 Hospitality Generics L4</p> <p>Uncertainty about who had to chair the meeting delayed the meeting by an hour: Office Practice L4</p> <p>Examiner to chair the meeting was 30 minutes late. IM started the meeting: Personal Assistance L4</p> <p>Challenges with presentation delayed start of meeting by 30 minutes: Electronic Control and Digital Electronics L4</p>
Duration of meeting	<p>The duration of the different meetings ranged from 45 minutes to four-and-a-half hours.</p> <p>Compared to 42% of the meetings in November 2022, 48% of the meetings were between one and two hours long. These meetings were marked by smaller numbers of attendees, fewer connectivity and loadshedding issues, fewer adjustments to the marking guidelines and well-prepared chairpersons and attendees.</p>	<p>All meetings monitored</p> <p>Advertising and Promotions L4 Animal Production L4 Applied Accounting L4 Paper 1 Architectural Graphics and Technology L4 Paper 1 and Paper 2 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Construction Planning L4 Consumer Behaviour L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Food Preparation L4 Hospitality Generics L4 Life Skills and Computer Literacy L4 Paper 1 Management Practice L4 New Venture Creation L4 Personal Assistance L4 Professional Engineering Practice L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Economics L4</p>

Criteria	Findings	Question papers
Duration of meeting (continued)	Seventeen (37%) of the meetings were between two and three hours long, compared to 25% in November 2022.	Applied Policing L4 Business Practice L4 Computer Programming L4 Paper 2 Construction Supervision L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Hospitality Services L4 Human and Social Development L4 Materials L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Project Management L4
	The marking guideline discussions of seven subjects (13%) exceeded three hours. Attendees indulged themselves in discussions about the merits of all additional inclusions and interpretations of the marking guideline. Chairpersons were subject matter experts and well-prepared. Some of these meetings were marred by technical issues such as connectivity, loadshedding and the sharing of slides.	Applied Engineering Technology L4 Economic Environment L4 English FAL L4 Paper 2 Life Skills and Computer Literacy L4 Paper 2 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Tourism Operations L4
	Transport Economics L4 was the only face-to-face meeting, held at Asherville campus. This meeting was the only meeting where sample marking was included in the two-hour meeting.	Transport Economics L4
Appointment of marking staff	In 29 (63%) of the subjects, marking personnel received their letters of appointment in October and November 2023.	Advertising and Promotions L4 Animal Production L4 Architectural Graphics and Technology L4 Paper 1 and Paper 2

Criteria	Findings	Question papers
Appointment of marking staff (continued)		Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Client Services and Human Relations L4 Computer Programming L4 Paper 2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Fitting and Turning L4 Hospitality Services L4 Human and Social Development L4 Materials L4 Mathematical Literacy L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4
	Marking staff of 14 (30%) subjects received invitations to the marking guideline standardisation meetings but had not received their appointment letters yet. They were informed that they would receive the letters at the marking centres.	Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Applied Policing L4 Business Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Management Practice L4 Mathematics L4 Paper 1 Office Practice L4
	Due to the nature of the virtual meeting and the vast number of attendees, Umalusi could not verify the exact dates of appointment of marking staff for two of the question papers.	Life Skills and Computer Literacy L4 Paper 1 and Paper 2

Criteria	Findings	Question papers
Recruitment process	All marking staff in 44 (96%) of the subjects responded to a DHET circular sent to the colleges earlier in the year. DHET confirmed their appointment by email.	
	Umalusi could not verify the recruitment process for two (4%) of the question papers.	Life Skills and Computer Literacy L4 Paper 1 and Paper 2
Chairperson of the meeting	The examiners of 22 (48%) of the question papers chaired the meetings. This was an increase of 15% compared to November 2022. In Office Data Processing L4 the chairmanship was shared between the examiner and the IM.	Business Practice L4 Client Services and Human Relations L4 Consumer Behaviour L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Hospitality Services L4 Life Skills and Computer Literacy L4 Paper 1 and Paper 2 Management Practice L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 New Venture Creation L4 Office Data Processing L4 Personal Assistance L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4
	In November 2023 ten (22%) meetings were chaired by the CM, compared to 33% in November 2022.	Applied Engineering Technology L4 Computer Programming L4 Paper 2 Construction Planning L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Human and Social Development L4 Office Practice L4 Operations Management L4 Tourism Operations L4 Transport Economics L4

Criteria	Findings	Question papers
Chairperson of the meeting (continued)	In ten (22%) of the question papers, the IM chaired the meeting (25% in November 2022). In these cases, Umalusi could not verify whether these were the IM of marking or the IM for the setting of the question papers. In Automotive Repair and Maintenance L4 the chairmanship was shared by the IM and CM. The IM and a marker shared the chairmanship in Data Communication and Networking L4.	Advertising and Promotions L4 Animal Production L4 Applied Accounting L4 Paper 1 Applied Policing L4 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Data Communication and Networking L4 Economic Environment L4 Hospitality Generics L4 Systems Analysis and Design L4
	In one (2%) of the subjects no-one had been officially appointed to chair the meeting. The DHET appointed a marker as chairperson during the meeting. Umalusi noted that the chair was well-prepared but lacked experience in chairing a meeting of that magnitude.	Materials L4
	The person who chaired the Construction Supervision L4 meeting did not disclose his designation.	Construction Supervision L4
	The Umalusi external moderator chaired the meeting where only the CM was present. This meeting could be regarded as a formal discussion.	Architectural Graphics and Technology L4 Paper 1 and Paper 2
Amendments/ adjustments to marking guideline	In four question papers of three subjects (9%) the marking guidelines were accepted without any adjustments, compared to 17% in November 2022. However, in Automotive Repair and Maintenance L4, instructions for the markers were added to accommodate fair and consistent marking. These were signed off as the final approved marking guidelines.	Applied Accounting L4 Paper 1 Architectural Graphics and Technology L4 Paper 1 and Paper 2 Automotive Repair and Maintenance L4
	Adjustments were made to the marking guidelines of the rest of the question papers (100%).	

Criteria	Findings	Question papers
Justification for changes to marking guidelines	Umalusi regarded all changes in the marking guidelines (100%) as being justified. These amendments would enhance the marking process and promote fairness and consistency in marking. However, in English FAL L4 Paper 2 Umalusi felt that inexperienced markers requested too many examples for a creative writing paper.	All meetings monitored
Effect of changes to the marking guidelines on cognitive level of answers/ responses	In 100% of the subjects the changes to the marking guidelines would not affect the cognitive level of the responses.	All meetings monitored
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 an observer, guide, mediator and final decision-maker. In smaller groups the role changed to an active participant and/or an advisor. In Architectural Graphics and Technology L4 Paper 1 and Paper 2, the external moderator chaired the meetings for both question papers.	All meetings monitored
Sample marking	In 45 (98%) of the subjects, sample marking was to take place just before the onset of the marking process at the marking centres. In November 2022 this was 83%.	
	Sample marking was conducted in one (2%) subject where the marking guideline standardisation meeting took place on-site at the Asherville marking centre. The marking team, consisting of IM, CM and one marker, immediately conducted sample marking after the discussion. The marking showed a high consistency rate with the amended marking guideline and each other. The quality of the marking ensured a fair and valid process.	Transport Economics L4

Criteria	Findings	Question papers
Signing off the marking guidelines	<p>Umalusi approved and signed off 44 (96%) of the amended marking guidelines during the marking guideline standardisation meetings. This was 4% lower than the 100% in 2022. Owing to the nature of online meetings, the signing off procedure was a verbal agreement; the physical signing off was done at the marking guideline standardisation meeting conducted at the marking centre.</p> <p>In Economic Environment L4 and English FAL L4 Paper 2, the external moderator indicated that the marking guideline was not signed off during the meeting.</p>	<p>Economic Environment L4 English FAL L4 Paper 2</p>
Conduct of marking staff	<p>All marking staff at all (100%) of the meetings displayed professional behaviour and regarded the meeting as an opportunity to uphold the principles of good assessment. This was a 33% improvement, compared to 2022. Attendees participated with positive contributions and respected the views of others. Appropriate decisions were made.</p>	<p>All subjects monitored</p>
Fairness of the question paper	<p>In 98% of the question papers the marking staff felt satisfied that the question paper was fair.</p>	
	<p>There was a question based on a case study in the Human and Social Development L4 question paper where the name of the person in the case study was not the same as the name used in the questions. Markers felt this could lead to misinterpretation and confusion and agreed that the CM should submit a request to the DHET for a concession.</p>	<p>Human and Social Development L4</p>
Comments and recommendations from Umalusi moderators	<p>Ninety-eight percent of the sample of marking guideline standardisation discussions that Umalusi monitored were conducted virtually.</p>	

Criteria	Findings	Question papers
Comments and recommendations from Umalusi moderators	Although two of the external moderators indicated that their personal preference was still a face-to-face meeting, all agreed that the virtual meetings were the most cost-effective way to ensure valuable discussions. More marking staff could be included in the virtual discussions at a much lower cost and in less time. Umalusi praised the professional preparation, presentation, control and respect displayed by the chairpersons of the virtual meetings, as well as the preparedness and participation of the majority of the delegates attending the meetings.	
	There was a decline of 38% in punctuality, from 58% of meetings starting late in November 2022, to 20% in November 2023. In the virtual meetings connectivity issues due to technical glitches and loadshedding could have contributed to punctuality and intermittent attendance problems. The disregard for punctuality of key personnel such as the IM, CM and examiner were noted as concerning.	
	The unavailability of information relating to names, designations and appointment confirmation dates remained a challenge for Umalusi.	

5.4 Areas of Improvement

During the attendance of the marking guideline standardisation meetings the following areas of improvement were identified by the external moderators:

NC(V) Level 2 and 3

- The findings for most of the criteria remained constant at 100%, compared to November 2022.

NC(V) Level 4

- The attendance of the chief marker at the Level 4 meetings increased by 4%, from 92% in November 2022 to 96% in 2023;
- The attendance of internal moderators increased by 12%, from 75% in 2022 to 87% in November 2023;
- Punctuality in starting meetings on time improved by 38%, from 20% in 2022 to 58% in 2023;

- d. In November 2023 48% of the meetings were chaired by the examiner of the question paper, compared to 33% in November 2022;
- e. All changes and amendments were justified and would not affect the cognitive demand of the question paper; and
- f. All marking staff at 100% of the meetings displayed professional behaviour and regarded the standardisation of marking guidelines as an opportunity to uphold the principles of good marking. This was a 33% improvement, when compared to 2022.

5.5 Areas of Non-Compliance

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

- a. Umalusi approved and signed off 44 (96%) of the amended marking guidelines during the marking guideline standardisation meetings. This was 4% lower than the 100% in 2022; and
- b. The lack of lists identifying participants and their designations to verify attendance remained a challenge.

5.6 Directives for Compliance and Improvement

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

- a. The marking guideline discussion meetings start on time;
- b. Designated chairpersons and key personnel are punctual and attend the meetings; and
- c. Either the examiner and/or internal moderator of the question paper chairs or attends the meeting.

5.7 Conclusion

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

CHAPTER 6

VERIFICATION OF NC(V) MARKING

6.1 Introduction

Assessment bodies need to maintain a high standard in marking to confirm the credibility of the candidates' examination results. The assessment body would verify the standard of assessment by checking the accuracy and consistency of marking. Umalusi monitors marking through 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, an internal moderator, and markers for each National Certificate (Vocational) [NC(V)] Level 4 question paper. The number of markers was determined by the number of expected scripts. The maximum number of scripts for 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 L4.

The purpose of verifying marking is to:

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

6.2 Scope and Approach

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

Lecturers responsible for teaching the NC(V) Level 2 and Level 3 subjects marked the examination scripts at various colleges/campuses where the 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 fundamental and vocational subjects, some of which were identified as problematic in the November 2022 examinations and during the standardisation of marking guidelines for the November 2023 examinations.

NC(V) Level 4 examination scripts were marked at eight centralised marking centres: Asherville Campus of Thekwini Technical Vocational Education and Training (TVET) College; Bloemfontein Campus of Motheo TVET College; East London Campus of Buffalo City TVET College; Nelspruit Campus of Ehlanzeni TVET College; Potchefstroom Campus of Vuselela TVET College; Seshego Campus of Capricorn TVET College; Springs Campus of Ekurhuleni East TVET College; and Tygerberg Campus of Northlink TVET College.

Umalusi focused on verification at the following marking centres: Asherville Campus of Thekwini TVET College; Bloemfontein Campus of Motheo TVET College; Seshego Campus of Capricorn TVET College; Springs Campus of Ekurhuleni East TVET College; and Tygerberg Campus of Northlink TVET College.

For the November 2023 examinations, Umalusi moderated a sample of six subjects (five subjects in November 2022) for NC(V) Level 2; four subjects (five question papers) (seven subjects in November 2022) for NC(V) Level 3; and 24 subjects (25 question papers) (12 subjects in November 2022) for NC(V)

Level 4. The subjects and papers verified for the November 2023 NC(V) examinations are listed in Tables 6A (Level 2), 6B (Level 3) and 6C (Level 4).

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

No.	Subject
1.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1
2.	Electronics and Digital Concepts for Robotics L2 Paper 1
3.	English First Additional Language (FAL) L2 Paper 1
4.	Life Skills and Computer Literacy L2 Paper 1
5.	Mathematics L2 Paper 1
6.	Robotics Fundamental L2 Paper 1

The sample in Level 2 included both fundamental subjects and vocational subjects.

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

No.	Subject
1.	English FAL L3 Paper 2
2.	Life Skills and Computer Literacy L3 Paper 1
3.	Mathematical Literacy L3 Paper 1
4.	Mathematical Literacy L3 Paper 2
5.	Mathematics L3 Paper 2

All the subjects in the Level 3 sample were fundamental subjects.

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

No.	Subject
1.	Advanced Plant Production L4
2.	Animal Production L4
3.	Applied Accounting L4 Paper 2
4.	Art and Science of Teaching L4
5.	Construction Planning L4
6.	Criminology L4
7.	Electrical Principles and Practice L4
8.	Electronic Control and Digital Electronics L4
9.	Electrotechnology L4
10.	English FAL L4 Paper 1
11.	Farm Planning and Mechanisation L4
12.	Food Preparation L4
13.	Freight Logistics L4
14.	Governance L4
15.	Law Procedures and Evidence L4
16.	Life Skills and Computer Literacy L4 Paper 1
17.	Life Skills and Computer Literacy L4 Paper 2

No.	Subject
18.	Masonry L4
19.	Mathematical Literacy L4 Paper 2
20.	Mathematics L4 Paper 1 Paper 1
21.	Office Data Processing L4
22.	Physical Science L4 Paper 1
23.	Process Control L4
24.	Professional Engineering Practice L4
25.	The South African Health Care System L4

Umalusi doubled the sample size from 12 subjects (13 question papers) in 2022 to 24 subjects (25 question papers) in November 2023. Budgetary constraints still prevented Umalusi from achieving the sample size of 71 subjects (78 question papers) of 2021.

Tables 6D to 6F provide information on the question papers and the number of provinces and centres included in the Umalusi verification sample.

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

NC(V) subject	No. of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Basic Principles of Computer Programming and Computer Literacy L2 Paper 1	4	11	0	5	0	2	0	0	2	0
Electronics and Digital Concepts for Robotics L2 Paper 1	5	5	0	2	0	8	0	4	1	0
English FAL L2 Paper 1	8	8	0	2	14	11	5	8	11	5
Life Skills and Computer Literacy L2 Paper 1	9	2	2	2	3	3	1	2	3	2
Mathematics L2 Paper 1	7	4	0	3	3	4	2	2	2	0
Robotics Fundamental L2 Paper 1	4	8	0	5	0	5	0	0	2	0

The focus of the NC(V) Level 2 verification was on fundamental and vocational subjects, as indicated in Table 6D. In only one subject of the verified sample, Life Skills and Computer Literacy L2 Paper 1, all nine provinces submitted question papers to be verified. For the rest of the sample, between four and eight provinces submitted question papers.

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

of centres

NC(V) subject	No. of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
English FAL L3 Paper 2	7	0	0	3	2	2	4	4	3	2
Life Skills and Computer Literacy L3 Paper 1	9	2	2	2	3	3	2	2	2	2
Mathematical Literacy L3 Paper 1	8	2	0	2	2	4	3	2	4	1
Mathematical Literacy L3 Paper 2	9	2	2	2	4	2	2	3	3	2
Mathematics L3 Paper 2	8	2	0	3	3	3	2	2	4	2

The sample selected for verification included fundamental subjects at various centres across the nine provinces. In only two of the subjects in the sample, Mathematical Literacy L3 Paper 2 and Mathematics L3 Paper 2, were all nine provinces represented, while the rest of the sample represented between seven and eight provinces. In English FAL L3 Paper 2, no question papers were received from the Western Cape for verification; and in three of the subjects, English FAL L3 Paper 2, Mathematical Literacy L3 Paper 1 and Mathematics L3 Paper 2, no question papers were received from Northern Cape.

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

NC(V) subject	No. of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Advanced Plant Production L4	7	0	0	1	2	11	8	2	3	2
Animal Production L4	5	0	0	2	4	4	3	3	0	0
Applied Accounting L4 Paper 2	9	2	1	1	3	3	2	3	3	2
Art and Science of Teaching L4	7	3	0	3	3	5	0	2	2	2
Construction Planning L4	8	2	0	3	3	3	2	3	2	2
Criminology L4	2	8	0	0	0	0	0	0	7	0
Electrical Principles and Practice L4	8	3	0	2	2	3	2	1	4	3
Electronic Control and Digital Electronics L4	8	1	0	1	2	5	3	3	4	1
Electrotechnology L4	4	0	0	0	4	0	3	3	10	0
English FAL L4 Paper 1	2	0	10	10	0	0	0	0	0	0
Farm Planning and Mechanisation L4	6	0	0	4	2	6	0	2	3	2
Food Preparation L4	5	6	5	3	2	0	0	0	4	0
Freight Logistics L4	8	1	1	0	2	4	1	2	4	1
Governance L4	5	7	3	2	4	4	0	0	0	0
Law Procedures and Evidence L4	6	3	3	2	2	0	0	4	2	0
Law Procedures and Evidence L4	7	2	2	2	2	2	0	2	8	0

NC(V) subject	No. of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Life Skills and Computer Literacy L4 Paper 1	2	0	0	0	0	0	0	0	17	3
Life Skills and Computer Literacy L4 Paper 2	1	0	0	0	0	16	0	0	0	0
Masonry L4	6	0	0	6	5	3	2	1	3	0
Mathematical Literacy L4 Paper 2	1	0	16	0	0	0	0	0	0	0
Mathematics L4 Paper 1 Paper 1	1	0	0	0	0	0	0	0	20	0
Office Data Processing L4	4	0	0	0	0	0	7	8	2	5
Physical Science L4 Paper 1	6	0	0	2	2	2	2	8	4	0
Process Control L4	3	0	0	0	0	4	0	8	8	0
Professional Engineering Practice L4	8	2	0	2	2	3	3	3	3	2
The South African Health Care System L4	3	7	0	0	0	0	0	3	4	0

It should be noted that several factors played a role in the number of centres and number of provinces that were verified. Where the number of provinces verified was low and the number of centres was low, the sample represented a subject with low enrolment numbers. However, if the number of provinces verified was lower than four but the sample included a higher number of sites, then the subject was marked at more than one marking centre. In the case of English FAL L4 Paper 1, the subject was marked at seven marking centres. Where the sample represented more provinces, the chances were that these subjects were marked at one marking centre only.

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

6.3 Findings

6.3.1 NC(V) Level 2 and Level 3

The findings of Level 2 and Level 3 verification of marking are summarised in Table 6G. Eleven 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 provide an indication of marking practices across numerous centres.

Table 6G: NC(V) findings: Level 2 and Level 3

Criteria	Findings	Subject
Delivery of scripts	All the scripts of only one (9%) subject were delivered to the marking centre on time. This was the same as in 2022.	Life Skills and Computer Literacy L3 Paper 1
	At the time of verification 91% of the subject batches of scripts had not been delivered on time.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1
Marking guideline standardisation	Umalusi found evidence that marking guideline standardisation meetings took place for seven (64%) of the subjects. This was a decrease of 13% compared to 2022.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1
Marking guideline changes	Six (55%) of the subjects used the official marking guidelines from DHET without making further changes. This was a reduction of 40% compared to the 95% in November 2022.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 2
	Changes were made to the official marking guidelines distributed by the DHET during the marking process in the remaining five (45%) subjects, compared to the 17% in 2022.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Robotics Fundamental L2 Paper 1
Adherence to marking guidelines	There was an increase of 11% in good adherence to the marking guidelines, from 62% of the question papers in 2022 to 73% in November 2023.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1

Criteria	Findings	Subject
Adherence to marking guidelines (continued)	The rest (27%) of the question papers showed average adherence to the marking guidelines.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 2
Marking approach	The preferred marking approach implemented by 91% of the subjects in 2023 was question-wise marking. This was the complete opposite to the whole-script marking implemented by 92% in 2022.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2
	Umalusi could not determine the process followed in one (9%) of the subjects.	Robotics Fundamental L2 Paper 1
Procedures to be followed when more than the required number of questions were answered.	Umalusi found that all (100%) subjects indicated that there were no choice questions and no instances where students answered more than the required number of questions. However, markers were aware that the first attempt should be marked and the other deleted and indicated as duplicate.	The complete sample verified
Standard of marking	The standard of marking was rated as good in nine (82%) of the question papers. This finding was a welcome improvement of 13%, compared to the 69% in November 2022.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1
	Umalusi rated marking as average in two (18%) of the sampled question papers.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1

Criteria	Findings	Subject
The relationship between the adherence to marking guidelines and the standard of marking.	Umalusi's findings supported how the adherence to the marking guidelines, consistency in the allocation of marks and giving credit correlated with the standard of marking. The same subjects where markers showed good adherence to the assessment guidelines (82%) were rated as showing a good standard of marking.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1
Administration: mark indication	Umalusi found that markers of all the sampled NC(V) subjects on Level 2 and Level 3 (100%) followed the prescribed procedure for recording marks per question on the cover page of the scripts. This was on par with 100% recorded in November 2022. 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.	The complete sample verified
Administration: mistake indication	Mistakes picked up by the moderator/examination assistants were clearly indicated in 100% of the NC(V) Level 2 and Level 3 question papers. Compared to the 2022 sample, compliance with this criterion for Level 2 improved by 15% from 85% in 2022 to 100% in 2023.	The complete sample verified
Administration: transfer of marks	Umalusi reported that in 100% of the subjects marks were transferred accurately to the cover pages and mark sheets. Compared to the sample in 2022, compliance increased by 8%.	The complete sample verified
Administration: indicating marks as three digits	<p>Eight (73%) of the sample indicated the marks on the cover pages and the mark sheets as three digits, as prescribed by the DHET. This was a remarkable improvement of 26% when compared to the 47% of 2022.</p> <p>The remaining 27% that still recorded the marks as two digits were one subject on Level 2 and two on Level 3, as listed in the subject column.</p>	Life Skills and Computer Literacy L3 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1

Criteria	Findings	Subject
Control: marker identification	All the markers of the Level 2 and Level 3 subjects clearly indicated their names on the cover pages of the question papers. This was a 23% improvement on the 77% compliance in 2022.	The complete sample verified
Standard of internal moderation	Internal moderation was conducted in all the question papers of the sample. This was 8% higher than the findings in 2022.	The complete sample verified
	The standard of internal moderation in one (9%) subject was rated as very good and good in six (55%). This resulted in a 64% overall rating as meeting the standard; a 3% improvement compared to the 61% in 2022.	Very Good English FAL L2 Paper 1 Good Basic Principles of Computer Programming and Computer Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1
	In 36% of the question papers the standard of internal moderation was rated as average. This was 5% higher than the 31% in 2022.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1
	No evidence of shadow marking was detected in any of the subjects. This was a vast improvement on the 46% of question papers in 2022. Umalusi confirmed that internal moderation had focused on the quality of the assessment rather than merely being a paper exercise of compliance.	The complete sample verified
Candidates' responses	In six (55%) of the question papers candidates performed as predicted, by finding the easier questions uncomplicated and the more difficult questions more challenging. This resulted in a 1% improvement, compared to 54% in 2022.	Electronics and Digital Concepts for Robotics L2 Paper 1 English FAL L2 Paper 1 English FAL L3 Paper 2 Life Skills and Computer Literacy L2 Paper 1 Life Skills and Computer Literacy L3 Paper 1 Mathematics L2 Paper 1
	In four of the subjects, 45% of the candidates struggled with the demands of all questions in the question papers.	Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 2 Robotics Fundamental L2 Paper 1

Criteria	Findings	Subject
Candidates' responses (continued)	One (1%) of the subjects was new and the external moderator indicated that it would be difficult to determine whether the candidates' performance was as predicted without a reference.	Basic Principles of Computer Programming and Computer Literacy L2 Paper 1
Questions that were unfair, beyond the level of the students or inaccurately presented.	In NC(V) Level 2 Umalusi detected a question paper that had an unfair question. No questions in any of the L2 question papers were beyond the level of the students or inaccurately presented. In the NC(V) Level 3, no cases of unfair questions, questions beyond the level of the students and inaccurately presented questions were detected.	English FAL L2 Paper 1
Prevention and handling of irregularities	None of the marking personnel of any of the subjects identified or reported on irregularities.	

6.3.2 NC(V) Level 4

The findings for the verification of the Level 4 marking process are summarised in Table 6H. The findings were analysed and collated from the moderation of 25 question papers at five marking centres.

