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Department:
Education
REPUBLIC OF SOUTH AFRICA

`

NATIONAL POLICY ON THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE ASSESSMENT OF THE NATIONAL CERTIFICATE (VOCATIONAL)

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DEFINITIONS

Any definition that is contained in the *Further Education and Training Act, 2006 (Act No.16 of 2006)* will be applicable to this policy document and will have the same meaning, unless specifically indicated in this text.

Administrative errors or omissions: means irregularities that are of a technical nature, where the student or an assessment official unintentionally fails to follow the prescribed administrative procedures. The student may be disadvantaged by this error or omission.

Assessment: means gathering of information to make a judgement about what a student knows, understands and can do. This includes a variety of assessment methods conducted by the provider, the outcomes of which count towards the achievement of a qualification and is thus inclusive of the Internal Continuous Assessment and examinations.

Assessors: are those who are declared competent to decide whether students are competent in terms of the outcomes agreed upon. They prepare students for assessment, assess students, provide feedback to students, report on the student's performance and submit records of the assessment done.

Assessment Process: includes the total process of assessment that commences with the registration of students, the development of assessment tools, moderation of assessment, the security and integrity of such assessment, the marking and processing of results and the certification thereof.

Behavioural Offence: means misbehaving, creating a disturbance or wilfully disobeying legitimate instructions, which may have an adverse

effect on the examination process or the outcome of the examination.

Chief Examiner: is a person responsible for the setting, translation, editing and final proofreading of an external question paper, memoranda and other examination material as may be applicable.

Chief Invigilator: is the Principal or head of an institution that serves as an examination centre or any other person specifically appointed in that capacity who is accountable for the administration of the examination of the National Certificate (Vocational) and other related assessment matters, at the examination centre.

Chief Marker: is the person overall responsible for the final marking of an external assessment paper written under the jurisdiction of an examination body accredited by Umalusi.

College or Learning Institution: is the location where students receive tuition. A public or private college, learning institution, Correctional Services or ABET Centres may enroll students on the National Certificate (Vocational).

Council of Education Ministers': means the Council of Education Ministers established by the *National Education Policy Act, 1996 (Act 27 of 1996).*

Department of Education: means the government department responsible for education at national level.

Deputy Chief Marker: is the person who assists a Chief Marker in all his or her duties.

Education Measurement, Assessment and Public Examinations	is the Chief Directorate within the Department of Education assigned with the responsibility to conduct, administer and manage the FET College examinations.
Examination:	is a component of the assessment process and refers to the culmination of the summative assessment process when students are subjected to a final sitting at the end of the year.
Examination Body:	The Department of Education or any other body registered with Umalusi, the Council for General and Further Education and Training Quality Assurance, as a body responsible for conducting an external examination.
Examination Sitting:	is either a main examination sitting in each year or a supplementary examination.
Full-time student:	is a student who has enrolled for tuition and who is offered a National Certificate (Vocational) programme in a full-time capacity at a Public or Private College or any other registered institution. Such a student must fulfill all Internal Continuous Assessment and Integrated Summative Assessment Task requirements.
Investigation:	encompasses all activities relating to the collection of evidence in respect of a reported irregularity. This may include interviews or submission of written reports from various assessment officials, students or any other person that may assist in providing information on the reported irregularity. All investigations must be conducted under the auspices of the National Assessments Irregularities Committee.

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Invigilator: means any person appointed and responsible to assist the Chief Invigilator in the conduct of an examination activity at the examination centre. Invigilators are lecturers, heads of divisions, heads of departments, deputy principals or reputable members of the community.

Internal Continuous Assessment: means any internal assessment conducted by the provider, the outcomes of which count towards the achievement of a qualification and contained in a portfolio of evidence according to the requirements as specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

Integrated Summative Assessment Task: means an Integrated Summative Assessment Task that draws on the skills and practices of cumulative learning achieved throughout the year and is conducted according to the requirements specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational). The Integrated Summative Assessment Task applies to ALL vocational subjects

Irregularity: means any event, act or omission and any alleged event, which may undermine or threaten to undermine the integrity, credibility, security, or the fairness of the examination and assessment process.

Head of the Institution: refers to the person appointed as Principal or acting as Principal of a College or the Head of any other registered learning institution which offers the National Certificate (Vocational).

Lecturer Portfolio of assessment):	means the full and final record of all the tasks that must be presented by the student in his or her Portfolio of Evidence for a particular subject, for the assessment in the National Certificate (Vocational). The Lecturer Portfolio of Assessment will also include assessment methods, assessment tools and assessment instruments used.
Level:	means the National Qualifications Framework (NQF) level of an educational programme, or any other education programme, which the Department of Education may deem to be equivalent thereto.
Marker:	is the person who is appointed to mark an answer script.
Marking Centre:	A centre registered by the Department of Education in terms of this policy to comply with the functions in terms of *Section 18(a)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).
Marking Centre Manager:	is the official appointed to be in charge of a Marking Centre.
MEC:	the member of the Provincial Executive Council responsible for Education.
Moderator:	a person who ensures that the assessment system complies with the requirements set out in the Subject Assessment Guidelines of the various subjects listed in policy document, *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Frame work (NQF)* as promulgated in *Government Gazette No. 28677* of 29 March 2006.