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

Criteria	Findings	Subjects
Script reception	Umalusi verified the marking of 100% of question papers on-site at the marking centres. At the time of verification all the scripts for 21 (88%) subjects had been submitted to the centres where the marking took place. This was a 7% improvement on the 77% of November 2022 scripts received on time. The four (26%) subjects where scripts were still outstanding at the time of verification are reflected in the accompanying list.	Electrical Principles and Practice L4 Masonry L4 Physical Science L4 Paper 1 Control sheet was incomplete Professional Engineering Practice L4

Criteria	Findings	Subjects
Training for the marking process	<p>Umalusi noted that marker training took place in 96% of the sample. In comparison with 2022, the results showed a decrease of 4% in evidence of such training. In one subject, Construction Planning L4, no official training was given at the centre, but markers were trained unofficially during the sample and in live marking.</p>	<p>Construction Planning L4</p>
Sample marking	<p>Sample marking was conducted in 23 (92%) subjects. Compared to 2022, this was an 8% decline. The sample size for marking ranged from three to five scripts, depending on how quickly markers reached consistency in marking. For the two (6%) subjects listed, markers initially experienced challenges adhering to the marking guidelines. There was no evidence of sample marking in one of the subjects.</p>	<p>Food Preparation L4 Freight Logistics L4</p> <p>No sample marking Criminology L4</p>
Marking procedure	<p>During 2023 both types of marking procedure were used, compared to the 100% preference for question-wise marking in 2022.</p> <p>In 16 (64%) subjects, question-wise marking was the preferred process followed. This was a decrease of 36%, compared to the 100% preference in 2022. This decrease could have been influenced by the increase in subjects selected for the sample, which included subjects with different sizes in enrolment numbers. This type of marking enhanced the consistency of marking as markers were allocated specific questions based on their performance during sample marking. They consequently marked those questions in all the batches. This approach was followed in question papers with high enrolments.</p>	<p>Question-wise</p> <p>Animal Production L4 Applied Accounting L4 Paper 2 Construction Planning L4 Criminology L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1 Food Preparation L4 Life Skills and Computer Literacy L4 P1 Life Skills and Computer Literacy L4 P2 Masonry L4 Mathematical Literacy L4 P2 Mathematics L4 Office Data Processing L4 Professional Engineering Practice L4 The South African Health Care System L4</p>

Criteria	Findings	Subjects
<p>Marking procedure (continued)</p>	<p>Six (24%) subjects used whole script marking. These subjects had lower enrolment numbers and fewer markers. There was, however, an overlap, where Umalusi identified both whole-script and question-wise marking being used. In these (13%) subjects the chief marker (CM) and internal moderator (IM) did whole-script, while the markers did question-wise marking.</p> <p>The remaining three (12%) used both question-wise and whole-script marking. In these subjects the IM and CM would mark the whole-script and the markers would each mark a number of allocated questions.</p>	<p>Whole script Electrotechnology L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Physical Science L4 Paper 1 Process Control L4</p> <p>Both procedures Advanced Plant Production L4 Art and Science of Teaching L4 Farm Planning and Mechanisation L4</p>
<p>Procedure followed when a candidate answered more than the required number of questions</p>	<p>In 22 (88%) subjects marking personnel indicated there were no choice questions in the question paper and thus this criterion did not apply.</p> <p>Umalusi noted that in the remaining three (12%) of subjects there were different opinions as to the procedures to be followed in cases where a candidate answered both optional questions.</p> <p>In two subjects, markers would mark the first answer; and draw a line through and disregard the second answer, as per the generally accepted practice.</p> <p>In one question paper the markers indicated that both answers would be marked, and they would then accept the final answer.</p>	<p>Animal Production L4 Electronic Control and Digital Electronics L4</p> <p>Electrical Principles and Practice L4</p>

Criteria	Findings	Subjects
<p>Procedure followed when a candidate answered more than the required number of questions (continued)</p>	<p>Umalusi reports showed that in 12 (48%) subjects no duplication was found.</p> <p>In a further 12 (48%) subjects markers indicated that the first answer would be marked; the duplication would be deleted and disregarded.</p> <p>In one subject the markers would mark both answers and select the best results.</p>	<p>Markers marked the first answer in:</p> <ul style="list-style-type: none"> Animal Production L4 Applied Accounting L4 Paper 2 Construction Planning L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Food Preparation L4 Law Procedures and Evidence L4 Masonry L4 Mathematics L4 Paper 1 Physical Science L4 Paper 1 Professional Engineering Practice L4 <p>Both questions were marked, and the best taken</p> <ul style="list-style-type: none"> Life Skills and Computer Literacy L4 Paper 2
<p>Adherence to marking guideline</p>	<p>The 88% of good adherence to the marking guideline was an 11% improvement on the 77% reported in 2022.</p> <p>The remaining three (12%) subjects showed average adherence to the marking guidelines.</p>	<ul style="list-style-type: none"> English FAL L4 Paper 1 Mathematics L4 Paper 1 Professional Engineering Practice L4
<p>Standard of marking</p>	<p>There was a direct correlation between adherence to marking guidelines and the standard of marking. Markers of the same 22 (88%) subjects that showed good adherence to the marking guidelines displayed a high standard in marking. They were consistent, had the ability to interpret the answers correctly and allocated marks for correct answers. Where marking was regarded as good, there was minimal or no difference in mark allocation between marker and moderators. Umalusi was satisfied with the consistency in the standard of marking, compared to the 77% in 2022.</p>	

Criteria	Findings	Subjects
Standard of marking (continued)	<p>Marking in three (12%) of the question papers was rated as average because of inaccuracies and/or substantial differences in marks allocated by the marker/IM and external moderator, where:</p> <ol style="list-style-type: none"> i. Marks were not allocated according to the marking guidelines; ii. Markers were unable to interpret questions and give credit for correct answers; iii. Markers failed to allocate marks in a consistent way; and iv. Wrong answers were marked correct and vice versa. 	<p>English FAL L4 Paper 1 Mathematics L4 Paper 1 Professional Engineering Practice L4</p>
Administration: Recording marks on scripts and mark indication	The prescribed procedure for recording of marks on the front page of the scripts and the indication of marks per question were followed for 100% of the question papers. This was on par with the 100% of 2022.	All subjects in the sample
Administration: Mistakes picked up by IM and CM were clearly indicated	In four (16%) of the subjects, mistakes picked up by the internal moderator and chief marker were not clearly indicated.	<p>Electrotechnology L4 Food Preparation L4 Masonry L4 Process Control L4</p>
Administration: Correct transfer of marks	Despite the control systems in place, there were errors detected in the transfer of marks in two (8%) of the subjects. This resulted in 92% compliance in 2023; compared to 100% of 2022.	<p>Food Preparation L4 Professional Engineering Practice L4</p>
Administration: Mark sheet completion: Refraining from using correction fluid and leaving no blank spaces on the mark sheet	<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.</p> <p>In all (100%) of the subjects, two of the requirements were complied with: refraining from using correction fluid; and leaving no blank spaces on the mark sheet.</p>	All subjects in the sample

Criteria	Findings	Subjects
Administration: Mark sheet completion: Refraining from using correction fluid and leaving no blank spaces on the mark sheet (continued)	In the case of Mathematical Literacy L4 Paper 2 the verification of marking was scheduled very early in the marking process. At this stage the markers had not yet transferred the marks to the mark sheets and Umalusi could not verify whether the criteria had been met. The overall compliance at verification of marking was thus 92% of the sample, compared to 72% in 2022, a pleasing increase of 20%.	
Administration: Mark sheet completion: signature of CM	The chief marker did not sign the mark sheet in only one (4%) subject in the sample.	Freight Logistics L4
Administration: Mark sheet completion: marks indicated as three digits on mark sheet	In 22 (88%) subjects the marks were indicated as three digits on the mark sheets, as required. In the remaining three subjects, marks were not indicated as three digits.	Applied Accounting L4 Paper 2 Electronic Control and Digital Electronics L4 Electrotechnology L4
Administration: Initials and surname of the examination assistant	In three (12%) subjects the examination assistant's initials did not appear on the mark sheets. In the remainder (88%) of the subjects the initials and surname of the external moderator were recorded.	Advanced Plant Production L4 Electrical Principles and Practice L4 Electrotechnology L4
Control: Marker identification	As recorded in 2022, all (100%) markers and/or CM indicated their names/codes on the cover pages of the scripts next to the questions they had marked, in all the subjects.	All subjects in the sample
Control: Name of chief marker appears on moderated scripts	The name of the CM appeared on 24 (96%) of the moderated scripts. The only subject where this was not done was Freight Logistics.	Freight Logistics L4

Criteria	Findings	Subjects
Control: Initials/ signature of examination assistant is clearly indicated on scripts checked	<p>The signature of the examination assistant was clearly indicated on the scripts checked in 19 (76%) subjects.</p> <p>The remainder of the scripts checked were not initialled or signed by the examination assistant.</p>	<p>Advanced Plant Production L4 Applied Accounting L4 Paper 2 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Freight Logistics L4</p>
Internal moderation	<p>There was evidence of moderation of scripts throughout the marking process in 24 (96%) question papers. This was 4% lower than the 100% in 2022.</p> <p>The sample selection for internal moderation included scripts across all levels of performance and all IM performed whole-script moderation.</p> <p>No internal moderation had been conducted in Process Control L4 at the time of verification of marking.</p>	<p>Process Control L4</p>
	<p>At the time of verification of marking 88% of the sample had moderated scripts from all centres. This was an increase of 19% from the 69% in November 2022.</p> <p>Internal moderation was still in progress in two (8%) of the listed subjects.</p> <p>No moderation had started in Process Control L4 at the time of verification of marking.</p>	<p>Art and Science of Teaching L4 Life Skills and Computer Literacy L4 Paper 2</p> <p>Process Control L4</p>
Standard of moderation	<p>Umalusi concluded that in 84% of the question papers moderation was of a good standard. This was a result of good adherence to the marking guidelines, consistency in moderation with no signs of shadow marking and consistency in judgements. This was consistent with the 84% in 2022.</p>	

Criteria	Findings	Subjects
Standard of moderation (continued)	Internal moderation of three (12%) of the moderated scripts was rated as average, compared to 8% in 2022. Internal moderation was of an acceptable standard with few deviations in moderation decisions.	Art and Science of Teaching L4 English FAL L4 Paper 1 Office Data Processing L4
	In one (4%) subject internal moderation had not been conducted yet at the time of the verification of marking.	Process Control L4
Fairness of the question paper	<p>Umalusi judged the fairness of the question paper by identifying questions that were:</p> <ol style="list-style-type: none"> i. Unfair; ii. Beyond the level of the paper; and/or iii. Inaccurately presented. <p>In 92% of the question papers the marking and moderation teams felt that questions met all the criteria for fairness. This was 8% lower than the 100% in 2022. The two question papers that contained unfair questions are listed.</p> <p>All (100%) of the question papers were pitched at the correct level.</p> <p>Four (16%) of the question papers contained questions that were incorrectly represented.</p>	<p>Life Skills and Computer Literacy L4 Paper 1 Masonry L4</p> <p>Art and Science of Teaching L4 Electrical Principles and Practice L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1</p>
Candidate performance	Umalusi's selected sample of scripts represented the complete range of performance of the candidates per subject. The findings showed that in 62% of the sampled subjects candidates performed as expected and predicted. Results included candidates who excelled; performed well; of average performance; and those who could not meet the demands of the questions.	

Criteria	Findings	Subjects
<p>Candidate performance (continued)</p>	<p>The seven (28%) subjects where the best performing candidates had higher than 80% were:</p> <ol style="list-style-type: none"> i. Art and Science of Teaching L4, where student performance ranged between 33% and 85%; ii. Construction Planning L4, with a range between 17% and 82%; iii. Life Skills and Computer Literacy L4 Paper 2, with the lowest mark at 9% and highest at 84%; iv. Mathematical Literacy L4 Paper 2, with performance ranging from 19% to 85%; v. Office Data Processing L4, with candidate performance between 17% and 92%; vi. Physical Science L4 Paper 1, where candidate performance ranged between 8% and 82%; and vii. The South African Health Care System L4, where the lowest mark was 25% and the highest 85%. <p>In 11 (44%) subjects the best performance ranged between 70% and 79%.</p>	<p>Well-performing (Best performance exceeds 80%)</p> <p>Art and Science of Teaching L4 Construction Planning L4 Life Skills and Computer Literacy L4 Paper 2 Mathematical Literacy L4 Paper 2 Office Data Processing L4 Physical Science L4 Paper 1 The South African Health Care System L4</p> <p>Average Best performance between 70% and 79%</p> <p>Advanced Plant Production L4 Animal Production L4 Applied Accounting L4 Paper 2 Criminology L4 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Freight Logistics L4 Governance L4 Law Procedures and Evidence L4 Life Skills and Computer Literacy L4 Paper 1 Masonry L4</p>
	<p>In the rest of the subjects (28%) the highest performing candidates obtained between 56% and 67%.</p> <p>It should be noted that the sample of subjects selected in 2023 was double that of 2022. The selection of subjects and the size of the sample affected the final outcome. In 2022 only 61% of the sample performed as expected, while in 2023, all (100%) of the scripts sampled represented subjects where students performed as expected.</p>	

Criteria	Findings	Subjects
Candidate performance (continued)	This included the expectation that in all subjects there would be candidates who struggled with the demands of the question papers. In these cases, candidates misinterpreted questions, provided unrelated answers to questions or did not attempt the questions at all, resulting in marks lower than 40%.	
Irregularities found and reported	Irregularities were detected and reported to the marking centre manager in six (24%) of the subjects. This was 16% higher than the 8% of 2022.	Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Life Skills and Computer Literacy L4 paper 1 Masonry L4 Mathematical Literacy L4 Paper 2 Physical Science L4 Paper 1
Discipline	<p>Umalusi measured the discipline at the marking centres regarding the following:</p> <ul style="list-style-type: none"> i. Cell phones switched off during marking; ii. Attendance registers signed daily; and iii. Marking staff remaining at the marking centres during the day. <p>Umalusi identified two (8%) subjects where there was continuous use of cell phones. In all the other subjects cell phones were kept on silent and marking staff left the room to answer or make urgent calls.</p> <p>All marking officials signed attendance registers daily;</p> <p>Umalusi found it difficult to verify if markers remained at the centre the whole day.</p>	<p>Cell phone usage</p> <p>Farm Planning and Mechanisation L4</p> <p>Freight Logistics L4</p>

6.4 Areas of Improvement

A number of areas of improvement were noted during the verification of marking:

A. NC(V) Level 2 and Level 3

- a. There was a pleasing increase of 11% in good adherence to the marking guideline, from 62% of the question papers in 2022 to 73% in November 2023;
- b. The good adherence to the marking guidelines improved the quality of marking by a substantial 13%, from the 69% marking rated as good in November 2022 to 82% in 2023;
- c. As in 2022, the prescribed procedure for the recording of marks was followed in 100% of the question papers;
- d. Mistakes detected by the moderator were clearly indicated in 100% of the sampled question papers. This was a 15% improvement, compared to the 85% of 2022;
- e. There was an improvement of 8% in the transfer of marks when compared with 2022, to 100% in November 2023;
- f. There was a remarkable improvement of 26%, from 47% in 2022 to 73% in 2023, in recording marks as three digits instead of two digits;
- g. Internal moderation was conducted in all the subjects; and there was an improvement of 3% from the 61% of subjects where internal moderation was rated as good in 2022, to 64% in 2023; and
- h. No instances of shadow marking during moderation were reported in 2023, compared to 46% in instances reported in 2022.

B. NC(V) Level 4

- a. There was a 7% increase, from 77% (2022) to 84% (2023), in scripts delivered on time at the centres;
- b. Umalusi reported a pleasing improvement in adherence to the marking guidelines during marking and the subsequent quality of marking, resulting in an 11% increase, from 77% in November 2022 to 88% in November 2023;
- c. Umalusi was pleased with the overall adherence to the administration of the recording of marks on scripts, the mark indication, correct calculation and transfer of marks and accuracy in the completion of mark sheets, in 100% of the subjects sampled. Compared to the findings in 2022, compliance improved slightly to, or remained constant at, 100%;
- d. At the time of verification, 88% of the sample had moderated scripts from all centres received; 19% higher than the 69% in November 2022;
- e. Umalusi rated the standard of moderation as good in 84% of the sample, which was consistent with the rating in 2022. This was the result of good adherence to the marking guideline, no signs of shadow marking and consistency in moderation judgements;
- f. In 100% of the subjects the marking and moderation teams regarded the question paper as pitched at the correct level; and
- g. In 2023, 100% of candidates performed as expected, compared to 61% in 2022.

6.5 Areas of Non-Compliance

While some areas of compliance improved from that of the November 2022 examination, other areas showed a decline. Such areas of non-compliance detract from the success of the marking process and compromise the quality and standard of marking.

A. NC(V) Level 2 and Level 3

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

- a. At the time of verification of marking by Umalusi, only 9% of the subjects had submitted their scripts to the marking centres on time. This remained a matter for concern, as 91% of subjects did not submit on time;
- b. Compared to 77% of the sample providing documented evidence of marking guideline discussions in

- November 2022, only 64% could provide evidence that such discussions had indeed taken place; and
- c. Umalusi noted that, although there was an improvement of 1% in student performance of students performing as predicted, student performance in 46% of question papers did not meet expectations. This was attributed to lack of preparation, language barriers and an inability to interpret questions correctly.

B. NC(V) Level 4

- a. Areas of non-compliance at Level 4 were evident in some question papers for some centres;
- b. It was disappointing that Umalusi reported that neither formal training for marking nor sample marking were conducted in 4% of the sample, after having 100% reported in 2022;
- c. Two (8%) of question papers contained questions that were identified as unfair; and
- d. Four (16%) question papers contained questions that were regarded as incorrectly represented.

6.6 Directives for Compliance and Improvement

Compliance and improvement would enhance the marking process and give effect to the examination mechanisms of the DHET and benefit the 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. Ensure that marking guideline standardisation meetings and assessment training sessions are conducted before any marking commences. Focus should be on the following areas: adherence to marking guidelines, the interpretation of questions and giving credit to correct answers and the correct completion of script covers and mark sheets; and
- c. Ensure lecturing staff at colleges receive support in interpreting and preparing students for the learning outcomes, assessment criteria and demands of assessment.

B. NC(V) Level 4

The DHET is required to:

- a. Ensure that the process of submission of marked scripts for verification is streamlined;
- b. Strengthen the training of internal moderators and chief markers and focus on the detection of non-adherence of markers to marking guidelines and ensure that the writing of reports is of a high quality; and
- c. Ensure lecturing staff at colleges receive support in interpreting and preparing students for the learning outcomes, assessment criteria and demands of assessment.

6.7 Conclusion

Overall, the marking process for the NC(V) L2–L4 November 2023 examination was implemented successfully. While marking in general was fair, there remain areas that would enhance the marking process if the role players made a concerted effort.

The implementation of the online platform for the standardisation of marking guidelines ensured that more role players were involved in the marking preparation process and that there was improvement in the reliability of the assessment. This platform should be strengthened as a continuous 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 7

NC(V) STANDARDISATION AND RESULTING

7.1 Introduction

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

In broad terms, standardisation involves verification of subject structures, mark capturing, and the computer system used by an assessment body. It also involves developing and verifying norms and producing and verifying standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, Umalusi principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors and intervention reports presented by assessment bodies. The process is concluded with the approval of mark adjustments, per learning area, statistical moderation and the resulting process.

7.2 Scope and Approach

In preparation for the November 2023 National Certificate (Vocational) [NC(V)] Level 2–4 standardisation and resulting processes, the Department of Higher Education and Training (DHET) developed and submitted the historical averages (norms), standardisation datasets and the standardisation booklets for approval. In turn, Umalusi processed, verified and approved the norms, standardisation datasets and booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) of Umalusi was guided by many factors, including the quantitative data and qualitative inputs, to reach the standardisation decisions. After the standardisation meeting the DHET submitted the final adjustments, statistical moderation and candidates' resulting files for verification and eventual approval.

7.3 Summary of Findings

The following section presents the most important results and decisions reached before, during and post the standardisation meetings.

7.3.1 Development of Historical Averages (Norms)

The historical averages (norms) for the NC(V) examination were developed from the previous five examination sittings for the November 2023 standardisation meeting. Once that was done and following policy requirements, the DHET submitted the norms to Umalusi for verification and approval purposes. Umalusi developed interim norms for the three new Level 2 subjects, namely: Electronics and Digital Concepts for Robotics; Robotics Fundamentals; and Basic Principles of Computer Programming and Computer Literacy, as per the Requirements and Specifications for Standardisation, Statistical Moderation and Resulting document. Analysis of the historical datasets showed that there were two subjects with outlier years for the November 2023 NC(V) examination. Therefore, based on the principle of exclusion, the outlier years were excluded from the norm calculation. Table 7A shows subjects with outliers for the November 2023 examination:

Table 7A: Subject with outlier for the November 2023 NC(V)

Level	Code	Subjects	Outlier year
4	6050444	Process Chemistry	202211
	12050694	Mechanical Draughting and Technology	202211

7.3.2 Electronic Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets for the NC(V) examination submitted by the DHET adhered to the requirements as articulated in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline. The standardisation datasets and the electronic booklet were verified and eventually approved.

7.3.3 Dry Runs and Verification of the NC(V) System

In preparation for the November 2023 standardisation processes, Umalusi and the DHET embarked on a process to verify systems through dry-run testing. The purpose of the dry-run testing was to ensure the alignment and readiness of the mainframe system for the November 2023 data processing. The dry-run testing focused on verifying the following aspects:

All candidates have an internal continuous assessment (ICASS) mark for the examination; and

The system can correctly calculate each candidate's marks against the subject structures.

The process also checked for compatibility of data and formulae used for data processing. The DHET participated in the dry-run testing for system readiness.

7.3.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the NC(V) examination were held on 3 and 5 January 2024, respectively. The ASC was guided by many factors, including qualitative inputs and quantitative data in their decision making. The qualitative input included issues emanating from the moderation of question papers, marking guideline discussions and the marking process and evidence-based reports. These focused on issues that might unfairly advantage or disadvantage candidates. Quantitative inputs included guiding historical averages (norms) and pairs analysis. All evidence was considered based on the standardisation principles. The NC(V) L2–L4 November 2023 standardisation decisions are listed in Table 7B:

Table 7B: List of standardisation decisions for the November 2023 NC(V) L2–L4

Description	Total
Number of subjects presented	265
Raw marks	170
Adjusted (mainly upwards)	58
Adjusted (downwards)	37
Unstandardised	0
Number of subjects standardised:	265

Umalusi accepted the raw marks for 170 of the 265 subjects, 37 subjects were adjusted mainly downwards and 58 subjects were adjusted mainly upwards. Umalusi accepted the raw marks of candidates for 64% of the subjects this year and 56% of the subjects in the November 2022 examination, an increase of 8%. This increase suggests a maturing examination system. However, the ASC was concerned with the increase in the number of applications for marking concessions, particularly in subjects for which marking concessions are a recurring phenomenon.

7.3.5 Post-standardisation

The approval of the adjustments process was conducted after the standardisation meeting. The DHET captured the approved adjustments and submitted the adjusted datasets to Umalusi for approval. Subsequently, the datasets were verified and approved. The DHET then submitted the statistical moderation and resulting datasets to Umalusi for verification. Umalusi duly approved the datasets.

7.4 Areas of Improvement

The findings revealed the following area of improvement:

- a. The DHET submitted the standardisation and resulting datasets for verification within the stipulated timeframes.

7.5 Areas of Non-Compliance

None

7.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. Quality assurance systems for the setting of question papers are improved to mitigate the high rate of marking concession requests.

7.7 Conclusion

The process of standardisation was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The DHET and Umalusi agreed on all standardisation decisions. Therefore, Umalusi can conclude that the standardisation process was conducted in a fair, transparent and reliable manner.

CHAPTER 8

NC(V) CERTIFICATION

8.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, Act No. 58 of 2001, as amended, for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). Accordingly, Umalusi's responsibilities include, among others, the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and certification of student achievements.

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

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a candidate complies with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) must submit all candidate achievements to Umalusi, as the quality council, to quality assure, verify and check the results, before a certificate is issued.

The specifications and requirements for requesting certification are encapsulated in directives for certification, to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This quality assurance has been done to ensure that:

- a. The correct results are released to candidates;
- b. Umalusi approves all results before release; and
- c. The certification of the candidates' achievements is done per the approved results.

To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for certification of specific qualifications. For example, all records of candidates registered for the NC(V) examination are submitted to Umalusi for certification.

Umalusi verifies all data received from the DHET. The certification data must correspond with the quality-assured results, keeping in mind that all changes to marks must be approved before they are released to candidates. Where discrepancies are detected, the DHET must provide supporting documentation and explanations for such discrepancies. This process ensures that no candidate is inadvertently advantaged or disadvantaged because of a possible program and/or human error; it also limits later requests to re-issue an incorrectly issued certificate.

This chapter focuses on the certification processes and the compliance of the DHET to the directives for certification.

8.2 Scope and Approach

This report covers the period from 1 December 2022 to 30 November 2023. All requests for certification received during this period that were finalised, that is, with feedback provided to the DHET by Umalusi, are included and addressed. The main examinations covered are the November 2022 examination and the supplementary examination of March 2023.

Certification of candidate achievements cannot be pinned to a single period in the year since it is a continuous process wherein certificates are issued throughout the year. The bulk of the certification happens, usually, within three months of the release of the results. However, in addition, certificates are requested, either as first issues, duplicates, replacements due to change in status or re-issues, throughout the year.

To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification. These 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 shortfalls in compliance with the certification directives by the DHET and how this can affect the quality assurance processes and the certification of candidate achievements. In addition, the number of requests received, and the type of certificates issued in this period are provided.

Several findings were made during the processing of requests for certification in the reporting period. These findings should be regarded as critical points to be addressed.

8.3 Findings

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

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

The DHET submitted the subject structures, compared with the Umalusi subject structures. Differences were indicated and rectified and the subject structures were aligned with the IT systems.

Two submissions of registration data are required: the first, three months after registration has closed, and the final dataset, at the end of October. The first submission is a preliminary set of registration data, while the second is the final set of registration data.

A set of registration data was submitted to Umalusi for quality checking and feedback was provided to the DHET for correction. The following errors were detected in the data:

- a. The "Type of Centre" indicated on the registration data was different from the actual centre registration, as well as on the records from previous certification data;
- b. All centres were submitted as "Private or Independent" colleges or had an "invalid" indicator that did not correlate with the prescribed types; and
- a. Incorrect identity document (ID) numbers and dates of birth were submitted for some candidates.

The registration of NC(V) candidates was completed by the DHET and the admission letters were dispatched to all public and private Technical and Vocational Education and Training (TVET) colleges. There are sufficient control mechanisms in place to verify the correctness of the registrations for the NC(V) qualifications.

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

During the processing of the certification datasets, a small percentage of candidate records requesting certification had not been approved during the resulting process. This caused a delay in the certification and issuing of certificates to these candidates. Consequently, a list of candidates rejected during the quality assurance checks was extracted by Umalusi and sent to the DHET, to resolve the uncertified records.

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

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

Recording and finalising irregularities are essential to ensure that certificates are issued correctly to deserving candidates. The DHET must continuously inform Umalusi of all irregularities, to allow Umalusi to record such instances on the Umalusi IT certification system. It is of utmost importance that Umalusi is updated on the status of irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not done, it is possible that candidates will not receive their certificates; or the issuing of certificates will be delayed because irregularities have not been finalised. Improvement in this area is necessary because the submission of irregularities in the prescribed format is not adhered to by the DHET.

Umalusi also noticed that candidate records rejected for non-compliance with the directives for certification were resubmitted for certification, without the error being corrected. Resubmitting candidates' records without correcting errors delays the issuing of certificates to candidates. In some cases, the rejected record is not even resubmitted for certification.

The phasing out of the automatic printing of subject statements was introduced at the request of the DHET. This was done to reduce the costs for certificates issued to private colleges and saved Umalusi the costs of printing subject statements. The decision and procedure regarding the non-printing of subject statements must be communicated to all role players, including the candidates.

The number of outstanding certificates remains a concern. Although the DHET reported that more than 99% of the outstanding certificates were issued in 2022, there has not been significant progress in 2023 in issuing all outstanding certificates. This was due to differences in the results approved for release and the results requested for certification. There remain, also, outstanding full certificates, especially where candidates have qualified for a certificate across multiple examinations. These candidate records must be identified and the combining of results must be effected to allow these certificates to be issued.

Figure 8A reflects a summary of certificates issued from 1 December 2022 to 30 November 2023 (excluding subject statements).

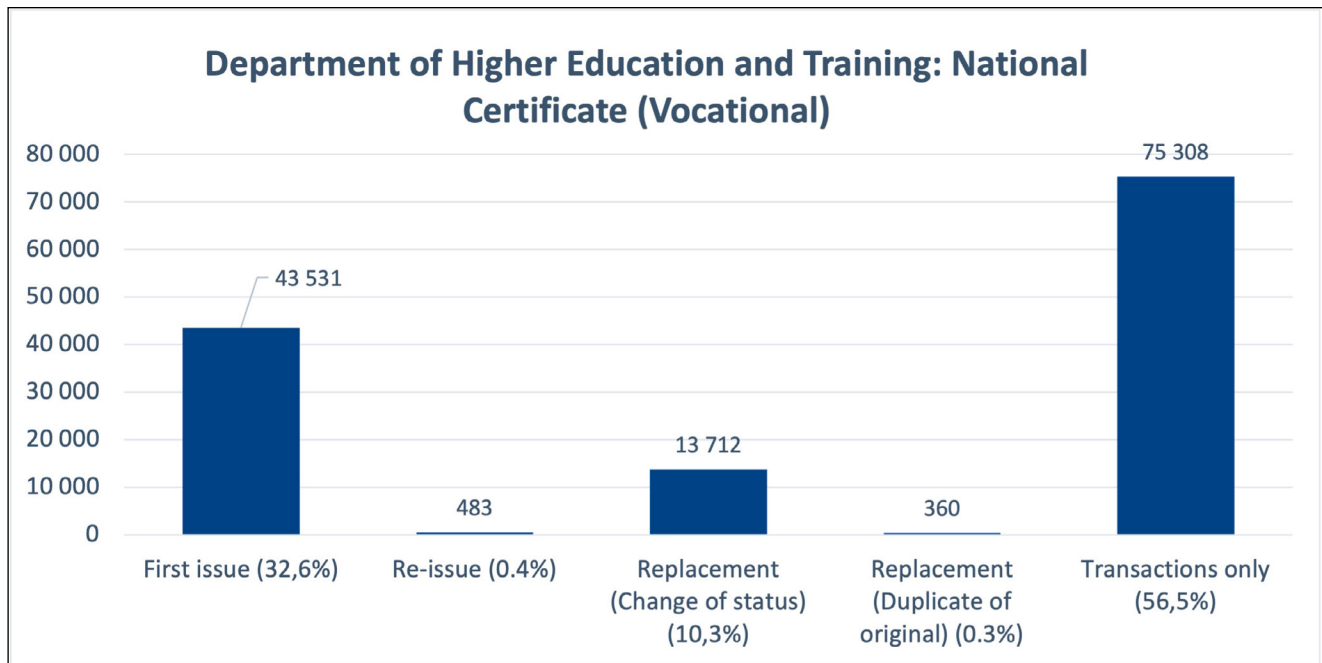


Figure 8A: Certificates issued during the period 1 December 2022 to 30 November 2023

Table 8A shows the datasets and transactions processed during the same period.

Table 8A: Number of datasets and transactions received during the period 1 December 2022 to 30 November 2023

National Certificate (Vocational)							
NC(V) level	No. of datasets	No. of datasets accepted	Percentage accepted	No. of records submitted	No. of records accepted	Percentage accepted	No. of records rejected
2	310	309	99,68	85 593	77 274	90,28	8 319
3	323	232	71,83	67 029	57 899	86,38	9 129
4	398	398	100	47 689	42 903	89,96	4 786
Total	1 031	1 030	99,9	200 311	178 076	88,90	22 234

8.4 Areas of Improvement

Areas of compliance and good practice are discussed below:

- The registration of NC(V) candidates was completed successfully and admission letters were dispatched to all public and private TVET colleges;
- The datasets for the certification of candidate achievements were submitted according to the directives;
- There was an improvement in raw marks submitted for certification and the marks did not change from those approved during the resulting process; and
- The reduction in the number of outstanding certificates went very well; however, there remains a high percentage of outstanding certificates.

8.5 Areas of Non-Compliance

The following areas of non-compliance are discussed below:

- a. Umalusi requested that the DHET submit two sets of registration data, the first to be submitted no later than three months after the closing date for registration. This is regarded as the preliminary registration data. The final set of registration data must be submitted before the writing of the main examination commences. The DHET submitted only one set of registration data for this cohort of candidates instead of two;
- b. Care must be taken that all the required fields (field values) are populated with the correct values, as captured on the DHET IT system. This is with specific reference to the “type of centre” in terms of “private and public”. This issue has been raised in the past with the assessment body;
- c. The certification of the November 2022 cohort of candidates did not take place within three months of the release of the results;
- d. The most significant area of non-compliance was that not all the approved candidate records whose results were released by the DHET on statements of results were submitted for certification. Requests for certification are received where the results have not been approved for release. The results requested to be certified differ from the results approved for release; therefore, the certification requests are rejected. Any changes in subject marks must be approved, whether changes are due to capture errors, calculation errors, outstanding marks being updated, re-marks or rechecks. The resubmission of candidate records for certification without correcting identified errors delays the candidate’s certification. To comply, the DHET is required to investigate and correct all errors before resubmission to Umalusi for certification;
- e. The finalisation and completion of irregularity investigations were other areas of non-compliance. Where irregularities have been identified and reported to Umalusi, their status must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delays and rejections; and
- f. The consolidation of results across multiple examination sittings must be resolved to eliminate the backlog in certificates. This challenge remains unresolved and has affected candidates since the inception of the NC(V).

8.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. Both the preliminary and the final sets of registration data are submitted to Umalusi. This submission will confirm that all registrations have been verified and correctly captured on the system and prevent certificate re-issue requests because of incorrect candidate details;
- b. The required fields (field values) are populated with the correct values, as captured on the DHET IT system, for the submission of the registration data. With specific reference to the “type of centre” in terms of “private and public”;
- c. The certification of the November 2023 cohort of candidates must be completed within three months of the release of the results;
- d. Umalusi approves all candidate records prior to extracting certification datasets, to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates have required a re-mark or where marks have changed;
- e. All pending irregularity cases across all examination periods are attended to and resolved;
- f. Updated irregularity reports are submitted to Umalusi as soon as irregularity cases are finalised, followed by the requests for certification (where applicable) for these candidates; and
- g. The IT system is updated to allow for the issuing of subject statements where printing such was not initially requested. The DHET must ensure that subject statements are requested for those candidates who need them.

8.7 Conclusion

The DHET, as the assessment body, was compliant and executed the directives for certification in most aspects. However, it has been noted that measures have been put in place to prevent any outstanding certificates in future; and processes have now been adopted to ensure that all outstanding certificates are issued.

Most candidates are resulted and certified without any problems when this is done within the management plans. However, it remains a challenge to achieve a certification rate of 100% and to certify without any problems. Even though the scope of the examination is huge and the system complex, there is room for improvement.

CHAPTER 9

MODERATION OF NATED REPORT 190/191 QUESTION PAPERS

9.1 Introduction

Umalusi conducts external moderation of question papers that are set nationally and moderated internally by the Department of Higher Education and Training (DHET). The purpose of external moderation of examination question papers and marking guidelines is to ensure that quality and standards are maintained in all the NATED Report 190/191: Engineering Studies N2-N3 examination cycles.

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

The DHET is expected to appoint examiners and internal moderators with the requisite content knowledge of the specific instructional offerings to set and internally moderate the question papers, before they are presented to Umalusi for external moderation. At this point the question papers and marking guidelines are also expected to be print ready. It is the responsibility of the internal moderators to ensure acceptable standards for question papers and marking guidelines.

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

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

9.2 Scope and Approach

Umalusi moderated and approved a total of 50 question papers and marking guidelines for 50 instructional offerings of the November 2023 NATED Report 190/191: Engineering Studies N2-N3 examination. External moderation was done off-site, with the question papers, marking guidelines, assessment frameworks and internal moderators' reports forwarded electronically to the external moderators. The external moderators prepared assessment frameworks with which to appraise the cognitive demand and weightings of the syllabi topics and evaluated the question papers against the specified criteria.

Table 9A indicates the instructional offerings moderated, per level.

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

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

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

For the November 2023 examination the DHET administered a total of 55 instructional offerings for N2 and N3, of which Umalusi sampled 50 for moderation. Table 9B indicates the number of instructional offerings moderated by Umalusi, per level, and their percentages.

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

Level	Number of instructional offerings offered	Number of instructional offerings moderated	Percentage of instructional offerings moderated
N2	30*	25	83%
N3	25*	25	100%
Total	55*	50	91%

*according to the DHET 2023 examination timetable

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

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

9.3 Summary of Findings

Table 9C indicates the findings of the preliminary moderation process of the 50 sampled question papers.

Table 9C: Approval status of question papers and marking guidelines after First moderation

November 2023 examination				
Report 190/191: Engineering Studies N2-N3	Number of question papers moderated by Umalusi	Number of question papers approved	Number of question papers conditionally approved	Number of question papers rejected
N2	25	8	17	0
N3	25	7	18	0
Total	50	15	35	0

Figure 9A provides a summary of the findings after the first moderation of the question papers and their marking guidelines, as captured from the external moderators' reports.

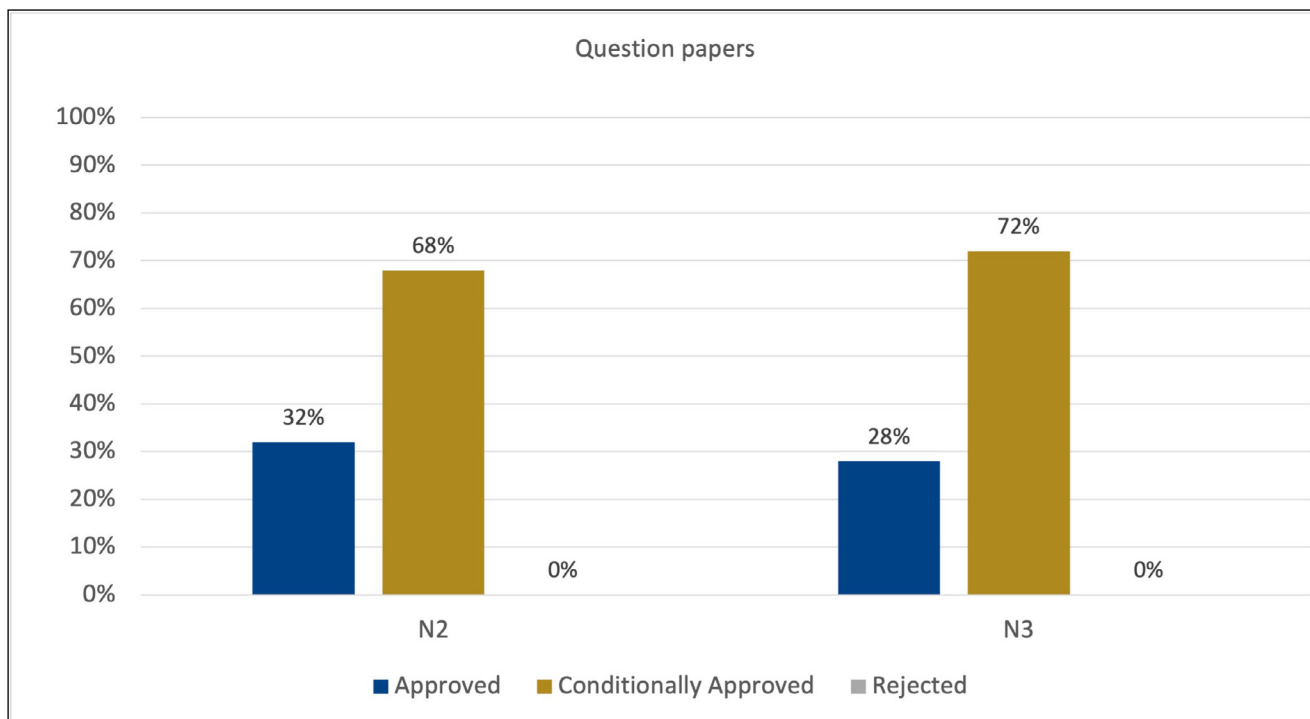


Figure 9A: Approval status of the NATED Report 190/191: Engineering Studies question papers and marking guidelines after first moderation

Table 9D provides a summary of the most significant findings from the moderation of the November 2023 examination question papers and marking guidelines. All findings discussed refer to the sample of 50 instructional offerings moderated.

Table 9D: Summary of findings of the first moderation of question papers

Criterion	Challenges	Instructional offering concerned
Technical criteria		
Submission of supporting documents to the external moderator	The internal moderation report was not completed for 12% of the question papers, compared to 28% in the November 2022 examination.	Electrical Trade Theory N2 Fitting and Machining Theory N2 Logic Systems N2 Motor Trade Theory N2 Waste-water Treatment Practice N3 Water Treatment Practice N3
Layout of the question paper	The cover pages did not contain all relevant details, such as logo, name of instructional offering, time allocation, number of pages and additional information, for 8% of the question papers. This was a 14% decrease from the 22% of the November 2022 examination.	Aircraft Maintenance Theory N3 Building Drawing N2 Industrial Electronics N3 Motor Electrical Theory N2

Criterion	Challenges	Instructional offering concerned
Technical criteria		
Instructions to candidates	In 8% of the question papers the instructions to candidates were not clearly specified and were ambiguous. This was the same in the question papers of the November 2022 examination.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Mathematics N3 Plating and Structural Steel Drawing N3
Header and footer	In 4% of the question papers the headers and footers on each page were inconsistent and did not adhere to the required format; an improvement compared to the six percent of the November 2022 examination.	Bricklaying and Plastering Theory N2 Engineering Drawing N3
Font type and size	In 6% of the question papers the fonts were not consistently appropriate. This was an increase from 2% in the November 2022 examination.	Industrial Orientation N2 Mathematics N3 Plating and Structural Steel Drawing N2
Mark and time allocation	In 6% of the question papers the mark allocation was not indicated. This was 8% in the November 2022 examination.	Industrial Electronics N3 Plating and Structural Steel Drawing N2 Water and Waste-water Treatment Practice N2
	In 4% of the question papers the mark allocation on the papers was not the same as that in the marking guidelines, compared to 2% with this challenge in the November 2022 examination.	Industrial Electronics N3 Motor Trade Theory N3
Quality of graphics and illustrations	The quality of illustrations, graphs and tables was poor, and the graphs and tables were not clear, contained errors and were not print ready in 12% of question papers, compared to 16% of the question papers in the November 2022 examination.	Building Science N3 Engineering Drawing N2 Engineering Drawing N3 Industrial Electronics N2 Plating and Structural Steel Drawing N2 Water Treatment Practice N3
Format requirements for the syllabus	In 2% of the question papers the format requirements of the syllabus were not adhered to. This was the same as in the November 2022 examination.	Fitting and Machining Theory N2

Criterion	Challenges	Instructional offering concerned
Internal moderation		
Internal moderators' reports match the question paper	For 14% of the question papers, the internal moderators' reports did not match the question papers, compared to 24% in the November 2022 examination.	Diesel Trade Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Motor Trade Theory N2 Motor Trade Theory N3
Quality and standard of internal moderation report	In 14% of the question papers the internal moderators' reports were incomplete: the reports did not include contact details of the examiners and internal moderators; analysis grids; evaluation of the question papers in terms of specified criteria; and the approval status of the question papers and marking guidelines. This was the case for 18% in the November 2022 examination.	Building Drawing N2 Electrical Trade Theory N2 Engineering Drawing N3 Fitting and Machining Theory N2 Mathematics N3 Motor Trade Theory N2 Motor Trade Theory N3
	The internal moderators' reports were not up to standard for 22% of the question papers, compared to 30% in the November 2022 examination.	Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Mathematics N3 Motor Trade Theory N2 and N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3
	In 18% of the question papers the internal moderators' reports were not relevant. This was a decrease of 16% from the 34% of the November 2022 examination.	Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Electronics N3 Logic Systems N2 Mathematics N3 Motor Trade Theory N2 Motor Trade Theory N3
Content coverage		
Coverage of the syllabus	In 4% of the question papers the syllabi were not covered adequately, compared to 8% in the November 2022 examination.	Fitting and Machining Theory N2 Plating and Structural Steel Drawing N2
	In 6% of the question papers the questions did not comply with the prescribed weightings of the topics. This was a decrease from 16% in the November 2022 examination.	Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N3

Criterion	Challenges	Instructional offering concerned
Coverage of the syllabus (continued)	In 2% of the question papers the topics were not spread appropriately. This applied to 6% in the November 2022 examination.	Mathematics N3
	In 14% of the question papers, as in the November 2022 examination, the questions were not representative of the latest developments in the respective fields of the instructional offerings.	Aircraft Maintenance Theory N3 Motor Electrical Theory N2
	In 6% of the question papers the questions were not within the broad scope of the syllabus.	Carpentry and Roofing Theory N2 Electrical Trade Theory N3 Fitting and Machining Theory N2
Types and quality of questions		
Types of questions	Six percent of the question papers did not include various types of questions, e.g., multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions. This was 4% in the November 2022 examination.	Carpentry and Roofing Theory N2 Industrial Organisation and Planning N3 Mathematics N3
	There was no correlation between mark allocation, level of difficulty and time allocation in 12% of the question papers, compared to 18% in the November 2022 examination.	Engineering Drawing N2 Fitting and Machining Theory N2 Logic Systems N3 Mathematics N3 Radio and Television Theory N2 Radio and Television Theory N3
Types and quality of questions		
Quality of questions	In 18% of the question papers the questions had vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers, compared to 22% in the November 2022 examination.	Building Science N3 Fitting and Machining Theory N2 Industrial Electronics N2 Logic Systems N3 Mathematics N3 Radio and Television Theory N3 Waste-Water Treatment Practice N3 Water and Waste-Water Treatment Practice N2 Water Treatment Practice N3
	In 10% of the question papers the questions did not provide clear instructional keywords/verbs; this was the same in the November 2022 examination.	Fitting and Machining Theory N2 Mathematics N3 Waste-Water Treatment Practice N3 Water and Waste-Water Treatment Practice N2 Water Treatment Practice N3

Criterion	Challenges	Instructional offering concerned
Quality of questions (continued)	In 10% of the question papers the questions did not contain sufficient information to elicit appropriate responses, compared to 20% in the November 2022 examination.	Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N3 Plumbing Theory N2
	In 4% of the question papers the questions contained factual errors or misleading information, compared to 10% in the November 2022 examination.	Mathematics N3 Radio and Television Theory N2
Cognitive skills		
Analysis grid	In 18% of the question papers the analysis grid did not show the cognitive level of each question/ sub-question, compared to 20% in the November 2022 examination.	Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Electronics N3 Mathematics N3 Motor Trade Theory N2 Radio Theory N3
	In 8% of the question papers there was no appropriate distribution of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used), compared to 20% in the November 2022 examination.	Engineering Drawing N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N3
	In 4% of the question papers the choice questions were not of equal levels of difficulty/standard. This was 2% in the November 2022 examination.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2
Cognitive skills		
Assessment of latest developments	In 14% of the question papers the questions were not representative of the latest developments in the teaching of their knowledge fields. This indicated an increase, when compared to 10% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building Drawing N2 Building Drawing N3 Carpentry and Roofing Theory N2 Industrial Organisation and Planning N3 Motor Electrical Theory N2 Motor Trade Theory N2
Marking guideline		
Accuracy of marking guidelines	Eight percent of the marking guidelines did not correspond with the questions in the question papers. This was 6% in the November 2022 examination.	Engineering Drawing N2 Industrial Organisation and Planning N3 Water and Waste-Water Treatment Practice N2 Water Treatment Practice N3

Criterion	Challenges	Instructional offering concerned
Accuracy of marking guidelines (continued)	In 26% of the marking guidelines the answers were not accurate, compared to 32% in the November 2022 examination.	Building Science N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 Engineering Drawing N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Logic Systems N3 Radio and Television Theory N2 Radio and Television Theory N3 Waste-Water Treatment Practice N3 Water Treatment Practice N3
	Six percent of the marking guidelines did not allow for alternative responses, where applicable, compared to 18% in the November 2022 examination.	Industrial Electronics N2 Industrial Organisation and Planning N3 Plating and Structural Steel Drawing N2
Mark allocation	In 4% of the marking guidelines the mark allocations did not correspond with the mark allocations on the question papers. This was 6% in the November 2022 examination.	Industrial Electronics N3 Logic Systems N3
	Ten percent of the marking guidelines had incomplete mark allocation and distribution in each of the questions; the same as in the November 2022 examination.	Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Radio Theory N2 Water and Waste-Water Treatment Practice N2
Prescribed macros	Two percent of the marking guidelines were not laid out according to the prescribed macros.	Building Science N3
Marking guideline		
Grammar	In 14% of the question papers the language contained subtleties that might have created confusion for candidates, compared to 6% in the November 2022 examination.	Carpentry and Roofing Theory N2 Engineering Drawing N2 Motor Trade Theory N3 Plumbing Theory N2 Waste-Water Treatment Practice N3 Water and Waste-Water Treatment Practice N2 Water Treatment Practice N3

Criterion	Challenges	Instructional offering concerned
Grammar (continued)	In 14% of the question papers the language used was grammatically incorrect, compared to 6% in the November 2022 examination.	Motor Trade Theory N3 Plumbing Theory N2 Waste-Water Treatment Practice N3 Water and Waste-Water Treatment Practice N2 Water Treatment Practice N3 Supervision in Industry N3 Water Treatment Practice N3
	Six percent of the question papers contained overly complicated sentence structure.	Carpentry and Roofing Theory N2 Instrument Trade Theory N2 Water and Waste-Water Treatment Practice N2
Predictability		
Repetition of questions from previous examinations	In 16% of the question papers some questions could easily be spotted or predicted. This was 14% in the November 2022 examination.	Building Science N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N2 Waste-Water Treatment Practice N3
	Sixteen percent of the question papers contained questions from examination question papers of the past three years. This was 8% in the November 2022 examination.	Building and Civil Technology N3 Electrical Trade Theory N3 Logic Systems N2 Logic Systems N3 Mathematics N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N2 Water and Waste-Water Treatment Practice N2
Predictability		
Innovation	Six percent of the question papers lacked an appropriate degree of originality, compared to 10% in the November 2022 examination.	Logic Systems N3 Mathematics N3 Radio and Television Theory N2
Overall impression		
Standard of question papers	Four percent of the question papers were not in line with the relevant, current syllabus, compared to 6% from the November 2022 examination.	Fitting and Machining Theory N2 Mathematics N3
	In 2% of the question papers the outcomes of the curriculum/syllabus were not assessed. This was 6% in the November 2022 examination.	Carpentry and Roofing Theory N2

Criterion	Challenges	Instructional offering concerned
Standard of question papers (continued)	In 12% of the question papers, the standard was not appropriate, compared to 22% in the November 2022 examination.	Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Radio and Television Theory N2
	Ten percent of the question papers did not compare favourably with the previous years' examination question papers. This was 20% in the November 2022 examination.	Building Science N2 Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Logic Systems N3 Mathematics N3
	There was no balance in 4% of the question papers on the assessment of skills, knowledge, attitudes, values, and reasoning. This was 10% in the November 2022 examination.	Logic Systems N2 Mathematics N3

9.4 Areas of Improvement

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

- With regard to content coverage, in 94% of the question papers the questions complied with the prescribed weightings of the topics, which was an improvement of 10% from the November 2022 examination;
- In 14% of the question papers the internal moderators' reports did not match the question papers, a decrease from 24% in the November 2022 examination;
- Only six percent of the marking guidelines did not allow for alternative responses, where applicable, reflecting a decrease when compared to 18% in the November 2022 examination;
- Internal moderation reports were not completed for 12% of the question papers, compared to 28% in the November 2022 examination;
- In 18% of the question papers the internal moderation reports were not relevant. This was a decrease from 34% in the November 2022 examination;
- In 90% of the question papers the questions contained sufficient information to elicit appropriate responses, compared to 80% in the November 2022 examination; and
- In 92% of the question papers there was an appropriate distribution of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used), being an improvement of 12% from the 80% of the November 2022 examination.

9.5 Areas of Non-Compliance

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

- In 14% of the question papers the language contained subtleties that might have created confusion for the candidates, compared to 6% in the November 2022 examination;
- It was a concern that in 14% of the question papers the questions were not representative of the latest developments in the teaching of their knowledge fields. This was an increase from 10% in the November 2022 examination;
- Sixteen percent of the question papers contained questions from examination question papers of the past three years. This was 8% in the November 2022 examination;
- In 18% of the question papers the questions had vaguely defined problems, ambiguous wording,

- extraneous or irrelevant information, trivia and unintentional clues to the correct answers, compared to 22% in the November 2022 examination;
- e. In 18% of the question papers, the analysis grid did not show the cognitive level of each question/ sub-question, compared to 20% in the November 2022 examination; and
 - f. In 26% of the marking guidelines, the answers were not accurate, compared to 32% in the November 2022 examination.

9.6 Directives for Compliance and Improvement

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

The DHET must ensure that:

- a. Examiners and internal moderators refrain from using previous question papers in setting the assessment for the current year;
- b. Technical instructional offerings are consistently updated to meet the current trends and developments in the industry; and
- c. Examiners and moderators are trained to assist them in setting papers that are of an appropriate language relevant to the instructional offering and the level of the candidates participating in the examination.

9.7 Conclusion

There was an improvement in the quality of the question papers and marking guidelines, in comparison to the November 2022 examination. The efforts by the DHET to ensure that the question papers met high quality standards were noted in this examination, with a significant improvement in meeting several criteria that had proved challenging in the past.

CHAPTER 10

MODERATION OF THE CONDUCT OF NATED REPORT 190/191 INTERNAL CONTINUOUS ASSESSMENT

10.1 Introduction

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

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

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

The purpose of this section of the report is to:

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

10.2 Scope and Approach

Umalusi external moderators were sent to seven of the nine provinces from 14–21 November 2023 to moderate the ICASS of N2 and N3 students' and lecturers' portfolios from a sample of NATED Report 190/191 instructional offerings. The external moderators drafted reports on their findings at the sampled sites. Twenty-five instructional offerings, compared to 39 in November 2022, were moderated at 17 (18 in 2022) private colleges, seven (14 in 2022) Technical and Vocational Education and Training (TVET)/public colleges and one correctional service centre.

Table 10A provides information on the sampled instructional offerings, sites and provinces involved in the external moderation of NATED Report 190/191: Engineering Studies N2–N3 ICASS during 2023.

Table 10A: Sampled instructional offerings, campus/sites and provinces

No.	Instructional offering	College	Campus/site	Province
1.	Aircraft Maintenance Theory N3	Motheo TVET	Hillside View	FS
2.	Bricklaying and Plastering N2	Ekurhuleni Artisans and Skills Training	Kempton Park	GP
3.	Building and Civil Technology N3	Academic Institute of Excellence	Midrand	GP

No.	Instructional offering	College	Campus/site	Province
4.	Building Drawing N2	Thekwini TVET	Melbourne	KZN
5.	Building Science N3	Damelin	Johannesburg	GP
6.	Diesel Trade Theory N2	Tshwane South TVET	Centurion	GP
7.	Electrical Trade Theory N2	Jeppe College	Pretoria	GP
8.	Electrotechnology N3	The SAJ Competency Training Institute	Germiston	GP
9.	Engineering Drawing N2	Berea Technical College	Durban	KZN
10.	Engineering Drawing N3	Management and Leadership Academy	Durban	KZN
11.	Engineering Science N2	Technicon South Africa for Higher Education	Bronkhorstspuit	GP
12.	Engineering Science N3	Correctional Services	Ncome Prison	KZN
13.	Industrial Electronics N2	Anitec College	Germiston	GP
14.	Industrial Organisation and Planning N3	Vaal Technical Institute	Vereeniging	GP
15.	Industrial Orientation N3	Cresta Vaal College	Vereeniging	GP
16.	Instrument Trade Theory N3	Afri-IT Business College	Emalahleni	MP
17.	Logic Systems N3	Northlink TVET	Goodwood	WC
18.	Mathematics N2	Normansville College	Rustenburg	NW
19.	Mathematics N3	Salitig Training College	Polokwane	LP
20.	Motor Trade Theory N2	Jirah Academy	Durban	KZN
21.	Plant Operation Theory N3	Rostec Technical FET	Pretoria	GP
22.	Platers' Theory N2	Tshwane North TVET	Rosslyn	GP
23.	Plating and Structural Steel Drawing N3	Advisor Progressive College	Witbank	MP
24.	Refrigeration Trade Theory N2	College of Cape Town	Pinelands	WC
25.	Waste-water Treatment Practice N3	Flavius Mareka TVET	Sasolburg	FS

10.3 Summary of Findings

Table 10B indicates the findings as reported by the external moderators for the implementation of internal assessment of the Engineering Studies instructional offerings.

Table 10B: Findings observed in the November 2023 moderation of ICASS

Criterion	Findings	College/campus
Physical resources	The available facilities at 92% of the sampled sites were sufficient for the number of enrolled students, compared to 87% in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The textbooks/ teaching material at 72% (78% in November 2022) of the sites were available when the classes commenced at the beginning of the trimester.	Academic Institute of Excellence Afri-IT Business College Anitec College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Vaal Technical Institute

Criterion	Findings	College/campus
Physical resources (continued)	Additional teaching material was available or used at 60% of the sampled sites.	Academic Institute of Excellence Afri-IT Business College Anitec College Centurion Cresta Vaal College Goodwood Hillside View Jeppe College Jirah Academy Ncome Prison Normansville College Rosslyn Rostec Technical FET College Sasolburg Vaal Technical Institute
	The students at 76% of the sites were exposed to practical implementation of the theory component of the subject at the site of teaching and learning, compared to 42% in November 2022.	Academic Institute of Excellence Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Vaal Technical Institute
	There were computers and printers for the students at 80% (76% in November 2022) of the sites to complete assignments/case studies/do research.	Academic Institute of Excellence Afri-IT Business College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Management and Leadership Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College

Criterion	Findings	College/campus
Physical resources (continued)	Students at 80% of the sites had access to the internet or free Wi-Fi.	Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute Academic Institute of Excellence Afri-IT Business College Berea Technical College Centurion Cresta Vaal College Damelin Ekurhuleni Artisans and Skills Training Hillside View Jeppe College Management and Leadership Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
Human resources	The college had a process in place for the identification of training needs of staff at 72% of the sites, compared to 65% in November 2022.	Academic Institute of Excellence Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute

Criterion	Findings	College/campus
Human resources	The college had a plan for training staff and staff development at 64% of the sites, compared to 55% in November 2022.	Academic Institute of Excellence Anitec College Berea Technical College Centurion Damelin Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Normansville College Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education Vaal Technical Institute
	There was evidence of a training manual for the development of staff at 60% of the sites.	Academic Institute of Excellence Berea Technical College Centurion Damelin Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education
	There was evidence that the training plan was implemented at 52% (53% in November 2022) of the sites visited.	Academic Institute of Excellence Berea Technical College Centurion Damelin Goodwood Hillside View Jeppe College Jirah Academy Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education Vaal Technical Institute

Criterion	Findings	College/campus
Human resources (continued)	There were areas where the educators felt that they needed further training at 64% (80% in November 2022) of the sites.	Advisor Progressive College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The educators were exposed to the workplace environment/ relevant industry at 32% (29% in November 2022) of the sites.	Berea Technical College Centurion Hillside View Pinelands Campus Rosslyn Rostec Technical FET College Sasolburg The SAJ Competency Training Institute
Internal assessment policies and systems	There was an up-to-date college assessment policy at 72% (90% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The policy made provision for monitoring and moderation at different levels (college and campus) at 72% of the sites, compared to 85% in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood

Criterion	Findings	College/campus
Internal assessment policies and systems (continued)		Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Sasolburg Technicon South Africa for Higher Education Vaal Technical Institute
Internal assessment policies and systems	The assessment policy made provision for absenteeism during assessments at 60% of the sites.	Academic Institute of Excellence Afri-IT Business College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Sasolburg Vaal Technical Institute
	The assessment policy made provision for students with barriers at 52% of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Normansville College Pinelands Rosslyn Sasolburg
Monitoring	There was evidence of a structure/plan for the monitoring of assessment at the site of learning at 80% (85% in November 2022) of the sites visited.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College

Criterion	Findings	College/campus
Monitoring (continued)		Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Campus Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
Monitoring	There was evidence of a subject monitoring report per lecturer at 64% (60% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Berea Technical College Centurion Cresta Vaal College Goodwood Hillside View Jeppe College Jirah Academy Melbourne Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	There was evidence of a composite pre- and post-monitoring report reflecting on the moderation status of the subject at 72% of the sites.	Academic Institute of Excellence Advisor Progressive College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education

Criterion	Findings	College/campus
<p>Internal assessment task</p>	<p>There was a plan in place for the development of the assessment tasks at 88% (83% in November 2022) of the sites.</p>	<p>Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute</p>
	<p>At 84% of the sites the plan indicated:</p> <ul style="list-style-type: none"> a. Tasks; b. Lecturer; c. Moderation; d. Content; e. Duration and mark allocation; and f. Timeframes. 	<p>Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison (Vryheid) Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education</p>

Criterion	Findings	College/campus
Internal assessment task	The tasks were developed according to the plan/schedule of assessment at 76% (78% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	At 84% of the sites (81% in November 2022), systems were in place to ensure that tasks were of an acceptable standard.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute

Criterion	Findings	College/campus
Irregularities register	The college had an irregularity register at 76% (68% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Damelin Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	There were internal assessment irregularities recorded in the register at 28% of the sites; the same as in 2022.	Academic Institute of Excellence Berea Technical College Centurion Hillside View Rosslyn Rostec Technical FET College Sasolburg
Lecturer files	Forty-eight percent (50% in November 2022) of the sites had lecturer files that contained all the following documents: <ol style="list-style-type: none"> Name; Certified copies of qualifications; South African Council for Educators (SACE) registration; Teaching/lecturing experience; and Workplace experience. 	Academic Institute of Excellence Anitec College Centurion Hillside View Jeppe College Jirah Academy Melbourne Normansville College Rosslyn Salitig Training College Sasolburg Technicon South Africa for Higher Education
	The lecturer file contained the subject syllabus at 72% (80% in November 2022) of the sites.	Academic Institute of Excellence Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy

Criterion	Findings	College/campus
Lecturer files (continued)	The lecturer file contained the subject syllabus at 72% (80% in November 2022) of the sites.	Melbourne Normansville College Pinelands Rosslyn Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	The subject file contained lesson plans at 96% (85% in November 2022) of the sites visited.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Cresta Vaal College Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The assessment file contained all the relevant documents at 72% (45% in November 2022) of the sites visited including: <ol style="list-style-type: none"> Assessment schedules; Assessment instruments and tools; Evidence of pre-assessment moderation; Evidence of post-assessment moderation; and Mark sheets of all groups. 	Academic Institute of Excellence Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education

Criterion	Findings	College/campus
Lecturer files (continued)	Assessment scores were recorded accurately on the mark sheet at 80% of the sites visited; the same as in 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Cresta Vaal College Hillside View Jeppe College Jirah Academy Melbourne Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education
	There was evidence of analysis/evaluation of learner performance for each test at 64% of the sites.	Afri-IT Business College
Tests	Copies of previous question papers or sections of previous question papers were used as assessment tasks (tests) at 88% of sites, compared to 68% in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
Content coverage	Ninety-two percent of sites (90% in November 2022) ensured that a substantial amount of work had been covered in both tests.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Damelin Ekurhuleni Artisans and Skills Training Goodwood

Criterion	Findings	College/campus
Content coverage (continued)	The weighting and spread of content of the topic(s) in both tests were appropriate at 92% (88% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Damelin Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The type of questions was not in line with the stipulated content at one site only (4%) vs12% in November 2022.	Cresta Vaal College
Cognitive demand and difficulty levels	The two tasks varied in the level of difficulty, were pitched at the right level and assessed a variety of knowledge and skills at 76% (93% in November 2022) of the sites.	Advisor Progressive College Afri-IT Business College Anitec College Damelin Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute

Criterion	Findings	College/campus
Internal moderation of task	<p>Eighty-eight percent (88% in November 2022) of the sites had evidence of moderation of marking in both tests.</p>	<p>Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute</p>
	<p>Eighty percent (81% in November 2022) of the sites had evidence of moderation of a minimum sample of 10% (minimum of five) of the scripts.</p>	<p>Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute</p>

Criterion	Findings	College/campus
Internal moderation of task	The samples of both tests that were internally moderated included the full range of performance (high, average and low scoring students) at 84% of sites, compared to 80% of sites in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Goodwood Hillside View Jeppe College Jirah Academy Management and Leadership Academy Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	Relevant, qualitative feedback was given to lecturers who set the task and examiners who marked the task, at 40% of the sites.	Academic Institute of Excellence Advisor Progressive College Centurion Hillside View Jirah Academy Melbourne Pinelands Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education
Technical aspects	At 15 sites (60%) (58% in November 2022) the front/cover page of the tests contained all relevant information. This included: a. The name of the subject; b. The level of subject; c. Time allocation; d. Content covered; e. Number of test; and f. Date.	Academic Institute of Excellence Advisor Progressive College Anitec College Berea Technical College Centurion Ekurhuleni Artisans and Skills Training Hillside View Jirah Academy Melbourne Ncome Prison Pinelands Rostec Technical FET College Sasolburg The SAJ Competency Training Institute Vaal Technical Institute

Criterion	Findings	College/campus
Technical aspects	There were instructions to candidates and the instructions were clear and unambiguous for both tests at 84% of the sites, compared to 88% in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Berea Technical College Centurion Cresta Vaal College Damelin Ekurhuleni Artisans and Skills Training Jeppe College Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute
	The language and terminology used were appropriate and relevant in both tests at all the sites (100%). This was similar in November 2022.	
	The mark allocation was not clearly indicated for each question in both tests at one of the sites (4%), compared to 7% in November 2022.	Berea Technical College
	The mark allocation on the test was not the same as that on the marking tool for both tests at one of the sites (4%) compared to 7% in November 2022.	Berea Technical College
	The numbering for both tests was correct at all the sites (100%), compared to November 2022 when the numbering of the tests were correct at 87% of the sites.	
	The time allocation was not realistic for the administration of the tests at one of the sites, (4%), compared to 7% in November 2022.	Berea Technical College
	Marking tools	The marking guideline tool facilitated marking and was easy to use in both tests at 60% of the sites (compared to 85% in November 2022.)

Criterion	Findings	College/campus
Marking tools (continued)		Pinelands Rosslyn Rostec Technical FET College Salitig Training College Technicon South Africa for Higher Education Vaal Technical Institute
	The mark allocations and mark distribution were clearly indicated in the answers to the different questions at 72% of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Cresta Vaal College Damelin Hillside View Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Salitig Training College Technicon South Africa for Higher Education Vaal Technical Institute
Student performance	There was no evidence of tests administered for the compilation of term marks at three (12%) of the sampled sites.	Damelin Salitig Training College Vaal Technical Institute
Student performance	The students interpreted questions correctly and was able to answer all or most of the questions in the tests at 64% of the sites, compared to 78% of the sites in November 2022.	Academic Institute of Excellence Afri-IT Business College Anitec College Centurion Campus Cresta Vaal College Goodwood Campus Hillside View Campus Jirah Academy Melbourne Campus Normansville College Pinelands Campus Rosslyn Campus Rostec Technical FET College Salitig Training College Sasolburg Campus Vaal Technical Institute
Quality of marking	Marking was consistent with the marking guidelines at 68% of the sites, compared to 73% of sites visited in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College

Criterion	Findings	College/campus
Quality of marking (continued)		Centurion Hillside View Jeppe College Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The mark allocated was a true reflection of the students' performance in both tests at 60% of the sites, compared to the 70% of sites visited in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Cresta Vaal College Jirah Academy Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	The totalling of marks and transfer of marks to the mark sheet was accurate at 68% of the sites, a decline from the 85% of sites visited in November 2022.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Jeppe College Jirah Academy Melbourne Ncome Prison Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute Vaal Technical Institute
	There was evidence of feedback on performance to the candidates at 40% of the sites.	Academic Institute of Excellence Advisor Progressive College Centurion Jirah Academy

Criterion	Findings	College/campus
Quality of marking (continued)		Melbourne Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education
Internal moderation of marking	There was no evidence that the students' work had been moderated internally at three (12%) of the sites, compared to 15% in November 2022.	Cresta Vaal College Damelin Vaal Technical Institute
Internal moderation of marking	The quality and standard of internal moderation was acceptable at 60% (68% in November 2022) of the sites.	Academic Institute of Excellence Advisor Progressive College Afri-IT Business College Anitec College Centurion Jeppe College Jirah Academy Melbourne Normansville College Pinelands Rosslyn Rostec Technical FET College Sasolburg Technicon South Africa for Higher Education The SAJ Competency Training Institute

10.4 Compliance Check of Additional Instructional Offerings

External moderators were asked to do a compliance check on documents pertaining to three additional instructional offerings at the sites visited. The sites were not informed prior to the visits of this additional monitoring of specific instructional offerings. The purpose of the unannounced request for evidence of the additional instructional offerings was to prevent any suspected window-dressing of the tasks and all accompanying documents.

Table 10C provides information on the enrolments for these additional sampled instructional offerings at the sites involved in the spot-check moderation of NATED Report 190/191: Engineering Studies N2–N3 ICASS during November 2023. The numbers in brackets indicate the enrolments at the college/campus as per the mark sheet.

One of the major findings was the discrepancy between the number of students registered with Department of Higher Education and Training (DHET) and the number of actual students enrolled at the sites. The external moderators found that there was agreement on the numbers registered with DHET at 24% of the sites (for all three instructional offerings).

The percentage of college and subject combinations where the number registered and the number enrolled matched was 43%.

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

No.	College/campus	Mathematics N2	Electrotechnology N3	Engineering Science N2	Industrial Electronics N2	Mathematics N3	Building Science N2	Electrical Trade Theory N2	Engineering Drawing N3
1.	Academic Institute of Excellence	-	30 (30)	125 (129)	54 (54)	-	-	-	-
2.	Advisor Progressive College	81 (81)	-	-	-	-	-	-	-
3.	Afri-IT Business College	115 (111)	-	-	-	-	-	39 (38)	95 (92)
4.	Anitec College	43 (22)	-	-	-	-	-	-	-
5.	Berea Technical College	392 (390)	-	-	-	-	-	-	-
6.	Centurion	-	-	91 (82)	57 (48)	-	-	-	-
7.	Cresta Vaal College	-	-	-	-	103 (94)	-	-	27 (n/a)
8.	Damelin	-	-	-	-	-	-	-	-
9.	Ekurhuleni Artisans and Skills Training	-	-	-	-	30 (30)	-	184 (179)	-
10.	Goodwood	-	-	-	-	49 (49)	-	-	-
11.	Hillside View	-	-	-	-	-	55 (55)	-	-
12.	Jeppe College	34 (15)	-	-	17 (8)	-	-	-	-
13.	Jirah Academy	40 (37)	-	46 (45)	-	-	-	-	-
14.	Management and Leadership Academy	-	-	-	-	14 (15)	-	-	-
15.	Melbourne	-	108 (93)	-	-	147 (102)	-	-	-
16.	Ncome Prison	19 (16)	-	-	17 (13)	-	-	19 (14)	-

Electrotechnology N3	Mechanotechnology N3	Engineering Science N3	Electrical Trade Theory N3	Industrial Electronics N3	Diesel Trade Theory N2	Plumbing Theory N2	Logic Systems N2	Building and Civil Technology N3	Engineering Drawing N2	Fitting and Machining Theory N2	Industrial Organisation and Planning N3	Supervision in Industry N3
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	26 (28)	41 (43)	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
21 (6)	-	40 (10)	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	67 (67)	31 (31)	-	-	-	-	-
26 (26)	-	-	-	-	-	-	-	-	-	-	-	-
-	32 (32)	-	-	-	-	-	-	-	-	-	-	-
12 (12)	-	31 (31)	-	-	-	-	-	16 (16)	-	-	-	-
-	-	-	-	-	22 (22)	-	-	-	-	-	-	-
21 (21)	31 (31)	-	-	-	-	-	-	-	-	-	-	-
-	-	146 (126)	-	73 (73)	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	12 (8)	-	-	-
-	-	-	-	-	15 (15)	-	-	-	-	-	-	-
-	-	16 (15)	-	7 (6)	-	-	-	-	-	-	-	-
-	-	-	-	97 (93)	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

No.	College/campus	Mathematics N2	Electrotechnology N3	Engineering Science N2	Industrial Electronics N2	Mathematics N3	Building Science N2	Electrical Trade Theory N2	Engineering Drawing N3
17.	Normansville College	-	-	63 (58)	-	-	-	16 (15)	-
18.	Pinelands	-	-	-	15 (15)	19 (19)	-	17 (17)	-
19.	Rosslyn	227 (227)	-	-	-	-	-	-	-
20.	Rostec Technical FET	-	-	-	-	42 (32)	-	-	-
21.	Salitig Training College	-	-	-	-	-	-	-	-
22.	Sasolburg	-	-	-	-	233 (233)	-	-	-
23.	Technicon South Africa for Higher Education	32 (32)	-	-	14 (14)	-	-	-	-
24.	The SAJ Competency Training Institute	72 (65)	-	-	-	-	-	33 (31)	-
25.	Vaal Technical Institute	-	-	-	-	50 (51)	-	-	-

Electrotechnology N3	Mechanotechnology N3	Engineering Science N3	Electrical Trade Theory N3	Industrial Electronics N3	Diesel Trade Theory N2	Plumbing Theory N2	Logic Systems N2	Building and Civil Technology N3	Engineering Drawing N2	Fitting and Machining Theory N2	Industrial Organisation and Planning N3	Supervision in Industry N3
-	-	-	-	-	-	-	-	-	-	29 (29)	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
68 (68)	-	-	-	-	-	-	-	38 (38)	-	-	-	-
-	-	-	-	23 (16)	15 (22)	-	-	-	-	-	-	-
-	-	35 (33)	-	-	-	-	-	-	-	-	26 (25)	31 (30)
94 (94)	-	-	-	-	-	-	-	-	-	77 (77)	-	-
-	-	-	-	-	-	-	-	-	12 (12)	-	-	-
-	-	-	-	-	-	-	-	-	-	52 (44)	-	-
-	14 (16)	-	-	-	-	-	-	-	-	-	-	21 (21)

The sites were asked to provide evidence of the marked tests and mark sheets of the additional instructional offerings. The status of the sites in their compliance with ICASS requirements, as stated in the 2023 DHET ICASS Instructions, are listed in Table 10D.

Table 10D: Evidence of one or both tests accompanied by the mark sheet

College	Campus / site	Additional instructional offerings	Test 1	Test 2	Correct conversion
Academic Institute of Excellence	Midrand	Industrial Electronics N2	✓	✓	✓
		Engineering Science N2	✓	✓	✓
		Electrotechnology N3	✓	✓	✓
Advisor Progressive College	Witbank	Mathematics N2	✓	✓	✓
		Industrial Electronics N3	✓	✓	✓
		Electrical Trade Theory N3	✓	✓	✓
Afri-IT Business College	Emalahleni	Engineering Drawing N3	✓	✓	✓
		Mathematics N2	✓	✓	✓
		Electrical Trade Theory N2	✓	✓	✓
Anitec College	Germiston	Mathematics N2	✓	✓	✓
		Engineering Science N3	x	✓	x
		Electrotechnology N3	✓	✓	x
Berea Technical College	Durban	Plumbing Theory N2	✓	✓	✓
		Logic Systems N2	✓	✓	✓
		Mathematics N2	✓	✓	✓
College of Cape Town	Pinelands	Mathematics N3	✓	✓	✓
		Industrial Electronics N2	✓	✓	✓
		Electrical Trade Theory N2	✓	✓	✓
Cresta Vaal College	Vereeniging	Mechanotechnology N3	✓	✓	✓
		Engineering Drawing N3	x	x	x
		Mathematics N3	✓	✓	✓
Damelin	Braamfontein	Building and Civil Technology N3	x	x	x
		Engineering Science N3	x	x	x
		Electrotechnology N3	x	x	x
Ekurhuleni Artisans and Skills Training	Kempton Park	Diesel Trade Theory N2	x	x	x
		Electrical Trade Theory N2	✓	✓	✓
		Mathematics N3	✓	✓	✓
Flavius Mareka TVET	Sasolburg	Fitting and Machining Theory N2	✓	✓	✓
		Electrotechnology N3	✓	✓	✓
		Mathematics N3	✓	✓	✓
Jeppe College	Pretoria	Industrial Electronics N2	✓	✓	✓
		Mathematics N2	✓	✓	✓
		Engineering Drawing N2	✓	✓	✓

College	Campus / site	Additional instructional offerings	Test 1	Test 2	Correct conversion
Jirah Academy	Durban	Mathematics N2	✓	✓	✓
		Diesel Trade Theory N2	✓	✓	✓
		Engineering Science N2	✓	✓	✓
Management and Leadership Academy	Durban	Engineering Science N3	✓	✓	✓
		Mathematics N3	✓	✓	✓
		Industrial Electronics N3	✓	✓	✓
Motheo TVET	Hillside View	Industrial Electronics N3	✓	✓	✓
		Building Science N2	✓	✓	✓
		Engineering Science N3	✓	✓	✓
Ncome Prison	Vryheid	Mathematics N2	✓	✓	✓
		Electrical Trade Theory N2	✓	✓	✓
		Industrial Electronics N2	✓	✓	✓
Normansville College	Rustenburg	Engineering Science N2	✓	✓	✓
		Fitting and Machining Theory N2	✓	✓	✓
		Electrical Trade Theory N2	✓	✓	✓
Northlink TVET	Goodwood	Mathematics N3	✓	✓	✓
		Electrotechnology N3	✓	✓	✓
		Mechanotechnology N3	✓	✓	✓
Rostec Technical FET	Pretoria	Industrial Electronics N3	✓	✓	✓
		Mathematics N3	✓	✓	✓
		Diesel Trade Theory N2	✓	✓	✓
Salitig Training College	Polokwane	Industrial Organisation and Planning N3	x	x	x
		Supervision in Industry N3	x	x	x
		Engineering Science N3	x	x	x
Technicon South Africa for Higher Education	Bronkhorstspuit	Engineering Drawing N2	✓	✓	✓
		Mathematics N2	✓	✓	✓
		Industrial Electronics N2	✓	✓	✓
The SAJ Competency Training Institute	Wadeville	Mathematics N2	✓	✓	✓
		Electrical Trade Theory N2	✓	✓	✓
		Fitting and Machining Theory N2	✓	✓	✓
Thekwini TVET	Melbourne	Mathematics N3	✓	✓	✓
		Electrotechnology N3	✓	✓	✓
		Industrial Electronics N3	✓	✓	✓
Tshwane North TVET	Rosslyn	Building and Civil Technology N3	✓	✓	✓
		Electrotechnology N3	✓	✓	✓
		Mathematics N2	✓	✓	✓
Tshwane South TVET	Centurion	Engineering Science N2	✓	✓	✓
		Industrial Electronics N2	✓	✓	✓
		Electrotechnology N3	✓	✓	✓

College	Campus / site	Additional instructional offerings	Test 1	Test 2	Correct conversion
Vaal Technical Institute	Vereeniging	Supervision in Industry N3	P	P	P
		Mechanotechnology N3	P	P	P
		Mathematics N3	P	P	P

10.5 Campuses/Sites that Struggled with ICASS Compliance

The ten sites and subjects that have been singled out for follow-up visits are listed in Table 10E. Urgent interventions are required by DHET. Note that 80% of these colleges are private colleges.

Table 10E: Sites and subjects that need follow-up visits

College	Campus	Subject	Comments
Damelin	Braamfontein Johannesburg	Building Science N3	College claimed that they were not informed of the moderation visit. No relevant staff member was available to help moderator with the process on the day. a. No evidence of Test 1 and Test 2. b. No PoA or portfolio/s of evidence (PoE) available.
Management and Leadership Academy	Durban	Engineering Drawing N3	a. College register students from N3 only. b. Students have no basic skills from N1–N2. c. All the students failed the subject, with the highest mark being 30%.
Ncome Prison	Vryheid	Engineering Science N3	a. No qualified lecturers. b. No senior lecturers or HOD. c. No ICASS processes were followed correctly. d. All assessments were compiled from previous question papers.
Vaal Technical Institute	Vereeniging	Industrial Organisation and Planning N3	a. No mark sheets were completed to submit to the DHET. b. Lecturers and other staff did not know or follow the ICASS guidelines, e.g., no assessment guidelines were used and no internal moderation was conducted.

College	Campus	Subject	Comments
Advisor Progressive College	Witbank	Plating and Structural Steel Drawing N3	<ul style="list-style-type: none"> a. The textbooks used by the college were not prescribed by the DHET. b. ICASS marks were not calculated correctly. c. Marks were not captured electronically.
Salitig Training College	Polokwane	Mathematics N3	<ul style="list-style-type: none"> a. Photocopied textbook and plagiarism found. b. No teaching or learning materials were purchased. c. The timetable was incomplete. d. Attendance register appeared to be suspicious. e. No plan for lecturer training existed. f. Assessment and internal moderation policy was incomplete. g. Pass rate for tests was 100%. h. Monitoring of ICASS and assessments did not take place. i. Appeared that the students had access to the marking guideline as all of them had the exact same answers for tests. j. Integrity of all processes was questionable.
Ekurhuleni Artisans and Skills Training	Kempton Park	Bricklaying and Plastering N2	<ul style="list-style-type: none"> a. Percentage of students' assessments moderated was incorrect. b. Used templates designed by college for various processes. c. Used quality assurance processes to ensure conformance.
Technicon South Africa for Higher Education	Bronkhorstspuit	Engineering Science N2	<ul style="list-style-type: none"> a. Classrooms were not sufficient. b. Workshop exposure was not arranged by the college. c. Assessment policy did not include all the necessary procedures. d. Students were not issued with textbooks.
Motheo TVET	Hillside View	Aircraft Maintenance Theory N3	<ul style="list-style-type: none"> a. Feedback to students after assessments was not done. b. Internal moderation was not thorough.

College	Campus	Subject	Comments
Northlink College	Goodwood	Logic Systems N3	<ul style="list-style-type: none"> a. Subject only offered as distance learning. b. No plan to train staff or expose them to relevant industries. c. No register for students were available. d. Tasks did not match analysis grid. e. Shadow marking took place during internal moderation. f. No evidence for the conduct of ICASS of additional subjects.

10.6 Areas of Improvement

The following improvements were observed:

- a. The available facilities at 92% of the sites were sufficient for the number of enrolled students, compared to 87% in November 2022;
- b. The students at 76% of the sites were exposed to practical implementation of the theory component of the subject at the site of teaching and learning (compared to 42% in November 2022);
- c. There were computers and printers for the students at 80% (76% in November 2022) of the sites to complete assignments/case studies/do research;
- d. The college had a process in place for the identification of training needs of the staff members at 72% of the sites (compared to 65% in November 2022);
- e. The college had a plan for training of staff/staff development at 64% (compared to 55% in November 2022) of the sites;
- f. The educators were exposed to the workplace environment/relevant industry at 32% (29% in November 2022) of the sites;
- g. There was evidence of a subject monitoring report per lecturer at 64% (60% in November 2022) of the sites;
- h. There was a plan in place for the development of the assessment tasks at 88% (83% in November 2022) of the sites;
- i. At 84% of the sites (81% in November 2022), systems were in place to ensure that tasks were of an acceptable standard;
- j. The college had an irregularity register at 76% (68% in November 2022) of the sites;
- k. The subject file contained lesson plans at 96% (85% in November 2022) of the sites visited;
- l. The portfolios of assessment contained all relevant documents at 72% (45% in November 2022) of the sites visited, including assessment schedules; assessment instruments and tools, evidence of pre-assessment moderation, evidence of post-assessment moderation and mark sheets of all groups;
- m. Ninety-two percent of sites (90% in November 2022) ensured that a substantial amount of work had been covered in both tests;
- n. The weighting and spread of content of the topic(s) in both tests were appropriate at 92% (88% in November 2022) of the sites;
- o. The type of questions was not in line with the stipulated content at one site only (4%) vs 12% in November 2022;

- p. The samples of both tests that were internally moderated included the full range of performance (high, average and low scoring students) at 84 % of sites, compared to 80% of sites in November 2022;
- q. The numbering for both tests was correct at all the sites (100%), compared to November 2022 when the numbering of the tests was correct at 87% of the sites; and
- r. There was no evidence that the students' work had been moderated internally at three (12%) of the sites, compared to 15% in November 2022.

10.7 Areas of good practice

Areas of good practice at colleges/sites are indicated in Table 10F.

Table 10F: Areas of good practice

College	Campus	Subject	Comments
Motheo TVET	Hillside View	Aircraft Maintenance Theory N3	Lecturer files were extremely neat and well organised.
Academic Institute of Excellence	Midrand	Building and Civil Technology N3	a. Very good standard of marking; b. Effective record keeping; and c. Excellent facilities for students.
Thekwini TVET	Melbourne	Building Drawing N2	Verification of final marks process was followed by the lecturer, senior lecturer and Head of Department.
Tshwane South TVET	Centurion	Diesel Trade Theory N2	a. Exposed students to practical work related to the subject; and b. Good standard of marking and internal moderation practices.
Jeppe College	Pretoria	Electrical Trade Theory N2	a. Lecturer administered additional task; b. MoU in place for practical exposure of students; and c. Slot for weekly extra classes included on students' timetable.
The SAJ Competency Training Institute	Wadeville Germiston	Electrotechnology N3	a. Lecturer and students had access to well-equipped workshops for practical lessons; and b. Marks captured and verified correctly.
Berea Technical College	Durban	Engineering Drawing N2	a. Extra material, activities, assignments and answers were available on the Moodle platform; b. Students received basic computer training to be able to access and use Moodle; c. Lecturers and workshop trainers liaised to integrate theory and practicals; d. Very good practical exposure for students as industry visits college to give presentations etc.; and e. Verification process was of a high standard.

College	Campus	Subject	Comments
Normansville College	Rustenburg	Mathematics N2	All the scripts were moderated, not only 10%.
Jirah Academy	Durban	Motor Trade Theory N2	a. Internal moderation of assessments provided feedback to lecturer who set the assessment; b. Standard of marking was good; and c. Verification of students' marks were done at four levels to ensure correctness.
Rostec Technical College	Pretoria	Plant Operation Theory N3	Both tasks covered the syllabus well.
Tshwane North College	Rosslyn	Platers' Theory N2	a. Practical workshops were used for simulation; b. Well-designed cover page for assessments, including space for signatures during pre-moderation; c. Implementation and delivery of subject was very good; and d. Lecturer was experienced, well trained and well prepared.
College of Cape Town	Pinelands	Platers' Theory N2	a. Feedback was given to students after assessments; b. ICASS marks were calculated and verified correctly; and c. Distance learning was found to be available for students who could not access the college due to strikes or other reasons.

10.8 Areas of Non-Compliance

There were a number of concerns raised where performance had declined when compared to November 2022. These included:

- The textbooks/teaching materials at 72% (78% in November 2022) of the sites were available when the classes commenced at the beginning of the trimester;
- There was evidence that the training plan was implemented at 52% (53% in November 2022) of the sites visited;
- There was an up-to-date college assessment policy at 72% (90% in November 2022) of the sites;
- The policy made provision for the monitoring and moderation at different levels (college and campus) at 72% of the sites, compared to 85% in November 2022;
- There was evidence of a structure/plan for the monitoring of assessment at the site of learning at 80% (85% in November 2022) of the sites visited;
- The tasks were developed according to the plan/schedule of assessment at 76% (78% in November 2022) of the sites;
- Forty-eight percent (50% in November 2022) of the sites had lecturer files that contained all the following documents: name; certified copies of qualifications; SACE registration; teaching/lecturing experience; and workplace experience;
- The lecturer file contained the subject syllabus at 72% (80% in November 2022) of the sites;
- Copies of previous question papers or sections of previous question papers were used as assessment tasks (tests) at 88% of sites, compared to 68% in November 2022;
- The two tasks varied in the level of difficulty, were pitched at the right level and assessed a variety

- of knowledge and skills at 76% (93% in November 2022) of the sites;
- k. Eighty percent (81% in November 2022) of the sites had evidence of moderation of a minimum sample of 10% (minimum of five) of the scripts;
 - l. There were instructions to candidates; and the instructions were clear and unambiguous for both tests at 84% of the sites, compared to 88% in November 2022;
 - m. The marking guideline tool facilitated marking and was easy to use in both tests at 60% of the sites (compared to 85% in November 2022);
 - n. The students interpreted questions correctly and were able to answer all or most of the questions in the tests at 64% of the sites, compared to 78% of the sites in November 2022;
 - o. Marking was consistent with the marking guidelines at 68% of the sites, compared to the 73% of sites visited in November 2022;
 - p. The mark allocated was a true reflection of the student's performance in both tests at 60% of the sites, compared to 70% of sites visited in November 2022;
 - q. The totalling of marks and transfer of marks to the mark sheet was accurate at 68% of the sites, a decline from 85% of sites visited in November 2022;
 - r. The quality and standard of internal moderation was acceptable at 60% (68% in November 2022) of the sites; and
 - s. The poor standard of internal moderation at 40% (32% in November 2022) sites and non-compliance with ICASS instructions.

10.9 Directives for Compliance and Improvement

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

- a. Relevant textbooks and extra teaching material are procured timeously;
- b. All students have access to computers for research;
- c. Lecturers and students are exposed to the workplace/industry;
- d. There is a system in place at all colleges (especially private colleges) where a competent/qualified person facilitates training sessions for lecturers and management in implementing ICASS processes;
- e. There are systems in place to ensure that the portfolios of assessment contain all relevant and the latest subject assessment guidelines (SAG) and ICASS guidelines (available from the DHET), as well as the college assessment policy and other relevant documents;
- f. There are systems in place to ensure the development of quality tasks and marking guidelines;
- g. The prescribed weightings of topics and cognitive levels are met in assessments;
- h. There are systems in place to ensure that internal moderation (of assessment tasks and student evidence) is done thoroughly and that shadow marking does not occur; and
- i. Marks are totalled and transferred correctly to mark sheets.

10.10 Conclusion

The NATED Report 190/191: Engineering Studies N2–N3 programme remains a popular choice among students at TVET and private colleges. Although knowledge on the theory of subjects is gained, the practical application of the theoretical components is important as this will prepare students for the industry. The internal assessment serves as preparation for the final examination at the end of the trimester. The continuous internal assessments should, therefore, contribute to the holistic development of the student for the workplace and/or further studies.

The findings in this chapter have highlighted the areas of compliance, which have increased, and those of non-compliance, of which there are still too many. However, there has been an encouraging improvement in many areas this year.

CHAPTER 11

STANDARISATION OF NATED REPORT 190/191 MARKING GUIDELINES

11.1 Introduction

The standardisation of marking guideline meetings provides a platform for the Department of Higher Education and Training (DHET) markers, examiners, internal moderators and Umalusi's external moderators to discuss responses per question and to reach consensus before final marking guidelines are approved.

The purpose of standardising the marking guidelines is to ensure that the personnel involved in the marking process share a common understanding and interpretation of the marking guidelines. Further, this process aims to ensure that all possible alternative responses are included in the final marking guidelines before they are implemented. Umalusi participates in the finalisation of the marking guidelines to ensure that fairness prevails and reports on the:

- a. Preparedness of markers, chief markers and internal moderators for the marking guideline discussions;
- b. Thoroughness of marking guideline discussions; and
- c. Standard and quality of the marking guidelines.

The standardisation of marking guideline meetings was conducted using the online platforms. Each meeting was chaired by the respective examiner or the internal moderator responsible for the setting of the question paper. All appointed officials were required to take part in the marking guideline discussions. In the case of large enrolments, only the chief markers and internal moderators from each marking centre were invited to join the marking guideline discussion meetings.

11.2 Scope and Approach

Umalusi deployed 26 external moderators to attend the marking guideline discussion meetings for 33 instructional offerings, as listed in Tables 11B and 11C. The meetings for all the instructional offerings were conducted online.

Table 11A shows the criteria and quality indicators that were used during the evaluation of the finalisation of the marking guideline process for NATED N2 and N3 instructional offerings. The instrument requires Umalusi moderators to report the findings, based on the following criteria:

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

Criterion	Quality indicator
Staff attendance	The appointed markers, chief markers, internal moderators and external moderators attended the marking guideline discussions. All participants arrived on time to attend the training sessions.
Appointment of marking staff	All markers, chief markers and the internal moderators were appointed on time. They all received their appointment letters before the marking guideline discussions.

Criterion	Quality indicator
External moderation	Recommended changes made to the question paper and the marking guidelines.
Adjustments to the marking guidelines	The chief markers or the internal moderators made appropriate adjustments to the marking guidelines before the marking guideline discussions.
Adjustments to the marking guidelines during the marking guideline discussions	Indication of adjustments made to the marking guidelines during the marking guideline discussions.
Justification for changes to the marking guidelines	Changes made to the marking guidelines were justified.
Influence of changes to the marking guideline on the cognitive level of the answers/responses	Indication of whether changes to the marking guidelines influenced the cognitive level of the answers/responses required from candidates.
Role of the external moderator in the marking guideline discussions	Role played by the external moderator.
General conduct of internal moderators, chief markers and markers	Problems experienced with the internal moderators, chief markers and markers (general conduct).
Signing off of the marking guidelines	The external moderators signed off the marking guidelines.
Comments and recommendations	Comments and recommendations on the outcome of the marking guideline discussions.

Table 11B (N2) and 11C (N3) provide lists of the instructional offerings and marking guideline meetings that Umalusi attended; and the dates on which these were held.

Table 11B: NATED N2 marking guideline discussion meetings conducted

No.	Instructional offerings	Date	Marking centre
1.	Bricklaying and Plastering Theory	05/12/2023	Online
2.	Building Drawing	24/11/2023	Online
3.	Building Science	28/11/2023	Online
4.	Diesel Trade Theory	29/11/2023	Online
5.	Electrical Trade Theory	05/12/2023	Online
6.	Engineering Drawing	08/12/2023	Online
7.	Engineering Science	28/11/2023	Online
8.	Fitting and Machining Theory	29/11/2023	Online
9.	Industrial Electronics	22/11/2023	Online
10.	Industrial Orientation	02/12/2023	Online
11.	Instrument Trade Theory	09/12/2023	Online
12.	Mathematics	23/11/2023	Online
13.	Platers' Theory	05/12/2023	Online
14.	Plating and Structural Steel Drawing	07/12/2023	Online

No.	Instructional offerings	Date	Marking centre
15.	Plumbing Theory	09/12/2023	Online
16.	Refrigeration Trade Theory	09/12/2023	Online
17.	Welders' Theory	09/12/2023	Online

Table 11C: NATED N3 marking guideline discussion meetings conducted

No.	Instructional offerings	Date	Marking centre
1.	Aircraft Maintenance Theory	09/12/2023	Online
2.	Building and Civil Technology	06/12/2023	Online
3.	Building Drawing	04/12/2023	Online
4.	Building Science	27/11/2023	Online
5.	Diesel Trade Theory	06/12/2023	Online
6.	Electrotechnology	08/12/2023	Online
7.	Engineering Drawing	05/12/2023	Online
8.	Engineering Science	27/11/2023	Online
9.	Industrial Electronics	24/11/2023	Online
10.	Industrial Organisation and Planning	09/12/2023	online
11.	Instrument Trade Theory	02/12/2023	Online
12.	Mathematics	28/11/2023	Online
13.	Mechanotechnology	30/11/2023	Online
14.	Motor Trade Theory	02/12/2023	Online
15.	Supervision in Industry	05/12/2023	Online
16.	Waste-Water Treatment Practice	09/12/2023	Online

11.3 Summary of Findings

Umalusi reported that participants were prepared, on arrival, for the discussions and finalisation of the marking guidelines. All the participants in the meetings agreed with changes that were made. Table 11D (NATED N2) and Table 11E (NATED N3) present the findings from the standardisation of marking guidelines process, as reported by Umalusi moderators.

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

Evaluation criteria	Findings and challenges	Instructional offerings
Staff attendance	All chief markers were present. Of the N2 markers who were appointed, only 88% were present. This was 90% in the November 2022 examination.	All instructional offerings Bricklaying and Plastering N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2

Evaluation criteria	Findings and challenges	Instructional offerings
Staff attendance (continued)		Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2
	Eighty-eight percent of the N2 internal moderators who were appointed were present at the marking guideline discussion meetings. This was a decrease from 95% in the November 2022 examination.	Bricklaying and Plastering N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2
	In 35% of the N2 instructional offerings, the participants were not on time and the marking guideline discussion meetings started without them. This increased from 24% in the November 2022 examination.	Bricklaying and Plastering N2 Building Drawing N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Electronics N2
Appointment of marking staff	In only 76% of the instructional offerings had the participants received their appointment letters before the marking guideline discussion meetings took place. They received their appointment letters through emails and short message services (SMS). This was a decrease from 100% in the November 2022 examination.	Bricklaying and Plastering N2 Building Drawing N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Welders' Theory N2
Participation in the marking guideline discussion meeting	For 94% of the instructional offerings the participants were active in the discussions. This was an increase, from 90% in the November 2022 examination.	Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2

Evaluation criteria	Findings and challenges	Instructional offerings
<p>Participation in the marking guideline discussion meeting (continued)</p>		<p>Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2 Welders' Theory N2</p>
<p>Changes justified</p>	<p>Changes to 100% of the marking guidelines were justified. This was 95% in the November 2022 examination.</p>	<p>All instructional offerings</p>
<p>Adjustments to the marking guidelines</p>	<p>In 76% of the instructional offerings adjustments were made to the marking guidelines. This decreased from 95% in the November 2022 examination.</p>	<p>Bricklaying and Plastering N2 Building Drawing N2 Building Science N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Welders' Theory N2</p>
<p>Influence of changes to the marking guidelines on the cognitive level of the question paper</p>	<p>The changes made to 100% of the marking guidelines of the sampled instructional offerings did not affect the cognitive level of questions. This was a decrease from the 90% in the November 2022 examination.</p>	<p>All instructional offerings</p>
<p>Complaints about questions that were ambiguous, outside syllabus or beyond the level</p>	<p>In 100% of the instructional offerings there were no complaints received about questions that were ambiguous, outside the syllabus or beyond the level. This was a decrease from 81% in the November 2022 examination.</p>	<p>All instructional offerings</p>
<p>Signing off of the marking guidelines</p>	<p>Marking guidelines for 94% of the sampled instructional offerings were signed off and Umalusi verbally agreed with all adjustments/additions made. This was 100% in the November 2022 examination.</p>	<p>Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Orientation N2</p>

Evaluation criteria	Findings and challenges	Instructional offerings
Signing off of the marking guidelines (continued)		Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plumbing Theory N2 Refrigeration Trade Theory N2 Welders' Theory N2
Role of the external moderator in the marking guideline discussions	In all (100%) of the instructional offerings the external moderator played an observer role, guided the officials where required and assisted when clarification was needed.	All instructional offerings
Conduct of marker/ chief markers/ internal moderator	In 88% of the instructional offerings, no issues or difficulties were reported on the marking officials' overall behaviour. This was 86% in the November 2022 examination.	Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Orientation N2 Instrument Trade Theory N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2 Welders' Theory N2

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

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance	For 100% of the instructional offerings chief markers were present at the marking guideline discussion meetings. This was the same in the November 2022 examination. Only 88% of the appointed markers were present. This was an increase from 84% in the November 2022 examination.	All instructional offerings Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3

Evaluation criteria	Findings and challenges	Instructional offering
Staff attendance (continued)	<p>Ninety-four percent of the internal moderators appointed were present at the marking guideline discussion meetings. This was the same as in the November 2022 examination.</p>	<p>Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3</p> <p>Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3</p>
	<p>In 25% of the instructional offerings the participants were not on time and the marking guideline discussion meetings started without them, compared to 58% in the November 2022 examination.</p>	<p>Engineering Drawing N3 Industrial Electronics N3 Mathematics N3 Waste-Water Treatment Practice N3</p>
	<p>In 13% of the instructional offerings the participants did not receive their appointment letters before the marking guideline discussion meetings took place. Those who were appointed received their appointment letters through emails and SMS. This was 5% in the November 2022 examination.</p>	<p>Building Science N3 Diesel Trade Theory N3</p>
Umalusi signed off guideline presented at the meeting	<p>In 81% of the instructional offerings the marking guidelines that Umalusi had signed off were presented during the meeting. This was 89% in the November 2022 examination.</p>	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N3 Supervision in Industry N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Chief marker preparedness	The chief markers came prepared to the meeting for 94% of the instructional offerings. This was an improvement, compared to the 84% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment PracticeN3
Participation in the marking guideline discussion meeting	In 88% of the instructional offerings the marking personnel participated fully in the marking guideline discussions. This was a decrease, compared to the 100% in the 2022 November examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3
Changes justified	Changes to 100% of the marking guidelines for the instructional offerings were justified, compared to 80% in the November 2022 examination.	All instructional offerings
Adjustments to the marking guidelines	In 100% of the instructional offerings adjustments were made to the marking guidelines. This was 79% in the November 2022 examination.	All instructional offerings
Influence of changes to the marking guidelines on the cognitive level of the question paper	The changes made to the marking guidelines in 100% of the sampled instructional offerings did not affect the cognitive levels of questions. This was the same in the November 2022 examination.	All instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Complaints about questions that were ambiguous, outside the syllabus or beyond the level	In 88% of the instructional offerings, no complaints were received about ambiguous questions, those outside of the syllabus or beyond the level of the syllabus. This was 89% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3
Signing off of the marking guidelines	Marking guidelines for 100% of the sampled instructional offerings were signed off and Umalusi verbally agreed with all adjustments/additions made to the final marking guidelines. This has improved, from 89% in the November 2022 examination.	All instructional offerings
Role of the external moderator in the marking guideline discussions	In all (100%) of the instructional offerings the external moderator played an observer role, guided the officials where required and assisted when clarification was needed.	All instructional offerings
Conduct of marker/ chief markers/ internal moderator	In 81% of the instructional offerings, no issues or difficulties were reported on the marking officials' overall behaviour. This was 95% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Supervision in Industry N3 Waste-Water Treatment Practice N3
Comments and recommendations	<ul style="list-style-type: none"> i. The meeting for Industrial Electronics N3 was deemed unprofessional by the external moderator. The attendees did not take into account online meeting etiquette. There was background noise and markers did not raise hands to talk; and ii. The chairperson for Engineering Science N3 was not firm in handling the meeting. Inputs and queries were not resolved and closed timeously. The meeting tended to be a protracted affair. 	

11.4 Areas of Improvement

The following areas of improvement were noted:

- a. In 76% of the N2 instructional offerings adjustments were made to the marking guidelines. This has decreased from 95% in the November 2022 examination;
- b. In 100% of the N2 instructional offerings there were no complaints received about ambiguous questions, those outside the syllabus or beyond the appropriate level. This was a decrease from 81% in the November 2022 examination;
- c. In 25% of the N3 instructional offerings the participants were not on time and the marking guideline discussion meetings started without them, compared to 58% in the November 2022 examination; and
- d. The chief markers came prepared to the meeting for 94% of the N3 instructional offerings. This was an improvement, compared to 84% in the November 2022 examination.

11.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. Eighty-eight percent of the N2 internal moderators who were appointed were present at the marking guideline discussion meetings. This was a decrease from 95% in the November 2022 examinations;
- b. For only 76% of the N2 instructional offerings had the participants received their appointment letters before the marking guideline discussion meetings took place. They received their appointment letters through emails and SMS. This was a decrease from 100% in the November 2022 examination; and
- c. In 88% the N3 instructional offerings the marking personnel participated fully in the marking guideline discussions. This was a decrease, compared to the 100% in the 2022 November examination.

11.6 Directives for Compliance and Improvement

The following are the directives to the DHET for compliance and improvement:

- a. Promote professionalism among the participants of the meetings, especially for those that are conducted online. Everyone should be aware of online meeting etiquette as these have become part of the processes during the examination period; and
- b. Question papers and marking guidelines must be thoroughly moderated before their finalisation to minimise adjustments during the marking period. Such lapses compromise fairness at the different marking centres where each instructional offering will be marked.

11.7 Conclusion

The marking guideline discussion meetings for the November 2023 NATED N2 and N3 examinations were done virtually. These meetings proved to be very effective in standardising the marking process to ensure fairness for the candidates. It is imperative that, as the marking guidelines are finalised through this process, that the implementation cascades to all markers involved throughout the marking process.

CHAPTER 12

VERIFICATION OF NATED REPORT 190/191 MARKING

12.1 Introduction

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

The purpose of this chapter is to report on:

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

The verification of marking evaluated adherence to the approved, standardised marking guidelines for the marking of the Department of Higher Education and Training (DHET) November 2023 NATED Report 190/191: Engineering Studies N2–N3 examination.

12.2 Scope and Approach

As shown in Table 12A, Umalusi sampled 44 instructional offerings from eight marking centres for on-site monitoring and verification. This sample consisted of 22 N2 and 22 N3 instructional offerings. Engineering Science N3 was moderated at three marking centres, namely Northdale, Pretoria West and Mpondozankomo.

Table 12A: Distribution of instructional offerings across marking centres

No.	Marking centre	Number of instructional offerings
1.	Centurion	7
2.	Pretoria West	14
3.	Northdale	6
4.	Mpondozankomo	2
5.	Hillside View	3
6.	Thornton	6
7.	Seshego	6
TOTAL		44

Umalusi deployed 30 external moderators to verify the standard and quality of marking as part of the verification process.

Table 12B lists the distribution of N2 instructional offerings across the marking centres.

Table 12B: N2 Verification of marking samples

No.	Instructional offering	Date	Marking centre
1.	Bricklaying & Plastering Theory	12/12/2023	Pretoria West
2.	Building Drawing	12/12/2023	Mpondozankomo
3.	Building Science	13/12/2023	Pretoria West
4.	Diesel Trade Theory	12/12/2023	Pretoria West
5.	Electrical Trade Theory	12/12/2023	Pretoria West
6.	Engineering Drawing	13/12/2023	Pretoria West
7.	Engineering Science	10/12/2023	Hillside View
8.	Fitting and Machining Theory	12/12/2023	Northdale
9.	Industrial Electronics	11/12/2023	Thornton
10.	Industrial Orientation	10/12/2023	Centurion
11.	Instrument Trade Theory	14/12/2023	Pretoria West
12.	Logic Systems	13/12/2023	Centurion
13.	Mathematics	09/12/2023	Hillside View
14.	Motor Electrical Theory	13/12/2023	Pretoria West
15.	Motor Trade Theory	12/12/2023	Pretoria West
16.	Platers' Theory	13/12/2023	Northdale
17.	Plating and Structural Steel Drawing	13/12/2023	Northdale
18.	Plumbing Theory	13/12/2023	Pretoria West
19.	Radio and Television Theory	13/12/2023	Centurion
20.	Refrigeration Trade Theory	12/12/2023	Seshego
21.	Water and Waste-water Treatment Practice	13/12/2023	Struandale
22.	Welders' Theory	12/12/2023	Northdale

Table 12C lists the distribution of N3 instructional offerings across the marking centres.

Table 12C: N3 Verification of marking samples

No.	Instructional offering	Date	Marking centre
1.	Aircraft Maintenance Theory	12/12/2023	Centurion
2.	Building and Civil Technology	12/12/2023	Pretoria West
3.	Building Drawing	13/12/2023	Mpondozankomo
4.	Building Science	12/12/2023	Pretoria West
5.	Diesel Trade Theory	13/12/2023	Seshego
6.	Electrical Trade Theory	13/12/2023	Pretoria West
7.	Electrotechnology	14/12/2023	Seshego
8.	Engineering Drawing	12/12/2023	Pretoria West
9.	Engineering Science	13/12/2023	Northdale
10.	Industrial Electronics	12/12/2023	Struandale
11.	Industrial Organisation and Planning	12/12/2023	Centurion

No.	Instructional offering	Date	Marking centre
12.	Industrial Orientation	11/12/2023	Centurion
13.	Instrument Trade Theory	13/12/2023	Pretoria West
14.	Logic Systems	12/12/2023	Thornton
15.	Mathematics	12/12/2023	Thorton
16.	Mechanotechnology	13/12/2023	Seshego
17.	Motor Trade Theory	13/12/2023	Pretoria West
18.	Plating and Structural Steel Drawing	13/12/2023	Northdale
19.	Radio and Television Theory	13/12/2023	Centurion
20.	Refrigeration Trade Theory	13/12/2023	Seshego
21.	Supervision in Industry	13/12/2023	Hillside View
22.	Water Treatment Practice	13/12/2023	Seshego

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

Table 12D: Evaluation criteria and quality indicators for verification of marking

Criterion	Quality indicators
Sample marking	How sample marking was conducted after the marking guideline discussion.
Marking	All anticipated examination scripts received for marking at the centre.
Training for marking	Training for marking conducted.
Marking procedure	The approach followed during the marking procedure.
Adherence to the marking guideline	The adherence to the marking guideline.
Standard of marking	The rating of the standard of marking conducted.
Administration	The prescribed procedure for allocation of marks; Marks indicated per question; Mistakes clearly indicated; Marks transferred correctly from the cover page to the mark sheet; Mark sheets completed correctly; and Notes kept throughout the marking period to assist with report writing once marking is complete.
Control	Markers and internal moderators indicated their names on each script.
Internal moderation	Evidence of moderation of scripts throughout the marking process.
Response to the examination question paper	The performance of the candidates in line with predicted expectations.
Prevention and handling of irregularities	Evidence and reporting of irregularities.
Reports	Chief markers, markers and internal moderators prepared/ contributed to qualitative reports.

Table 12E indicates the number of instructional offerings and the provinces and examination centres that were included in the sample. Scripts from a single examination centre or province were often included because, although these scripts were marked at different marking centres, Umalusi verified marking at only one centre.

Table 12E: Verification of marking N2 and N3: instructional offerings, number of provinces and examination centres, per province

No.	Instructional offering	Number of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
1.	Aircraft Maintenance Theory N3	2	-	-	1	-	-	-	-	3	-	-
2.	Bricklaying and Plastering Theory N2	3	-	-	-	-	-	-	-	3	4	2
3.	Building and Civil Technology N3	3	-	-	5	6	-	-	-	9	-	-
4.	Building Drawing N2	1	-	-	-	-	-	16	-	-	-	-
5.	Building Drawing N3	1	-	-	-	-	-	1	-	-	-	-
6.	Building Science N2	3	-	-	-	-	-	-	-	9	9	2
7.	Building Science N3	6	1	3	-	4	-	-	-	8	3	1
8.	Diesel Trade Theory N2	2	-	-	-	-	-	-	-	4	3	-
9.	Diesel Trade Theory N3	3	-	-	-	-	-	-	7	6	2	-
10.	Electrical Trade Theory N2	3	-	-	-	-	-	-	-	9	3	2
11.	Electrical Trade Theory N3	9	0	2	2	2	2	2	1	3	1	2
12.	Electrotechnology	1	-	-	-	-	-	-	1	-	-	-
13.	Engineering Drawing N2	3	-	-	-	-	-	-	-	8	1	1
14.	Engineering Drawing N3	3	-	-	-	-	-	-	-	1	6	1
15.	Engineering Science N2	2	-	5	9	-	-	-	-	-	-	-
16.	Engineering Science N3	1	-	-	-	-	2	-	-	-	-	-
17.	Fitting and Machining Theory N2	1	-	-	-	-	2	-	-	-	-	-
18.	Industrial Electronics N2	1	1	-	-	-	-	-	-	-	-	-
19.	Industrial Electronics N3	1	-	-	-	10	-	-	-	-	-	-
20.	Industrial Organisation and Planning N3	4	-	-	-	-	-	2	1	6	3	-

No.	Instructional offering	Number of provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
21.	Industrial Orientation N2	3	-	-	-	-	1	-	-	2	1	-
22.	Industrial Orientation N3	4	-	-	-	-	-	1	4	3	5	-
23.	Instrument Trade Theory N2	6	-	2	2	-	-	1	-	3	5	3
24.	Instrument Trade Theory N3	8	-	1	1	-	3	4	1	2	2	2
25.	Logic Systems N2	4	-	1	-	-	6	-	-	6	-	1
26.	Logic Systems N3	1	4	-	-	-	-	-	-	-	-	-
27.	Mathematics N2	2	-	2	6	-	-	-	-	-	-	-
28.	Mathematics N3	1	1	-	-	-	-	-	-	-	-	-
29.	Mechanotechnology N3	1	-	-	-	-	-	-	1	-	-	-
30.	Motor Electrical Theory N2	2	-	-	-	-	-	-	-	4	3	-
31.	Motor Trade Theory N2	2	-	-	-	-	-	-	-	4	1	-
32.	Motor Trade Theory N3	4	-	-	1	-	3	-	-	6	1	-
33.	Platers' Theory N2	1	-	-	-	-	1	-	-	-	-	-
34.	Plating and Structural Steel Drawing N2	2	-	-	3	-	7	-	-	-	-	-
35.	Plating and Structural Steel Drawing N3	3	-	-	-	-	5	-	-	3	-	1
36.	Plumbing Theory N2	7	-	-	2	3	3	1	2	5	4	-
37.	Radio and Television Theory N2	2	-	1	-	-	-	-	-	1	-	-
38.	Radio and Television Theory N3	2	-	-	-	-	-	-	1	1	-	-
39.	Refrigeration Trade Theory N2	1	-	-	-	-	-	-	-	1	-	-
40.	Refrigeration Trade Theory N3	5	1	-	-	-	2	-	1	1	-	2
41.	Supervision in Industry	4	-	1	3	-	-	-	-	1	4	-
42.	Water and Waste-water Treatment Practice N2	5	1	-	-	1	-	-	-	3	2	1
43.	Water Treatment Practice N3	6	-	-	-	3	3	3	4	5	2	-
44.	Welders' Theory N2	3	-	-	1	-	2	-	-	3	-	-

*Examination centres outside the borders of the Republic of South Africa

12.3 Summary of Findings

Tables 12F and 12G present the findings of the verification of marking process, as reported by Umalusi moderators for each instructional offering in the sample.

Table 12F: Findings from the verification of marking of N2 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Sample marking	In 77% of the instructional offerings each marker received a copy of the same script to mark, to determine consistency in marking. This was a regression, from 95% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2
	In 77% of the instructional offerings each marker received a sample of scripts to mark from a range of centres. This result indicated a regression, from 82% in the November 2022 examination.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2

Evaluation criteria	Findings and challenges	Instructional offering
<p>Sample marking (continued)</p>	<p>In 77% of the instructional offerings each marker received a sample of scripts to mark from a range of centres. This result indicated a regression, from 82% in the November 2022 examination.</p>	<p>Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2</p>
	<p>In 82% of the instructional offerings the markers adhered to the marking guidelines, compared to 91% in the November 2022 examination.</p>	<p>Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2</p>
<p>Marking</p>	<p>For 32% of the instructional offerings, all scripts expected to be marked at these centres were received; a decrease, compared to 41% in the November 2022 examination.</p>	<p>Building Drawing N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Marking (continued)	For 32% of the instructional offerings, all scripts expected to be marked at these centres were received; a decrease, compared to 41% in the November 2022 examination.	Building Drawing N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Platers' Theory N2 Plating and Structural Steel Drawing N2
	For 64% of the instructional offerings, not all scripts expected to be marked at these centres were received. This was 59% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Motor Electrical Theory N2 Motor Trade Theory N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Training for marking	Training was done for 77% of the instructional offerings. This was the same in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2 Welders' Theory N2
	Training was not done for 23% of the instructional offerings. This was the same as in the November 2022 examination.	Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Radio and Television Theory N2 Water and Waste-water Treatment Practice N2

Evaluation criteria	Findings and challenges	Instructional offering
Marking procedure	<p>In 55% of the instructional offerings the question-wise marking approach was followed during marking. In the November 2022 examination this was 59%.</p>	<p>Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Mathematics N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
	<p>In 45% of the instructional offerings the whole script marking by one marker approach was followed during marking.</p>	<p>Building Science N2 Fitting and Machining Theory N2 Industrial Orientation N2 Instrument Trade Theory N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Radio and Television Theory N2 Refrigeration Trade Theory N2</p>
Adherence to marking guideline	<p>Adherence to marking guidelines was rated as good in 86% of the instructional offerings, compared to 77% in the November 2022 examination.</p>	<p>Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2</p>
	<p>Adherence to marking guidelines was rated as average in 18% of the instructional offerings, compared to 14% in the November 2022 examination.</p>	<p>Bricklaying & Plastering Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Orientation N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Adherence to marking guideline (continued)	Adherence to marking guidelines was rated as poor in 5% of the instructional offerings. This was 9% in the November 2022 examination.	Radio and Television Theory N2
Standard of marking	The standard of marking was rated as good in 82% of the instructional offerings, as was the case in the November 2022 examination.	Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	The standard of marking was rated as average in 5% of the instructional offerings. This was 9% in the November 2022 examination.	Bricklaying & Plastering Theory N2
Administration	The prescribed procedure for allocation of marks was followed in 100% of the sampled instructional offerings. This was the same in the November 2022 examination.	All instructional offerings
	The marks were indicated per question in 95% of the instructional offerings. This was previously 100% in the November 2022 examination.	Water and Waste-water Treatment Practice N2
	Mistakes picked up by moderator and/or examination assistants were clearly indicated in all the instructional offerings, compared to 95% in the November 2022 examination.	All instructional offerings
	Marks were transferred correctly to the cover pages and mark sheets in all the instructional offerings. This was 95% in the November 2022 examination.	All instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Administration (continued)	Mark sheets were completed correctly in 100% of the instructional offerings. This was an improvement from 91% in the November 2022 examination.	All instructional offerings
	Notes were kept in 82% of the instructional offerings throughout the marking period to facilitate report writing, compared to 77% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Control	In 95% of the instructional offerings the markers indicated their codes/ names in red ink on the cover pages of the script, compared to 77% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Control (continued)	The name of the chief marker was clearly indicated on the moderated scripts of 95% of the instructional offerings. This was an improvement, from 86%, in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Electrical Theory N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Internal moderation	There was evidence of internal moderation throughout the marking process in 86% of the instructional offerings, compared to 100% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2
	Criteria used in sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for all instructional offerings where internal moderation was evident.	All instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
<p>Internal moderation (continued)</p>	<p>In 55% of the instructional offerings samples of examination scripts from all examination centres were moderated. This was a decrease from 73% in the November 2022 examination.</p>	<p>Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 Motor Trade Theory N2 Plating and Structural Steel Drawing N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2</p>
	<p>There was evidence of internal moderation throughout the marking process in 86% of the instructional offerings, compared to 100% in the November 2022 examination.</p>	<p>Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2</p>
	<p>Criteria used in sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for all instructional offerings where internal moderation was evident.</p>	<p>All instructional offerings</p>
	<p>In 55% of the instructional offerings samples of examination scripts from all examination centres were moderated. This was a decrease from 73% in the November 2022 examination.</p>	<p>Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2</p>

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation (continued)		Industrial Electronics N2 Mathematics N2 Motor Trade Theory N2 Plating and Structural Steel Drawing N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2
	A whole-script moderation approach was followed during the internal moderation process in 91% of the instructional offerings. This was 100% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 Logic Systems N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	The standard of internal moderation was rated average in 68% of the instructional offerings, compared to 77% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2
	The standard of internal moderation was rated as good in 14% of the instructional offerings.	Logic Systems N2 Refrigeration Trade Theory N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation (continued)	The standard of internal moderation was rated as below average in 18% of the instructional offerings	Fitting and Machining Theory N2 Motor Electrical Theory N2 Radio and Television Theory N2 Water and Waste-water Treatment Practice N2
Prevention and handling of irregularities	There was evidence of irregularities found in 100% of the instructional offerings. This was an increase, from 50% in the November 2022 examination.	All instructional offerings
Reports	In 86% of the instructional offerings the marking reports were completed. This was 77% in the November 2022 examination.	Bricklaying & Plastering Theory N2 Building Drawing N2 Building Science N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Orientation N2 Instrument Trade Theory N2 Logic Systems N2 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2 Radio and Television Theory N2 Refrigeration Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In 9% of the instructional offerings the marking reports had not been completed at the time of the visit by Umalusi. This was 23% in the November 2022 examination.	Mathematics N2 Motor Electrical Theory N2

Table 12G: Findings from the verification of marking of N3 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Sample marking	In 79% of the instructional offerings each marker received a copy of the same script to mark, to determine consistency in the marking. This was 92% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3

Evaluation criteria	Findings and challenges	Instructional offering
Sample marking (continued)		Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3
	In 79% of the instructional offerings each marker received a sample of scripts from a range of centres to mark, compared to 88% in the November 2022 examination.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3
	For 83% of the instructional offerings the markers adhered to the marking guidelines. This was an increase, from 75% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
Marking	<p>In 50% of the instructional offerings all expected scripts to be marked at these centres were received, this was the same in the November 2022 examination.</p>	<p>Building and Civil Technology N3 Building Drawing N3 Building Science N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Water Treatment Practice N3</p>
	<p>In 50% of the instructional offerings not all expected scripts to be marked at these centres were received. This was the same in the November 2022 examination.</p>	<p>Aircraft Maintenance Theory N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Engineering Drawing N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Motor Trade Theory N3 Radio and Television Theory N3 Supervision in Industry N3</p>
Training for marking	<p>Training was done for markers in 86% of the instructional offerings, compared to 92% in the November 2022 examination.</p>	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3</p>
	<p>Training was not done for 14% of the instructional offerings, compared to 8% in the November 2022 examination.</p>	<p>Industrial Orientation N3 Instrument Trade Theory N3 Radio and Television Theory N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Marking procedure	In 64% of the instructional offerings the question-wise marking approach was followed when marking was conducted. This was a decrease from 71% in November 2022.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Supervision in Industry N3
	In 36% of the instructional offerings the whole script by one marker approach was followed when marking was conducted, compared to 29% in the November 2022 examination.	Aircraft Maintenance Theory N3 Industrial Electronics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3
Adherence to marking guideline	Adherence to marking guidelines was rated as good in 91% of the instructional offerings, compared to 83% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3

Evaluation criteria	Findings and challenges	Instructional offering
Adherence to marking guideline (continued)	Adherence to marking guidelines was rated as average in 14% of the instructional offerings, compared to 21% in the November 2022 examination.	Industrial Organisation and Planning N3 Industrial Orientation N3 Water Treatment Practice N3
	Adherence to marking guidelines was rated as poor in 5% of the instructional offerings, compared to 4% in the November 2022 examination.	Mathematics N3
Standard of marking	The standard of marking was rated as good in 82% of the instructional offerings. This was an increase from 71% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Water Treatment Practice N3
	The standard of marking was rated as average in 5% of the instructional offerings.	Supervision in Industry N3
	The standard of marking was rated as poor in 5% of the instructional offerings.	Mathematics N3
Administration	The prescribed procedure for allocation of marks was followed in all (100%) the sampled instructional offerings. This was the same as in the November 2022 examination.	All instructional offerings
	The marks were indicated per question in all the instructional offerings.	All instructional offerings
	Mistakes picked up by moderators and/or examination assistants were clearly indicated in 100% of the instructional offerings.	All instructional offerings

Evaluation criteria	Findings and challenges	Instructional offering
Administration (continued)	Marks were transferred correctly to the cover pages and mark sheets in 95% of the instructional offerings.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3
	Mark sheets were completed correctly in 100% of the instructional offerings	All instructional offerings
	Notes were kept in 86% of the instructional offerings throughout the marking period to facilitate report writing, compared to 88% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3

Evaluation criteria	Findings and challenges	Instructional offering
<p>Control</p>	<p>In 95% of the instructional offerings the markers indicated their code/ name in red ink on the cover page of the script. This was 88% in the November 2022 examination.</p>	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3</p>
	<p>The name of the chief marker was clearly indicated on the moderated scripts of 91% of the instructional offerings. This was 83% in the November 2022 examination.</p>	<p>Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3</p>
<p>Internal moderation</p>	<p>There was evidence of internal moderation throughout the marking process in 91% of the instructional offerings, compared to 79% in the November 2022 examination.</p>	<p>Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3</p>

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation (continued)		Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3
	Internal moderation was not completed in 5% of the instructional offering. No internal moderators were appointed by the DHET because of the low number of scripts. This was a decrease from 21% in the November 2022 examination.	Aircraft Maintenance Theory N3
	Criteria used in sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for all instructional offerings where internal moderation was evident.	All instructional offerings
	In 59% of the instructional offerings, samples of examination scripts from all examination centres were moderated. This was an improvement, from 38% in the November 2022 examination.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3
	A whole-script moderation approach was followed during the internal moderation process in 68% of the instructional offerings.	Building Drawing N3 Building Science N3 Electrical Trade Theory N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3

Evaluation criteria	Findings and challenges	Instructional offering
Internal moderation (continued)		Instrument Trade Theory N3 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3
	The standard of internal moderation was rated as good in 68% of the instructional offerings, compared to 58% in the November 2022 examination.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Orientation N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3
	The standard of internal moderation was rated as average in 9% of the instructional offerings.	Building Drawing N3 Electrical Trade Theory N3
	The standard of internal moderation was rated as poor in 9% of the instructional offerings.	Logic Systems N3 Mathematics N3
Response to the examination question paper	Candidates found the question papers to be fair in 73% of the instructional offerings. This was a decrease, from 79% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3

Evaluation criteria	Findings and challenges	Instructional offering
Prevention and handling of irregularities	Evidence of irregularities was found in 95% of the instructional offerings. This was an increase, from 58% in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3
	There was no evidence of irregularities found in 5% of the instructional offerings; an improvement from 33% in the November 2022 examination.	Mechanotechnology N3
Reports	In 91% of the instructional offerings the marking reports were completed. This was the same in the November 2022 examination.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Radio and Television Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3
	In 5% of the instructional offerings the marking reports had not been completed at the time of the visit by Umalusi.	Industrial Electronics N3

12.4 Areas of Improvement

The following areas of improvement were identified during the Umalusi visit to marking centres for the November 2023 examination:

- a. Adherence to marking guidelines was rated as good in 86% of the N2 instructional offerings, compared to 77% in the November 2022 examination;
- b. In 95% of the N2 instructional offerings the markers indicated their codes/ names in red ink on the cover pages of the script, compared to 77% in the November 2022 examination;
- c. There was evidence of internal moderation throughout the marking process in 91% of the N3 instructional offerings, compared to 79% in the November 2022 examination; and
- d. In 59% of the N3 instructional offerings samples of examination scripts from all examination centres were moderated. This was an improvement, from 38% in the November 2022 examination.

12.5 Areas of Non-Compliance

The following areas of non-compliance were identified by Umalusi:

- a. In 77% of the N2 instructional offerings each marker received a copy of the same script to mark, to determine consistency in marking. This was a regression, from 95% in the November 2022 examination;
- b. In 32% of the instructional offerings all expected scripts to be marked at these centres were received; a decrease compared to 41% in the November 2022 examination; and
- c. There was evidence of internal moderation throughout the marking process in 86% of the N2 instructional offerings, compared to 100% in the November 2022 examination.

12.6 Directives for Compliance and Improvement

The DHET must ensure that the following directives are implemented:

- a. Each marker must receive a copy of the same script to mark, to determine consistency in marking;
- b. All scripts to be marked at each marking centre must be received on time;
- c. It should be mandatory for the examiner and internal moderator to be part of the marking guideline discussions, to provide clarity during the marking process; and
- d. All instructional offerings must have an internal moderator and a chief marker, regardless of the number of scripts, to ensure consistency in the marking process.

12.7 Conclusion

The verification of the marking process for the November 2023 examination was conducted successfully. Umalusi has noted minor issues with regard to the setting of the questions papers and marking guidelines that ultimately influence the marking process. It is imperative that all stakeholders involved with examination and assessment processes work with rigour to ensure the quality of the examinations conducted.

CHAPTER 13

NATED REPORT 190/191 STANDARDISATION AND RESULTING

13.1 Introduction

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

In broad terms, standardisation involves the verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves developing and verifying norms and producing and verifying standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, Umalusi principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors and intervention reports presented by assessment bodies. The process is concluded with the approval of mark adjustments, per subject, statistical moderation and the resulting process.

13.2 Scope and Approach

In preparation for the November 2023 (NATED Report 190/191: Engineering Studies N2–N3) standardisation and resulting processes, the Department of Higher Education and Training (DHET) developed and submitted the historical averages (norms), standardisation datasets and the standardisation booklet for approval. In turn, Umalusi processed, verified and approved the norms, standardisation datasets and booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) of Umalusi was guided by many factors, including the quantitative data and qualitative inputs, to reach the standardisation decisions. After the standardisation meeting, the DHET submitted the final adjustments, statistical moderation and candidates' resulting files for verification and eventual approval.

13.3 Summary of Findings

The following section presents the most important results and decisions reached before, during and post the standardisation meetings.

13.3.1 Development of Historical Averages (Norms)

The historical averages (norms) for the NATED Report 190/191: Engineering Studies N2–N3 examination were developed for November 2023 from the previous five examination sittings. Once that was done and following policy requirements, the DHET submitted the norms to Umalusi for verification and approval purposes. Analysis of the historical datasets showed that there were eight subjects with outlier years for the November 2023 NATED Report 190/191: Engineering Studies N2–N3 examination. Therefore, based on the principle of exclusion, the outlier years were excluded from the norm calculation. Table 13A shows subjects with outliers for the November 2023 examination.

Table 13A: Subjects with outliers for the November 2023 NATED N2–N3

Level	Code	Subjects	Outlying year
N2	8080262	Logic Systems	202211
	11040572	Motor Bodywork Theory	202111 202208
	11040612	Motor Electrical Theory	202108
	11040832	Radio and Television Theory	202111
	11041572	Refrigeration Trade Theory	202211
N3	11040843	Radio and Television Theory	202211
	11040873	Radio Theory	202211
	11041263	Electrical Trade Theory	202108

13.3.2 Electronic Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets for the NATED Report 190/191: Engineering Studies N2–N3 examination submitted by the DHET adhered to the requirements as articulated in the Requirements and Specifications for Standardisation, Statistical Moderation and Resulting Guidelines. The standardisation datasets and the electronic booklet were verified and eventually approved.

13.3.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the NATED Report 190/191: Engineering Studies N2–N3 examination were held on 3 and 5 January 2024, respectively. The ASC was guided by many factors, including qualitative inputs and quantitative data, in their decision making. The qualitative input included issues emanating from the moderation of question papers, marking guideline discussions and the marking process and evidence-based reports. These focused on issues that might unfairly advantage or disadvantage candidates. Quantitative inputs included guiding historical averages (norms) and pairs analysis. All evidence was considered based on the standardisation principles. The November 2023 standardisation decisions on the NATED Report 190/191: Engineering Studies N2–N3 examination are as listed in Table 13B.

Table 13B: List of standardisation decisions for the November 2023 NATED N2–N3

Description	Total
Number of subjects presented	57
Raw marks	32
Adjusted (upwards)	13
Adjusted (downwards)	11
Unstandardised	1
Number of subjects standardised:	56

Umalusi accepted the raw marks for 32 of the 57 subjects, 11 subjects were adjusted mainly downwards, and 13 subjects adjusted mainly upwards. The subject Motor Trade Theory N2 was not standardised, due to the DHET having administered the incorrect, August 2023, question paper. Motor Trade Theory was scheduled to be rewritten in February 2024.

Umalusi accepted the raw marks of candidates for 56% of the subjects this year and 63% of the subjects in the November 2022 examination, a decrease of 8%. The ASC was concerned with the increase in the number of applications for marking concessions, particularly in subjects for which marking concessions are a recurring phenomenon.

13.3.4 Post-Standardisation

The approval of the adjustments process was conducted after the standardisation meeting. The DHET captured the approved adjustments and submitted the adjusted datasets to Umalusi for approval. Subsequently, the datasets were verified and approved. The DHET then submitted the statistical moderation and resulting datasets to Umalusi for verification. Umalusi duly approved the datasets.

13.4 Areas of Improvement

The findings revealed the following area of improvement:

- a. The DHET submitted the standardisation and resulting datasets for verification within the stipulated timeframes.

13.5 Areas of Non-Compliance

None

13.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. Quality assurance systems for the setting of question papers are improved to mitigate the high rate of marking concession requests.

13.7 Conclusion

The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The DHET and Umalusi agreed on all standardisation decisions. Therefore, Umalusi can conclude that the standardisation process was conducted in a fair, transparent and reliable manner.

CHAPTER 14

NATED REPORT 190/191 CERTIFICATION

14.1. Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, Act No. 58 of 2001, as amended, 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). Accordingly, Umalusi's responsibilities include, among others, the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and certification of student achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Higher Education, Science and Innovation for the National N3 and the National Senior Certificate (Colleges), as registered on the NQF.

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a candidate complies with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) must submit all candidate achievements to Umalusi, as the quality council, to quality assure, verify and check the results, before a certificate is issued.

The specifications and requirements for requesting certification are encapsulated in directives for certification, to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This quality assurance has been done to ensure that:

- a. The correct results are released to candidates;
- b. Umalusi approves all results before release; and
- c. The certification of the candidate's achievements is done per the approved results.

To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for certification of specific qualifications. For example, all records of candidates registered for the NATED Report 190/191: Engineering Studies N2-N3 examination, including those who qualify for an instructional offering only in a particular examination cycle, are submitted to Umalusi for certification.

Umalusi verifies all data received from the DHET. The certification data must correspond with the quality-assured results, keeping in mind that all changes to marks must be approved before they are released to candidates. Where discrepancies are detected, the DHET must provide supporting documentation and explanations for such discrepancies. This process ensures that no candidate is inadvertently advantaged or disadvantaged because of a possible program and/or human error; it also limits later requests to re-issue an incorrectly issued certificate.

This chapter focuses on the certification processes and the compliance of the DHET to the directives for certification.

14.2 Scope and Approach

This report covers the period from 1 December 2022 to 30 November 2023. All requests for certification received during this period that were finalised, that is, with feedback provided to the DHET by Umalusi, are included and addressed. The main examinations covered are the November 2022 and August 2023 examinations.

Certification of candidate achievements cannot be pinned to a single period in the year since it is a continuous process, with certificates issued throughout the year. The bulk of the certification happens within three months of the release of results. Throughout the year, certificates are requested, either as first issues, duplicates, replacements due to change in status or re-issues.

This chapter focuses on the shortfalls in compliance with the certification directives by the DHET and how this can affect the quality assurance processes and the certification of candidate achievements. In addition, the number of requests received and the type of certificates issued in this period are provided.

Several findings were made during the processing of requests for certification in the reporting period. These findings should be regarded as critical points to be addressed.

14.3 Findings

Every examination cycle starts with the registration of candidates for the academic year. The registration must be done according to an approved qualification structure that lists the required subjects, subject components, pass percentages, combination of subjects and the like. The qualification specification is vital because it lays the foundation for a credible qualification.

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

After the DHET has conducted the examinations, all results are submitted to Umalusi for standardisation, statistical moderation and resulting of the candidates' achievements. All candidate records must be submitted to Umalusi for approval before the results can be released.

The general principle that must be adhered to is that all results must be approved before release and the request for certification must be submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, correction of marks cannot be effected by submitting a mop-up dataset: a re-issue must be requested to correct marks on a certificate already issued. The DHET is complying with this directive.

The recording and finalisation of irregularities is critical to ensuring that certificates are issued correctly to deserving candidates. The DHET must continually inform Umalusi of all irregularities, to allow Umalusi to record such instances on its IT system. Therefore, it is of utmost importance that Umalusi is updated on the status of irregularities (pending, guilty, not guilty) before requests for certification are submitted. If irregularities are not finalised, candidates may not receive their certificates and the issuing of certificates is delayed. Unfortunately, one of the leading causes for the delay is that the DHET does not adhere to the prescribed format for submitting irregularities.

Umalusi also noticed that candidate records rejected for non-compliance with the directives for certification were resubmitted for certification, without the error being corrected. This delays the issuing of certificates to candidates. In some cases, the rejected record is not even resubmitted for certification.

The phasing out of the National Senior Certificate (NSC) (Technical Colleges) and the combining of Senior Certificate subjects with N3 subjects was implemented, with effect from January 2021. This included the phasing out of business languages. The Umalusi Council has granted concessions for candidates who passed the business languages by November 2020 to combine with N3 Engineering Studies subject credits achieved after November 2020, for the awarding of the National Senior Certificate (Technical matric) until the N3 Engineering Studies is phased out.

The phasing out of the automatic printing of subject statements was introduced at the request of the DHET. This was done to reduce the cost of subject statements issued to private colleges, which, according to the DHET, had no “value”. Umalusi only prints subject statements that the DHET requests, on behalf of the colleges. However, there are cases where candidates want a hard copy and cannot obtain a printed certificate. The DHET is encouraged to cater to such candidates and to request a certificate from Umalusi, per directives issued.

The DHET must ensure that subject statements are requested for candidates who need them; and that it is possible to request a subject statement should it not have been requested initially. Further, the decision on the non-printing of subject statements and procedures to be followed must be communicated and clarified to all role players, especially the candidates.

During the last year, progress has been made in reducing the certification backlog of certificates. There remain, however, outstanding certificates, especially where candidates qualified across multiple examinations for a certificate. Therefore, every effort must be made to ensure that all possible certificates are issued to candidates who qualify for a certificate; and that there are no outstanding certificates.

Figure 14A shows a summary of certificates issued from 1 December 2022 to 30 November 2023.

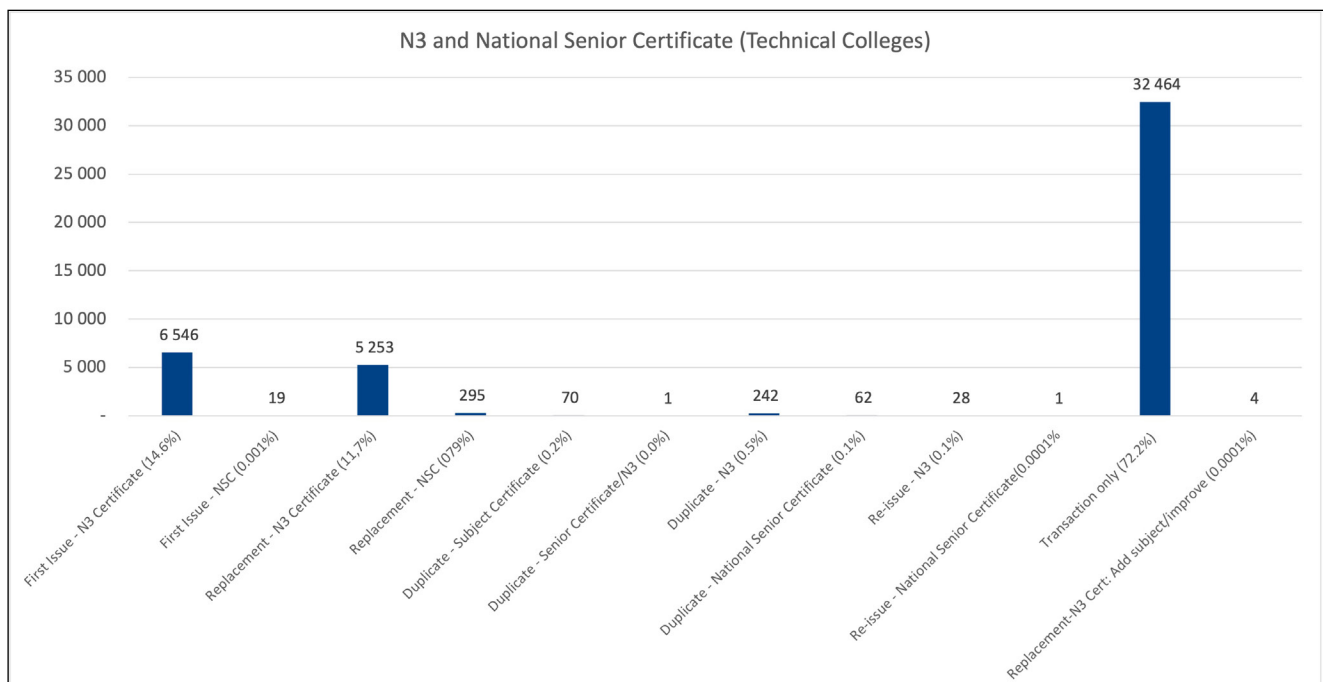


Figure 14A: Certificates issued during the period 1 December 2022 to 30 November 2023

Tables 14A and 14B summarise certificates issued for the examination periods November 2022, August 2023 and 1 December 2022 to 30 November 2023.

Table 14A: Certificates issued for the examination periods November 2022 and August 2023

Type of certificate issued	Nov-22	Apr-23	Aug-23
First issue – N3 certificate	2 969	3 897	0
Replacement – N3 certificate	1 572	191	0
Certified transactions only	15 973	16 376	0
Total transactions	20 514	20 464	0

Table 14B: Number of datasets and transactions received during the period 1 December 2022 to 30 November 2023

N3/NSC (Colleges)						
Number of datasets	Number of datasets accepted	Percentage accepted	Number of records submitted	Number of records accepted	Percentage accepted	Number rejected
342	338	98,83	47 040	45 168	96,02	1 872

14.4 Areas of Improvement (Including Innovations)

Areas of improvement noted were:

- The registration of candidates for the examination was completed and admission letters were dispatched to all Technical and Vocational Education and Training (TVET) colleges; and
- The submission of datasets for candidate certification was made according to the directives. As a result, most candidates were certified within the required period after the examination. Submitting irregularities immediately after National Examination and Assessment Irregularity Committee (NEAIC) meetings ensures that certificates are issued to deserving candidates.

14.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- The most significant area of non-compliance was that not all approved candidate records whose results were released by the DHET on statements of results were submitted for certification;
- The resubmission of candidate records for certification without correcting identified errors caused delays in the certification of the candidates; and
- The finalisation and completion of irregularities was another area of non-compliance. Where irregularities have been identified and reported to Umalusi, their status must be communicated to Umalusi in the prescribed data format (spreadsheet). The absence of these updated reports causes unnecessary delay and rejections.

14.6 Directives for Compliance and Improvement

The DHET must ensure that:

- Combining or consolidating results across multiple examination sittings is resolved to eliminate the backlog of certificates. This challenge has remained unresolved and has affected candidates since the identification of a backlog;

- b. Umalusi approves all candidate records before extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates. This is especially so where candidates have been involved in a re-mark or where marks have changed;
- c. The IT system is updated to allow for the issuing of a subject statement where, initially, the printing thereof was not requested;
- d. The IT system is updated to allow for the issuing of a three-subject certificate where the candidate has qualified for the N3 qualification;
- e. Subject statements are requested for those candidates who need them;
- f. Investigations are carried out and errors are corrected before candidates' records are resubmitted to Umalusi for certification; and
- g. The updated report on irregularities is submitted to Umalusi before bulk certification is requested.

14.7 Conclusion

The DHET, as an assessment body, is compliant and executes the directives for certification in most aspects. Most candidates are resulted and certified without any problems. However, getting the certification rate to 100% and certifying without any problems remains challenging. This adds to the current certification backlog. Even though the scope of the examination is huge and the system complex, there is room for improvement.

CHAPTER 15

MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

15.1 Introduction

Umalusi undertook the external audit of the state of readiness of the Department of Higher Education and Training (DHET) to conduct, administer and manage the November 2023 National Certificate (Vocational) [NC(V)] and the NATED Report 190/191 Engineering Studies N2–N3 examinations.

The purpose of conducting the monitoring and verification of the state of readiness of the DHET to conduct, administer and manage the November 2023 examinations was to:

- a. Check the level of preparedness of the DHET to conduct, manage and administer the November 2023 examinations;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2022 examinations; and
- c. Verify whether the DHET had systems in place to ensure the fairness, integrity and validity of the November 2023 examinations.

15.2 Scope and Approach

Umalusi visited the DHET to audit their readiness to administer the November 2023 NC(V) and NATED examinations on 28 September 2023. Umalusi used a risk management-based approach in evaluating the level of preparedness of the assessment body to conduct the November 2023 examinations. The aim was to identify any potential risks that might compromise the delivery of credible and fair examinations for qualifications and programmes in the NC(V) and NATED fields.

The following phased-in approach was implemented:

Phase 1: Documents required for the desktop evaluation:

- a) Documents that were to be submitted by the DHET included:
 - i. A completed self-evaluation instrument; and
 - ii. The examination management plan for the current examinations; implementation plans and progress reports emanating from the plans submitted to Umalusi earlier in 2022.
- b) Umalusi conducted a site visit on 28 September 2023 to evaluate the following key documents:
 - i. The DHET self-evaluation reports;
 - ii. Progress reports of the DHET on the implementation of the directives for improvement issued in the November 2022 quality assurance of assessment reports; and
 - iii. A risk profile of the preparedness of the DHET to conduct, administer and manage the November 2023 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: Conducting of evidence-based verification audits

During this phase Umalusi evaluated the intervention systems and related evidence outlined in the reports received from the DHET. Additionally, audit instruments were verified during the on-site visit.

The findings were recorded and classified according to their potential impact on the forthcoming examinations.

The information in this chapter is limited to the findings generated from the site visit and evidence and data provided by the DHET at the time of the Umalusi visit on 28 September 2023.

15.3 Summary of Findings

The findings gathered from the audit visit are detailed hereunder.

15.3.1. Human 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: The staff complement was adequate and able to manage the processes relating to the November 2023 examinations; and
- b. College management: The staff appointed to manage the activities of the November 2023 examinations was adequate.

15.3.2. Registration of Candidates

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

- a. The candidates' registration process for NC(V) had been completed. The number of candidates registered was determined; however, for the NATED programmes, registration of candidates was scheduled to be in progress until 16 October 2023;
- b. The DHET had the following roll-out plan:
 - iii. Registration of the candidates was carried out by Different Technical and Vocational Education and Training (TVET) and further education and training (FET) colleges;
 - iv. Preliminary schedules of entries would be forwarded to colleges for verification to ensure that all candidates had been correctly registered;
 - v. Registration data would be verified by the colleges; and
 - vi. The November 2023 mark sheets and examination admission permits would be printed out and dispatched to the colleges as scheduled.

15.3.3. Registration of Examination Centres

At the time of the Umalusi visit the following information was verified:

- a. Examination centre audits had been completed;
- b. Colleges had conducted desktop evaluations and submitted completed reports to DHET for analysis; and
- c. The DHET conducted further on-site inspections at selected examination centres on their readiness to conduct the November 2023 examinations.

15.3.4. State of Readiness Audit and Verification Conducted for Internal Continuous Assessment (ICASS)/Integrated Summative Assessment Tasks (ISAT)

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

- a. The ICASS Instructions were available;
- b. Training sessions were held with college principals, deputy principals and academic and campus managers on the administration of ICASS and ISAT;
- c. The DHET conducted monitoring and moderation visits for the implementation of ICASS/ISAT;
- d. ICASS/ISAT Instruments were specific for fundamental and vocational subjects;

- e. Follow-up visits were conducted to support non-compliant colleges; and
- f. Samples of monitoring/moderation reports were shared with Umalusi.

15.3.5. Moderation Conducted at National Level

Table 15A reflects the DHET management plan to monitor and moderate the ICASS. This was followed.

Table 15A: DHET ICASS monitoring and moderation management plan 2023 NC(V) Levels 2–4 and NATED Report 190/191 Engineering Studies N2–N3

Item	Activity	Responsibility	Due date
1.	Monitoring of the ICASS administration	DHET national officials	30 August – 23 September 2023
2.	Conduct of national moderation for ICASS	DHET national officials	04 – 05 November 2023

Umalusi staff visited a sample of sessions to monitor the implementation of the plan.

15.3.6. Awareness Strategy to Combat Irregularities

Table 15B highlights the strategy to minimise irregularities that was implemented by the DHET.

Table 15B: DHET plan on the management of irregularities

Item	Activity	Responsibility	Due date
1.	Conduct training workshops in the nine provinces on examination and assessment, including strategies to eliminate irregularities	DHET	February – March 2023
2.	Convene an Examination Lekgotla to discuss all examination and assessment issues with relevant stakeholders, including strategies to eliminate irregularities	DHET	March 2023
3.	Examination conduct guidelines reviewed to include the directive to colleges to train students and make them aware of what is allowed or not allowed during examinations	DHET	April 2023
4.	Reviewed conduct guidelines distributed to colleges	DHET	May 2023
5.	Colleges to conduct awareness training and keep records/evidence of such training for monitoring purposes	Colleges	October 2023
6.	Resuscitate colleges' irregularities committees and ensure that they are functional	DHET and colleges	Ongoing
7.	Colleges' irregularities committees to treat site-based assessments in the same way as examinations irregularities	Colleges	Ongoing

The DHET produced evidence that the plan was implemented accordingly.

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

At the time of the Umalusi visit it was established that:

- i. The DHET had secured a printing contract with the Government Printing Works (GPW) as the external service provider; and
- ii. A new service level agreement (SLA) had been in place since 1 January 2023 and would expire on 31 December 2025. This provided for the following:

a) Security measures

The DHET had security measures in place for the printing, packaging and storage of examination question papers. The measures met the following minimum security requirements:

- i. Controlled access: closed circuit surveillance cameras and security guards were available at all entrances to the printing venue;
- ii. Secured building: up-to-date alarm systems, smoke detectors and fire hydrants were available;
- iii. The standard operation procedures (SOP), which outlined the norms and standards for printing, packaging and distribution of examination materials, were in place;
- iv. Security clearance certificates for personnel handling live question papers were provided;
- v. Signed agreements to maintain secrecy were presented; and
- vi. Signed declarations of confidentiality, which included the pronouncement of any close relatives registered for any TVET examinations, were provided.

The DHET developed a monitoring instrument for on-site monitoring of printers when printing was in progress. The monitoring took place weekly.

A detailed printing plan was in place. This outlined the management of the printing of NC(V) L2–L4 and NATED Report 190/191 examination materials. The plan detailed activities for the final, signed-off timetable, preparation of question papers, data extraction, printing and packing timelines and handover dates to the courier for delivery at various delivery points.

b) Packaging

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

Security was further strengthened through sequential barcoding of the question papers, whereby each question paper had a unique, sequential barcode created to identify question papers printed, packed and distributed; as well as the examination centre for tracking purposes should leakages occur.

c) Storage of printed question papers prior to distribution to delivery points

The DHET service provider had in place a secured storage facility with the same security measures applied to the areas of printing and packaging as prescribed in the norms and standards for question papers.

d) Distribution of question papers

The DHET appointed an external service provider for the distribution of examination materials. The service provider was appointed by National Treasury by means of an RT5–2016 contract, as regulated for all service providers used by government departments. The service providers must comply with the same measures the printers should comply with, in terms of the DHET management plan.

Measures were in place to manage the occupational health and safety (OHS) requirements at all delivery points; these formed part of the OHS regulations. The safety measures were clearly outlined and captured in the DHET guideline document. These were mediated with all established examination centres through instructions on the conduct, administration and management of examinations in the TVET programmes and qualifications.

e) Audit of delivery points

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

15.3.8. Management of the Examinations

The DHET used the risk profiles of examination centres strategically in planning for the management of the November 2023 examinations. Examination centres were profiled according to the following risk levels:

- a. Red = High risk;
- b. Amber = Moderate risk; and
- c. Green = Low risk.

During the audit the DHET reported that high-risk colleges would be monitored at least twice during each cycle of the examinations by each of the different monitors (i.e. national, external and regional monitors). Moderate-risk colleges would be monitored by the external monitors and regional monitors during each examination cycle. Low-risk colleges would be sampled and may be monitored once during the three-phase examinations. The DHET was able to produce plans for the monitoring of the writing of the examinations by the different levels of monitors.

15.3.9. Invigilation Training Strategy

The DHET informed colleges that mandatory training of all invigilators and examination officials must 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 colleges' website. The public colleges would use the same video in the public colleges' domain: the Lecturer Support System (LSS) website;
- iii. Minutes would be taken, and attendance registers signed by all invigilators and examination officials who attended the virtual training sessions; and
- iv. DHET national officials would also visit various colleges, especially those deemed to be at high risk, to monitor their readiness to conduct the examinations and to check that invigilation training had been conducted.

15.3.10 Selection and Appointment of Monitors

External monitors were appointed based on their previous TVET experience. The DHET appointed retired professionals as external monitors. These were seasoned monitors and updated training manuals had been sent to them.

15.3.11. Selection and Appointment of Markers

The policy and criteria for the appointment of marking personnel (i.e. chief markers, deputy chief markers, internal moderators, markers and examination assistants) were submitted. At the time of the Umalusi visit, NC(V) appointment letters were ready to be dispatched to the appointed incumbents. Marking centre management teams were invited for another training session. The DHET was in the process of finalising the appointment of marking personnel for the NATED examination.

15.3.12. 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.

15.3.13. System Used for the Capturing of Marks

The system for capturing marks was found to be in place. The capturing of ISAT and ICASS components across all levels within TVET qualifications was done by college data capturers. These were electronically submitted to the DHET, to affect the resulting of duly registered candidates per examination cycle.

15.3.14. Management of Examination Irregularities

Umalusi noted the following with regard to the management of irregularities:

- a. The policy on the conduct, administration and monitoring of examinations, which outlines the management of irregularities, was available; and
- b. Meetings were held, for intervention strategies, with the regional officials for the previous year's irregularities. Plans for these meetings were made available.

15.3.15. Standard Operating Procedure for Managing Irregularities

The management of irregularities in TVET colleges is guided by the The National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006), as promulgated on 17 December 2021.

a) Roles and responsibilities

- i. During the verification and evaluation, Umalusi found that the Minister of Higher Education, Science and Innovation had established the National Examinations and Assessment Irregularities Committee (NEAIC) to manage and coordinate the handling of irregularities and ensure the credibility and integrity of examinations;
- ii. The NEAIC would consider a national report on all examination irregularities emanating from a specific examination;
- iii. The campus manager would establish a Campus Examinations and Irregularities Committee. The function of such a committee would be to promote the integrity of the examination and to support and coordinate the management of irregularities at campus level; and
- iv. Private FET colleges would establish the same committees to handle irregularities.

15.4 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; and
- b. Training manuals for invigilators were reviewed.

15.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Some of the examination centres did not present evidence of self-evaluation reports;
- b. No site visit had been done by the DHET of examination centres outside the borders of South Africa;
- c. The DHET did not have a monitoring plan for ISAT throughout the year;
- d. There was overcrowding of personnel at the conclusion of production (packaging) at the GPW; and

15.6 Directives for Compliance and Improvement

The DHET is requested to:

- a. Follow up with the colleges that had not submitted self-evaluation state of readiness reports;
- b. Ensure that all colleges registered to conduct examinations submit the self-evaluation state of readiness reports;
- c. Ensure that colleges offering TVET qualifications outside the borders of South Africa are monitored and reported on; and
- d. Reduce the number of personnel working at the end of the GPW question paper production process.

15.7 Conclusion

Umalusi is satisfied with the evidence presented during the verification and evaluation undertaken to determine the readiness of the DHET to conduct the November 2023 examinations. The evidence presented was acceptable and clearly confirmed readiness measures the DHET had put in place to manage the November 2023 examinations. Overall, the evidence presented in the state of readiness file proved that the DHET was ready to conduct, administer and manage the November 2023 NC(V) L2–L4 examination and NATED Report 190/191 Engineering Studies N2–N3 examination.

CHAPTER 16

MONITORING OF THE WRITING OF EXAMINATIONS

16.1 Introduction

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

This chapter reports on the findings from the monitoring of a sample of 38 examination centres nationally. It also acknowledges areas of improvement, areas of non-compliance and provides directives for improvement and compliance.

16.2 Scope and Approach

Umalusi selected 38 examination centres from seven of the nine provinces for monitoring the writing of the November 2023 [NC(V)] Level 2–4 examinations. The 38 centres comprised of nine (NATED) Report 190/191: Engineering Studies N2–N3; and 23 for National Certificate (Vocational) [NC(V)] and six for both NATED and NCV. These included 32 public and six private examination centres. Umalusi collected data from the selected sites through verification, observation, and interview methods. Reports were generated from the data collected at the selected examination centres.

The details of the examination centres monitored are provided in Table 16A.

Table 16A: Examination centres monitored by Umalusi.

No.	Name of college and type	Site/campus	Province	Subject	Date visited
1.	Advisor Progressive College (Private)	Witbank	MP	Electrical Trade Theory N3 Instrument Trade Theory N3 Mechanotechnology N3	28/11/2023
2.	Boland TVET (Public)	Stellenbosch	WC	English FAL L2 Paper 2 English FAL L4 Paper 2	14/11/2023
3.	Capricorn TVET (Public)	Seshego	LP	Mathematics L4 Paper 2 Mathematical Literacy L4 Paper 2	10/11/2023
4.	Central Johannesburg TVET (Public)	Ellis Park	GP	Mathematics L2 Paper 1	08/11/2023
5.	College of Cape Town (Public)	Athlone	WC	Mathematics L4 Paper 1	09/11/2023
6.	College of Cape Town (Public)	Athlone	WC	Life Skills and Computer Literacy L2 Paper 2	01/11/2023

No.	Name of college and type	Site/campus	Province	Subject	Date visited
7.	College of Cape Town (Public)	City Campus	WC	Hospitality Services L3 Project Management L3 Diesel Trade Theory N2	27/11/2023
8.	Ekurhuleni West TVET (Public)	Kempton Park	GP	Hospitality Services L2 Automotive Repair and Maintenance L4 Mechanotechnology N3 Electric Trade Theory N2	28/11/2023
9.	Ehlanzeni TVET (Public)	Mashishing	MP	Life Skills and Computer Literacy L3 Paper 2	03/11/2023
10.	Gert Sibande TVET (Public)	Standerton	MP	Electrical Systems and Construction L4 Electric Trade Theory N2	27/11/2023
11.	Growth Path Projects (Private)	Middelburg	MP	Diesel Trade Theory N2 Rigging Theory N2 Water Treatment Practice N3	27/11/2023
12.	Motheo TVET (Public)	Hillside View	FS	Mechanotechnology N3 Automotive Repair and Maintenance L4 Welding L4	28/11/2023
13.	Lephalale TVET (Public)	Modimolle	LP	Mathematical Literacy L4 Paper 1	09/11/2023
14.	Letaba TVET (Public)	Tzaneen	LP	Economic Environment L3	22/11/2023
15.	Mahikeng City College FET (Private)	Mahikeng	NW	Public Administration N4 Diesel Trade Theory N2 Logic System N2	27/11/2023
16.	Majuba TVET (Public)	IT and Business Centre	KZN	Mathematical Literacy L4 Paper 2 Computer Practice N4	10/11/2023
17.	Majuba TVET (Public)	Newcastle Training Centre	KZN	English FAL L2 Paper 1	13/11/2023
18.	Maluti TVET (Public)	Sefikeng	FS	Building Drawing N2 Industrial Electronics N3	22/11/2023
19.	Maluti TVET (Public)	Itemoheleng	FS	Engineering Science N2 Building Science N2 Mathematics N3	24/11/2023
20.	Maluti TVET (Public)	Harrismith	FS	Mathematical Literacy L3 Paper 1	08/11/2023
21.	Motheo TVET (Public)	Bloemfontein	FS	Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1	09/11/2023
22.	Mthashana TVET (Public)	Emandleni	KZN	English FAL L2 Paper 1 English FAL L4 Paper 1	13/11/2023
23.	Multi-tech College (Private)	Benoni	GP	Engineering Science N3	23/11/2023
24.	Nkangala TVET (Public)	Middelburg	MP	Mathematics L4 Paper 2	10/11/2023

No.	Name of college and type	Site/campus	Province	Subject	Date visited
25.	Orbit TVET (Public)	Brits	NW	Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1	08/11/2023
26.	Pentagon College (Private)	Mankweng	LP	Engineering Science N2	24/11/2023
27.	Rostec TVET (Private)	Pretoria	GP	Building Drawing N3 Water and Waste-water Treatment Practice N2	30/11/2023
28.	Sedibeng TVET (Public)	Heidelberg	GP	Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 2	10/11/2023
29.	Sedibeng TVET (Public)	Vaal	GP	Mathematics L2 Paper 2	15/11/2023
30.	Sekhukhune TVET (Public)	Apel	LP	English FAL L4 Paper 1	13/11/2023
31.	Taletso TVET (Public)	Mahikeng	NW	Mathematics L4 Paper 2 Mathematical Literacy L4 Paper 2	10/11/2023
32.	Tshwane North TVET (Public)	Temba	GP	Mathematics L4 Paper 2 Mathematical Literacy L4 Paper 2	10/11/2023
33.	Tshwane North TVET (Public)	Pretoria	GP	Mathematical Literacy L3 Paper 2	15/11/2023
34.	Tshwane South TVET (Public)	Atteridgeville	GP	English FAL L2 Paper 2	14/11/2023
35.	Tshwane South TVET (Public)	Odi	GP	Carpentry and Roof Work L3 Contact Centre Operations L3 Plumbing L3 Tourism Operations L3 Masonry L3 Diesel Trade Theory N3	27/11/2023
36.	Vuselela TVET (Public)	Potchefstroom	NW	Mathematics L4 Paper 1 Mathematical Literacy L4 Paper 1	09/11/2023
37.	Waterberg TVET (Public)	Lebowakgomo Campus	LP	Industrial Electronics N3 Building Drawing N2	22/11/2023
38.	Waterberg TVET (Public)	Thabazimbi	LP	Mathematics L4 Paper 2 Mathematical Literacy L4 Paper 2	09/11/2023

16.3 Summary of Findings

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

Please note that on arrival at multi-Tech College the monitor was informed that students were erroneously registered for the Engineering Science N3 examination, thus the examination would not be conducted; furthermore, the appointed invigilator was unwell. As there were no students present, Umalusi ensured that the unused question papers and supporting documentation are returned to the nodal point after an hour.

Table 16B lists the detailed findings by Umalusi at monitored examination centres.

Table 16B: Detailed Findings at monitored examination centres

Criteria	Findings	Examination centres
Preparations for the examination	Umalusi noted evidence that the DHET had verified the state of readiness and availability of facilities at 34 (89%) of the examination centres visited. This was a 4% increase in comparison to 85% in November 2022.	
	Three (11%) of the examination centres had not been verified by DHET.	Mahikeng City FET Mashishing Standerton
	There was an official timetable for the current examinations at all examination centres, compared to 98% in the November 2022 examination.	All centres monitored
	Thirty-seven (97%) examination centres had enough examination rooms to accommodate all the registered candidates, compared to 98% in November 2022.	
	One (3%) examination centre did not have sufficient examination rooms and space to accommodate all the registered candidates in one sitting.	Hillside View
	The examination rooms at 37 (97%) examination centres had sufficient space to accommodate all candidates. This allowed candidates to be seated at one metre distance apart (in all directions). This was slightly higher than the 95% recorded in November 2022.	
	At two (5%) examination centres, candidates were seated at less than one metre apart (in all directions) from each other.	Hillside View Mahikeng City FET

Criteria	Findings	Examination centres
Preparations for the examination (continued)	Sufficient and suitable furniture was provided at 37 (97%) of the centres monitored. This was 3% less than the 100% of November 2022. At one centre long desks were used in one of the examination rooms. However, the students were seated more than one metre apart.	Hillside View
	There was suitable lighting in the examination rooms at all the examination centres monitored. This was a 2% improvement compared to November 2022.	All examination centres monitored.
	Thirty-eight (100%) examination centres had water and sanitation; on par with the 100% in the November 2022 examination.	All examination centres monitored.
	All (100%) examination centres had a safe/strong room where examination material was stored; this was a 2% improvement compared to the November 2022 examination.	All examination centres monitored.
	The environment was conducive for the writing of examinations at 37 (97%) examination centres. This was a slight decrease compared to the 98% in November 2022. The high temperature and external noise disturbances affected the conduciveness of the examination rooms.	Hillside View
	Chief invigilators from all examination centres collected/received question papers from the nodal point. This was a 5% improvement, compared to November 2022.	All examination centres monitored.
	At all examination centres the chief invigilator or authorised personnel received the examination materials, a 2% improvement compared to November 2022.	All examination centres monitored.
	The chief invigilators verified that the correct question papers were delivered/collected at all examination centres. This was consistent with the 100% compliance in November 2022.	All examination centres monitored.

Criteria	Findings	Examination centres
Preparations for the examination (continued)	An updated stock control register was kept at 37 (97%) examination centres; a decrease of 3% when compared to 100% in the November 2022 examinations. The stock control register was not available at one (3%) of the sites monitored.	Growth Path Projects
Invigilators and their training	Campus managers were appointed as chief invigilators at 36 (95%) examination centres monitored; this was a 3% improvement compared to November 2022. There were two (5%) centres that did not comply. At Pentagon College the campus manager nominated and appointed another staff member as chief invigilator; there was no evidence of an appointment letter at Growth Path Projects.	Growth Path Projects Pentagon College
	The DHET trained chief invigilators at 35 (92%) examination centres; a 1% decrease when compared to 93% in November 2022 examinations. At Gert Sibande TVET (Standerton) the chief invigilator could not attend the training and sent a delegate to the virtual training. The remaining two examination centres could not present evidence of training.	Growth Point Hillside View Standerton
	Invigilators were appointed in writing at 38 (100%) examination centres; a 2% improvement on the findings in November 2022 examinations.	All examination centres monitored.
	Invigilators at 38 (100%) examination centres had received training for the current examination; an increase of 4% when compared to 96% in November 2022 examinations.	All examination centres monitored.

Criteria	Findings	Examination centres
<p>Preparations for writing and examination rooms/venues</p>	<p>At 92% of the examination centres, candidates were seated 08:30, 30 minutes before the examination commenced; an increase of 7% when compared with 87% in November 2022.</p> <p>At three (8%) examination centres candidates were not seated 30 minutes before the commencement of the examination. Some students arrived late at Growth Point Projects and the Level 2 students at City Campus were still in the holding room when the examination commenced.</p>	<p>Athlone City Growth Path Projects</p>
	<p>The total number of examination centres where invigilators verified candidates' admission letters/ identity documents before they were allowed into the examination venue was 38 (100%) of the total sample. This was a 2% improvement in comparison to the findings in November 2022.</p>	<p>All examination centres monitored.</p>
	<p>At 38 (100%) examination centres monitored, there was an appropriate number of invigilators. This was the same as November 2022.</p>	
	<p>There was an invigilation timetable at 38 (100%) examination centres; the same as in November 2022.</p>	<p>All examination centres monitored.</p>
	<p>Thirty-eight (100%) examination centres had relief timetables; an increase of 2% when compared to 98% in November 2022 examination.</p>	<p>All examination centres monitored.</p>
	<p>Invigilators at 38 (100%) examination centres signed an attendance register; consistent with the November 2022 examination.</p>	<p>All examination centres monitored.</p>
		<p>At 36 (95%) examination centres, candidates were seated according to a seating plan; no improvement as compared to 95% in November 2022.</p>

Criteria	Findings	Examination centres
Preparations for writing and examination rooms/venues (continued)	A clock or another device displaying the time was clearly displayed in all but one examination venue at examination centres monitored; a 2% improvement compared to November 2022 examinations. There was one (3%) examination centre that did not display a clock in every venue.	Vaal
	An information board was visible at 38 (100%) examination centres; a 2% improvement on the findings in 2022.	All examination centres monitored.
	The examination venue/s at 38 (100%) monitored examination centres/sites where examinations were written were free of any material/writing/drawings that could aid candidates writing the examination.	All examination centres monitored.
	Invigilators at 38(100%) examination centres ensured that candidates were not in possession of cell phones or any material/ equipment that was not required for the examination; an increase of 4% when compared to 96% in November 2022 examination.	All examination centres monitored.
	Invigilators at 31 (82%) examination centres checked calculators for compliance, where applicable. At three (8%) examination centres calculators were not checked for compliance. At four (10%) of the examination centres a calculator was not applicable to the question paper being written.	Itemoheleng Kempton Park Standerton Atteridgeville Mahikeng City FET Newcastle Training Centre Sefikeng
	The examination file was available in the examination room at 36 (95%) examination centres, consistent with 95% in November 2022.	

Criteria	Findings	Examination centres
Preparations for writing and examination rooms/venues (continued)	At three (7%) examination centres, the examination file was not available in the examination room; it was kept at a central venue.	Standerton Vaal Multi-Tech
Time management	Invigilators arrived on time at 37 (97%) examination centres; an increase of 4% when compared to 93% in November 2022.	All examination centres monitored.
	Candidates signed attendance registers at all examination centres.	All examination centres monitored
	Invigilators issued the official answer book to all candidates writing the examination.	All examination centres monitored
	Invigilators at 35 (95%) examination centres verified that the information on the cover page of answer books was correct. This rating was the same as in 2022.	
	Invigilators at two (5%) examination centres did not verify information on the cover page of answer books.	Odi Standerton
	The sealed question papers were opened in the presence of candidates at 38 (100%) examination centres. This was on par with the November 2022 examinations.	All examination centres monitored.
	Question papers were distributed to candidates on time at 35 (92%) examination centres; a decrease of 4%, compared to 96% in the November 2022 examination.	
At three (8%) examination centres question papers were not distributed to candidates on time. No reason was given as to why the papers were distributed late.	Athlone Growth Path Projects Odi	
Invigilators at 35 (92%) of the examination centres checked question papers for technical accuracy, which was 5% better than the November 2022 examination.		

Criteria	Findings	Examination centres
Time management (continued)	Invigilators at three (8%) examination centres did not check question papers for technical accuracy.	Growth Path Projects Odi Standerton
	Candidates were given the required reading time at 34 (89%) examination centres; an improvement of 7% when compared to 82% in the November 2022 examination.	
	At four (11%) of the examination centres students had to start writing the examination without being given the required time to read the question papers.	Athlone Growth Path Projects Hill Side View Standerton
	Examination rules were read to candidates at 37 (97%) examination centres; a decrease of 3% compliance compared to the November 2022 examination.	
	At one (3%) examination centre the invigilators did not read the examination rules.	Odi
	The examination started at the time indicated on the timetable at 35 (92%) examination centres; a decrease of 1% when compared to 93% in the November 2022 examination.	
The examination was not started at the time indicated on the timetable at three (8%) examination centres.	Athlone Mashishing Odi	
At Athlone, the examination started 13 minutes later than the stipulated time, at Mashishing the session started two hours earlier. The start time of the session at Odi was not stipulated.		
Candidates at 38 (100%) examination centres arrived within the stipulated time and were admitted to the examination rooms.	All examination centres monitored	

Criteria	Findings	Examination centres
Time management (continued)	Invigilators stamped the answer books at all examination centres. This was an 8% improvement compared to the 92% in November 2022 examination.	All examination centres monitored.
	<p>The examination ended at the stipulated time at 34 (89%) examination centres, which was 11% lower than the November 2022 examination.</p> <p>At four of the centres the students finished the examination early; thus, the examination ended before the stipulated time.</p>	Athlone City Campus Mashishing Standerton
Activities during writing	There were no instances of invigilators answering any questions to clarify any aspect of the question paper in any of the examination sessions. This was consistent with the findings in November 2022.	All examination centres monitored
	No candidates left the examination room temporarily without an escort during the examination sessions at the 37 (97%) centres.	All examination centres monitored.
	There were no unauthorised personnel in any of the examination rooms at any of the examination centres; the same as in the November 2022 examination.	All examination centres monitored
	There were no irregularities reported during the examination session at all monitored examination centres; an improvement of 7% compared to November 2022.	All examination centres monitored
	<p>Invigilators at 37 (97%) examination centres were active, mobile and vigilant throughout the examination. This was consistent with the 97% when compared to November 2022 examinations. Except in one centre where there were no candidates.</p> <p>At one centre an invigilator remained seated, engaging in other activities.</p>	Hillside View
	There were no official errata at 38 (100%) of the examination centres.	

Criteria	Findings	Examination centres
Packaging and transport of answer scripts	Scripts were counted and packed in a secured area at 37 (97%) examination centres, an increase of 3% compared to November 2022.	
	Absentee forms were inserted at all examination centres where examinations were conducted.	All examination centres monitored.
	Only authorised personnel were present during the packing of scripts at all the examination centres.	All examination centres monitored.
	The scripts were packaged in the sequence on the mark sheet at all examination centres.	
	The number of scripts corresponded to the number on the wrapper at 37 (100%) examination centres, except in one centre where there were no candidates.	Multi-Tech
	Examination officials at 36 (95%) examination centres sealed the scripts in the satchel provided, which was 3% lower than the 98% of 2022. At Mahikeng City College, the chief invigilator explained that the examination officials at the nodal point of Taletso TVET would check, count, verify and seal all the scripts after the examination. At Newcastle Training Centre the scripts would be marked internally and only belly bands were wrapped around the batch of scripts.	Mahikeng City College Newcastle Training Centre
	The scripts were sealed in the presence of the monitor at 37 (97%) of the examination centres, the same as in November 2022. At 3% of centres the scripts were taken to the nodal point later than one hour after the examination had ended.	Mahikeng City College

Criteria	Findings	Examination centres
Packaging and transport of answer scripts (continued)	The chief invigilators at 35 (92%) of the examination centres completed a daily situational report; a 7% improvement when compared to 85% in November 2022.	Growth Path Projects Kempton Park Middelburg
	Monitors did not observe evidence that the chief invigilator completed a daily situational report at three (8%) examination centres.	
	Authorised personnel either locked scripts away or transported them to a nodal point at 38 (100%) examination centres.	All examination centres monitored.
Monitoring by the DHET	Thirty-one (81%) examination centres could provide evidence of monitoring. This was an 19% improvement when compared to the 60% in November 2022.	Mashishing Newcastle Training Centre Odi Pretoria Sefikeng Taletso Thabazimbi Witbank
	At eight (21%) examination centres there was no evidence that the assessment body had monitored the examination centre's state of readiness for the examination.	

16.3.1 Irregularities and Incidents Identified by Umalusi

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

- a. Mashishing (Ehlanzeni TVET):
 - i. There was no evidence that the centre had been verified or monitored by the DHET; and
 - ii. The examination session started at 07:30 instead of 09:00 as stipulated on the timetable and question paper; and ended at 09:30. This was reported as an irregularity to the DHET, requiring the campus manager to submit a report.
- b. Hillside View (Motheo TVET):
 - i. The centre used the cafeteria as an examination room, which resulted in less than a one metre space between desks;
 - ii. In another venue candidates were seated at long tables; the examination officials ensured that the candidates were at least one metre apart;
 - iii. The temperature in some of the examination venues was too high;
 - iv. Candidates who had completed writing gathered outside the examination rooms unattended, which disturbed those who were still writing;

- v. The centre could not provide evidence of training of the invigilators;
 - vi. The centre did not have a relief timetable;
 - vii. One of the invigilators was seated and engaged in other activities during invigilation;
 - viii. An invigilator's phone rang during the examination session; and
 - ix. Some invigilators were unable to explain the irregularity procedure.
- c. Standerton (Gert Sibande TVET):
- i. There was no evidence that the centre had been verified by the DHET;
 - ii. The chief invigilator could not attend the training and sent the deputy chief invigilator to attend the virtual training session;
 - iii. Candidates were allowed to enter the venue with unchecked calculators;
 - iv. The examination file was kept at a central venue and could not be in the examination venue, due to the number of venues and examinations written on the day of the monitoring visit;
 - v. Invigilators did not verify the correctness of the information on the cover of the answer book nor check the examination paper for technical errors; and
 - i. The examination session ended earlier as candidates completed their writing at 10:35.
- d. Growth Path Projects:
- i. The centre did not have a stock control register in place;
 - ii. The question papers arrived at the examination centre at 10:00 from the nodal point after a late delivery from the examination body;
 - iii. There was no evidence that the chief invigilator was trained;
 - iv. The appointment letters of the chief invigilator and invigilators were not in the examination file;
 - v. The question papers in some of the examination rooms were distributed late;
 - vi. Invigilators did not check the question paper for technical accuracy;
 - vii. Candidates were not given reading time and started writing immediately after the question papers were distributed; and
 - viii. The monitor did not see the chief invigilator's daily situational report.
- e. Athlone (College of Cape Town):
- i. The main examination file was not available during the Life Skills and Computer Literacy L2 Paper 2 examination session as it was kept in the chief marker's office. An incomplete personal invigilator examination file was presented;
 - ii. The session started 13 minutes later than the time allocated on the schedule due to the late arrival of the question papers; the process used to assign workstations (computers) to candidates; and the sign in procedure;
 - iii. Candidates were not given reading time; and
 - iv. The session did not end at the scheduled time.
- f. Odi (Tshwane South TVET):
- i. The question papers were not distributed in time; thus invigilators did not verify the correctness of the information on the cover page, nor did they check the question papers for technical accuracy;
 - ii. Candidates were not given the stipulated time to read the question paper;
 - iii. The examination rules were not read; and
 - iv. There was no evidence that the examination centre was monitored by the examining body.
- g. Multi-Tech College (Benoni)
- i. Even though there were no candidates registered to write the Engineering Science N3 examination, the question papers were collected from the nodal point.

16.4 Areas of Improvement

The following areas of improvement were observed:

- a. The DHET had verified the state of readiness and availability of facilities at 34 (89%) of the examination centres visited. This was a 4% increase in comparison to 85% in November 2022;
- b. There was an official timetable for the current examinations at all examination centres, a 2% improvement compared to the November 2022 examination;
- c. Chief invigilators from all examination centres collected/received question papers from the nodal point. This was a 5% improvement compared to November 2022;
- d. At all examination centres the chief invigilator, or authorised personnel, received the examination documents, a 2% improvement compared to November 2022;
- e. Campus managers were appointed as chief invigilators at 36 (95%) examination centres; a 2% improvement compared to November 2022;
- f. Invigilators were appointed in writing at 38 (100%) examination centres, a 2% improvement on the findings of the November 2022 examination;
- g. Invigilators at 38 (100%) examination centres had received training for the current examination; an increase of 4% when compared to 96% in November 2022;
- h. At all examination centres invigilators verified candidates' admission letters/identity documents before they were allowed into the examination venue. This was a 2% improvement in comparison to the findings in November 2022;
- i. There was a 7% improvement in the punctuality of invigilators who arrived on time at all examination centres;
- j. Invigilators at 35 (92%) of the examination centres checked question papers for technical accuracy, which was 5% better than in November 2022;
- k. Candidates were given the required reading time at 34 (89%) examination centres; an improvement of 7% when compared to 82% in the November 2022 examination;
- l. Invigilators stamped the answer books at all examination centres. This was an 8% improvement, compared to 92% in the November 2022 examination; and
- m. The chief invigilators at 35 (92%) of the examination centres completed a daily situational report, a 7% improvement when compared to 85% in November 2022.

16.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. For the preparation of examination rooms/venues it was found that:
 - i. Some examination rooms did not have sufficient space and candidates were not seated one metre apart (in all directions); and
 - ii. Some centres did not have a stock control register.
- b. In the invigilation of the examination, it was apparent that at some centres:
 - i. There was no evidence that the campus manager was appointed as chief invigilator;
 - ii. There was no evidence that the chief invigilators and invigilators had been trained;
 - iii. Question papers were not distributed to candidates on time;
 - iv. Candidates were not given the required reading time;
 - v. Invigilators did not verify that the information on the cover of the answer book was correct;
 - vi. Invigilators did not check the technical accuracy of the question papers;
 - vii. The examination session was not started at the time indicated on the timetable;
 - viii. There was no invigilation relief timetable, and
 - ix. The examination body had not monitored 21% of the examination centres at the time of external moderation.

16.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- a. Examination centres comply with the policy pertaining to the conduct, administration, and management of the examinations; and
- b. Examination centres strengthen invigilation processes by ensuring that:
 - i. Attendance registers are signed;
 - ii. Question papers are distributed on time;
 - iii. Candidates are given regulated reading time;
 - iv. Examination sessions start and end as per the time indicated on the timetable;
 - v. Examination centres always display seating plans, invigilation, and relief timetables; and
 - vi. All examination centres are monitored.

16.7 Conclusion

The conduct, administration and management of the November 2023 examination was of an acceptable standard and most examination centres monitored complied. Although some challenges were observed at some examination centres, these did not compromise the overall integrity and credibility of the examination.

CHAPTER 17

MONITORING OF MARKING CENTRES

17.1 Introduction

Umalusi monitored the marking centres of the November 2023 examinations for the National Certificate (Vocational) [NC(V)] Level 4 and the NATED Report 190/191: Engineering Studies N2–N3, as part of its quality assurance of assessment mandate. The purpose of this monitoring was to verify whether the Department of Higher Education and Training (DHET) had implemented the necessary systems and procedures to ensure the integrity and credibility of the marking procedures, in accordance with approved guidelines and policies.

The DHET provided Umalusi with the following:

- Enrolment information, reflecting the count of candidates registered for different subjects in the November 2023 examinations;
- Subjects to be marked at various marking centres;
- The location of the various marking centres, including the physical addresses; and
- The dates for the marking of the NC(V) Level 4 and NATED Report 190/191: Engineering Studies N2–N3 November 2023 examination scripts.

This chapter reports on the findings from the monitoring of 15 DHET marking centres. It also acknowledges areas of improvement, highlights areas of non-compliance and provides directives for compliance and improvement.

17.2 Scope and Approach

The marking of the November 2023 examinations of NC(V) Level 4 and NATED Report 190/191: Engineering Studies N2–N3 was conducted at 15 marking centres established by the DHET across eight provinces. Umalusi deployed staff members to monitor marking centres used by the DHET. The data used to compile this report was collected through on-site monitoring of the marking centres, along with interviews and observations carried out by Umalusi staff who used a specifically designed instrument for this purpose. The details of the monitored marking centres are provided in Table 17A.

Table 17A: Marking centres monitored by Umalusi

No.	Centre	Province	Date
1.	Asherville Campus	KwaZulu-Natal	13 December 2023
2.	Bloemfontein Campus	Free State	12 December 2023
3.	Centurion Campus	Gauteng	11 December 2023
4.	East London Campus	Eastern Cape	11 December 2023
5.	Hillside View Campus	Free State	12 December 2023
6.	Mpondozankomo Campus	Mpumalanga	11 December 2023
7.	Nelspruit Campus	Mpumalanga	12 December 2023
8.	Northdale Campus	KwaZulu-Natal	12 December 2023

No.	Centre	Province	Date
9.	Potchefstroom Campus	North West	13 December 2023
10.	Pretoria West Campus	Gauteng	11 December 2023
11.	Seshego Campus	Limpopo	12 December 2023
12.	Springs Campus	Gauteng	13 December 2023
13.	Struandale Campus	Eastern Cape	13 December 2023
14.	Thornton Campus	Western Cape	12 December 2023
15.	Tygerberg Campus	Western Cape	12 December 2023

17.3 Summary of Findings

17.3.1 Findings from the monitoring of marking centres

The findings in Table 17B are presented according to the criteria used for the monitoring of marking centres, as prescribed by Umalusi.

Table 17B: Findings at marking centres monitored by Umalusi

Criteria	Findings	Marking centre (campus)
Preparation and planning for marking	At ten marking centres the preparation and planning for marking was in order. However, at five centres (as listed):	
	<ul style="list-style-type: none"> i. Some of the appointed markers randomly declined their appointments, which compelled the marking centre to replace them with candidates from the reserve list; ii. Some of the chief markers declined their appointments, while some were appointed for two subjects, leading to the promotion of markers to chief markers to address the gap caused by declined and duplicate appointments; and iii. Some markers and chief markers had not received their appointment letters from the DHET and had been working for more than two weeks while awaiting their letters of appointment. 	Asherville

Criteria	Findings	Marking centre (campus)
<p>Preparation and planning for marking (continued)</p>	<ul style="list-style-type: none"> i. The marking centre experienced a shortage of markers for the November 2023 examination as some of the appointed markers were unable to fulfil their responsibilities due to pregnancy, ill-health and unfortunate circumstances such as death; ii. The DHET dispatched the appointment letters to the markers only, overlooking the marking centre. If the marking centre had received these appointment letters, it would have facilitated the identification of subjects lacking in or having insufficient markers. This, in turn, would have allowed the centre to promptly request that the DHET allow for the appointment of additional markers; iii. Some chief markers were appointed for two subjects, necessitating the appointment of an additional chief marker. This resulted in subsequent delays in the marking process; and iv. Examiners (personnel that set the question paper) were not part of the marking guideline discussions for most subjects. 	<p>East London</p>
	<ul style="list-style-type: none"> i. The state of readiness report indicated that a tuck-shop would be set up at the marking centre to cater for the dietary needs of the markers, preventing them from having to leave the campus unnecessarily to obtain meals. However, the tuck-shop, which was to be outsourced, had not been established and markers were requested to bring their own lunch packs; and 	<p>Northdale</p>

Criteria	Findings	Marking centre (campus)
Preparation and planning for marking (continued)	ii. Three of the chief markers were not formally appointed by the DHET. The centre manager had sent a list of chief marker candidates to the DHET on 25 November 2023 but had not received a response or appointment letters.	
	i. At the time of the Umalusi visit the marking centre was still awaiting the arrival of 191 scripts from Rustenburg.	Potchefstroom
Preparation and planning for marking	i. Proof of evidence that the marking centre was verified by the assessment body for the availability of necessary facilities was not available; ii. Examiners (personnel that set the question paper) were not part of the marking guideline discussions for most subjects; iii. Some chief markers were appointed for two subjects, necessitating the appointment of an additional chief marker. This resulted in subsequent delays in the marking process; iv. The subjects that were marked at the marking centre previously were changed, with new subjects added, presenting a further challenge to the planning and preparation for marking; v. The redirection of scripts from other centres took an inordinate time to reach the marking centre; and vi. Delays in receiving scripts resulted in a loss of valuable time and required that markers wait for the scripts to arrive.	Struandale
Marking centre resources	Twelve marking centres with all necessary resources were found to be suitable for marking. The three marking centres listed below were lacking in some areas:	

Criteria	Findings	Marking centre (campus)
Marking centre resources (continued)	The central point for receiving scripts was not a strong room. The deputy marking centre manager of administration indicated that the centre did not have a strong room large enough to accommodate all scripts received for the November 2023 examination. The room that was used has a full-time (24/7) security guard, alarm system and a closed-circuit television (CCTV) camera.	Asherville
	Only two fire extinguishers were available in a big hall used to full capacity. This might not be sufficient in case of fire.	Mpondozankomo
	The central point for receiving scripts was not a strong room. The deputy marking centre manager of administration indicated that the centre did not have adequate strong room space to accommodate all scripts arriving at the marking centre for the November 2023 examination. The library was used instead and proved large enough to accommodate the receipt and handling of 57 000 scripts.	Northdale
Security measures provided	The security measures provided at all the visited marking centres were appropriate. These included: <ol style="list-style-type: none"> Access control to the marking centre; Managing unauthorised personnel; Movement of scripts from the control room to marking venues; and Transportation of scripts in and out of the marking centre. The marking centre raised concerns about the courier company, noting that they were not always dependable due to industrial action, which can affect the timely movement and delivery of the scripts.	Asherville

Criteria	Findings	Marking centre (campus)
Handling of irregularities	The processes and procedures in handling irregularities as set out by the DHET were observed at 14 marking centres. Only one centre, listed, did not adhere fully to the irregularity processes and procedures:	
	The standard procedure for the removal of scripts from the batch for the investigation of irregularities was not followed.	Seshego
Monitoring by the assessment body	There was evidence of monitoring by the assessment body at ten marking centres.	
	At five marking centres, as listed, monitors from the assessment body left reports detailing their findings and suggestions.	Centurion Hillside View Mpondozankomo Thornton Tygerberg
	The monitors from the assessment body did not leave a report at five of the marking centres listed.	Bloemfontein East London Nelspruit Potchefstroom Springs
	At the time of the Umalusi visit there was no evidence of monitoring by the assessment body at five of the listed marking centres.	Asherville Northdale Pretoria West Seshego Struandale
Quality assurance procedures and capturing of marks	At all marking centres visited by Umalusi: <ol style="list-style-type: none"> Examination assistants checked that marks were correctly totalled and transferred to the front pages of scripts and the mark sheets; The system for capturing marks at the marking centres was quality assured using a double-entry system, where one official captured and another verified; The capturing coordinator rechecked the captured data after the capturers had rechecked each other's work; and A separate room/area equipped with computers was used for capturing the mark. 	Asherville

Criteria	Findings	Marking centre (campus)
Quality assurance procedures and capturing of marks	The only exception being the listed marking centre, which did not adhere fully to the processes and procedure for capturing marks. The marking centre recorded the initial marks instead of the amended marks for scripts where errors were corrected and marks were changed.	
Reports	At all the visited marking centres (15): <ol style="list-style-type: none"> The markers made notes to augment the qualitative report; The chief markers completed a qualitative report after the marking process; The internal moderators completed qualitative reports; There was a system in place to control the receipt of qualitative reports; and The deputy marking centre manager: academic, quality assured all submitted reports. 	

17.3.2 Marking Concessions

Umalusi received 17 marking concession requests from the DHET for the November 2023 examinations: 15 for NC(V) and two for the NATED Report 190/191: Engineering Studies N2–N3. Umalusi staff found, during monitoring of the marking of examinations, that all centres strictly followed the decisions and verdicts of marking concessions for the affected subjects.

Table 17C indicates the subjects with marking concessions.

Table 17C: List of November 2023 marking concessions

No.	Qualification/ subject	Level
	National Certificate (Vocational)	
1.	Animal Production	2
2.	Applied Accounting	3
3.	Electronics	2
4.	English First Additional language Paper 1	4
5.	Hardware and Software	3
6.	Hospitality Generics	2
7.	Human and Social Development	4
8.	Materials Technology	3
9.	Mathematical Literacy Paper 2	2

No.	Qualification/ subject	Level
10.	Mathematics Paper 1	4
11.	Mathematics Paper 1	3
12.	Office Data Processing	3
13.	Renewable Energy Technologies	2
14.	The South African Health Care System	4
15.	Transport Operations	3
NATED Report 190/191 Engineering Studies		
1.	Engineering Science	N2
2.	Engineering Science	N3

17.4 Areas of Improvement

Some initiatives by marking centres to enhance efficacy during the marking process were noted:

- a. The Asherville and Northdale marking centres had contingency measures in place in case of water and power outages (including loadshedding), which is a regular occurrence in these areas;
- b. The Hillside View marking centre sought the assistance of the South African Police Services (SAPS) for support and strengthening security on site;
- c. The Springs marking centre had a team of eight data capturers, with each capturer paired with a verifier. Over and above this, the head of the capturing team also verified the capturing of marks on the mainframe; and
- d. At the Tygerberg marking centre:
 - i. The marking centre manager procured sufficient diesel to run the generator during periods of loadshedding until the end of the marking process, ensuring minimal disruptions in power supply;
 - ii. Markers were provided with the option to use more than one desk to facilitate marking;
 - iii. The police station and hospital were notified of the marking dates and were requested to be on alert;
 - iv. Examination assistants were issued a bar-coded tag that they were obligated to wear. These tags were scanned daily on entry and exit during the marking period; and
 - v. There were examination assistants with specialised roles who worked exclusively on certain subjects.

17.5 Areas of Non-Compliance

Some areas of non-compliance were observed during the monitoring of marking centres:

- a. At the Hillside View marking centre there was an error in the conversion of marks to percentages on marked scripts for Engineering Science N2. For instance, 26/97 was recorded as 26%, which was incorrect; and
- b. At Seshego marking centre the standard procedure for the removal of scripts from the batch for the investigation of irregularities was not followed.

17.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. Examiners (personnel that set the question paper) are included in the marking guideline discussions;
- b. The appointment of marking personnel is conducted timeously and with care;
- c. Marking centres are notified of these appointments in writing;
- d. Contingency measures, which include trained reserve markers, are established for situations in which marking personnel decline appointments at short notice or are unable to fulfil responsibilities due to unforeseen circumstances;
- e. All marking centres adhere to the minimum occupational health and safety (OHS) requirements and regulations;
- f. Maximum marks are correctly adjusted for all subjects with marking concessions granted;
- g. Marking centres strictly adhere to rules and regulations in accordance with DHET guidelines/policy; and
- h. Examination scripts are delivered to marking centres on time.

17.7 Conclusion

All the monitored marking centres were adequately prepared for the marking processes, except for four marking centres that experienced challenges with the appointment of marking personnel.

Each marking centre demonstrated the ability to address irregularities effectively, by following the protocols established by the assessment body, the only exception being Seshego marking centre which did not adhere fully to the irregularity processes and procedures.

Furthermore, the quality assurance processes and reporting proved to be successful across all marking centres. Consequently, it can be affirmed that the marking of the November 2023 examinations for NC(V) Level 4 and NATED Report 190/191: Engineering Studies N2–N3 was conducted in a manner that safeguarded the credibility and integrity of the assessments.



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