Monitoring: means the process which ensures that assessment is fair, valid and reliable and complies with directives issued by the Department of Education and Umalusi in terms of this policy and *Sections (17) and (18)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

National Certificates (Vocational): A qualification at Level 2, 3 and 4 on the National Qualifications Framework (NQF) that will be awarded to students who comply with the national policy requirements set out in the policy document, *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* as promulgated in *Government Gazette No. 28677* of 29 March 2006.

National Irregularities Committee: means the body established by the Department of Education to coordinate the handling of irregularities of the National Certificate (Vocational).

National Learners Records Database: refers to the integrated information system to facilitate the management of the National Qualifications Framework (NQF) and to provide students and employers proof of the qualifications obtained.

Part-time student: is a person who spreads their programme over a longer period than one (1) year as indicated in terms of *Section 4(1) of the Policy for the National Certificate (Vocational): A qualification at Level 2, 3 and 4 on the National Qualification framework (NQF), Government Gazette No. 28677* of 29 March 2006. Part-time students must fulfill all Integrated Summative Assessment Task and Integrated Summative Assessment Task requirements.

Personnel Administration Measures (PAM): is the policy document which outlines and governs the remuneration and other service conditions of lecturers employed in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998).*

Private College: means any college that provides further education and training on a full-time, part-time or distance basis and is registered or provisionally registered under the *Further Education and Training Colleges Act, 2006 Further Education and Training Colleges Act, 2006(Act No.16 of 2006).*

Provider: means a body as contemplated in *section 1* of the *General and Further Education and Training Quality Assurance Act (No. 58 of 2001).*

Provincial Irregularities Committee: means the body established by the Provincial Education Departments to coordinate the handling of irregularities of the National Certificate (Vocational) in the Province.

SAQA: The South African Qualifications Authority established in terms of *Section 3* of the *South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*, which must manage the registration of qualifications.

Student: refers to any person, including a part-time student, receiving education at a public or private college or learning institution.

Student portfolio of evidence: means the collection of the student's assessment evidence that is used to compile his or her Integrated Summative Assessment Task mark.

Senior Marker: The person who, together with the Chief Marker or Deputy Chief Marker, takes responsibility for a group of markers of an external question paper at a marking centre.

Service Contract: is a binding and legal agreement between a Department of Education and a Private College or Learning Institution or a college for distance education to be registered as an assessment centre in respect of the administration, running and management of an examination or other assessment activities as may be required.

Subject Assessment Guidelines: Guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the policy for the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* as promulgated in *Government Gazette No. 28677* of 29 March 2006.

Umalusi: the Council for General and Further Education and Training Quality Assurance established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 1

INTRODUCTION

1. General

(1) The *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational)* is underpinned by the policy for the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)* as promulgated in *Government Gazette No. 28677* of 29 March 2006.

(2) The *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational)* governs the implementation of the policy for the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF).*

(3) This policy is set on norms and standards to which all assessment bodies in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996)* and, *Chapters 3* and *7 of the Further Education and Training Act, 2006 (Act No.16 of 2006)* must give effect.

2. Purpose of the policy document

(1) The *National Education Policy Act, 1996 (No. 27 of 1996)* allows the Minister of Education to set norms and standards on the National Certificate (Vocational) within the Further Education and Training (FET) band. This is done through this policy, which sets norms and standards to which all assessment bodies give effect.

(2) This document offers the necessary policy support and assistance in developing, organising, structuring and implementing an assessment framework for the National Certificate (Vocational).

(3) The document furthermore focuses on policy for both Internal Continuous Assessment and external examinations.

(4) The document also provides rules and conditions relating to the conduct, management and administration of Internal Continuous Assessment and external examinations. This serves to govern the rights and privileges of all persons involved in the assessment process, which include all officials who are involved in the administration of the assessment, students, parents and institutions that require assessment results.

3. Assessment

(1) Assessment refers to gathering evidence to make a judgement or describe the status of learning of an individual or group. Assessment should be linked to learning and teaching and shall not be viewed or used in isolation. The aim of assessment is not simply to judge the outcome of learning, but to provide a supportive and positive mechanism that helps students to improve their learning and lecturers to improve their teaching.

(2) The approach to assessment adopted in this policy is inclusive and also creates opportunities for all students, including students who experience barriers to learning. In line with *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System,* assessment must create the conditions for a true reflection of the actual academic abilities of students irrespective of the barriers which they experience.

(3) Assessment will comprise an Internal Continuous Assessment and an external examinations component.

(4) The evidence of Internal Continuous Assessment will be presented in a Portfolio of Evidence and allows students to be assessed on a continuous basis and also allows for the assessment of skills that cannot be assessed under examination conditions. Internal Continuous Assessment includes a variety of assessment practices.

(5) The external examinations component for the fundamental subjects will comprise a written examination at the end of each year.

(6) The external examinations component for the vocational subjects will comprise a written examination at the end of each year and an Integrated Summative Assessment Task. The purpose of these components is to provide reliable and fair measures of the achievements of students in the subjects offered.

(7) Each assessment task should be designed to address the subject outcomes, learning outcomes, assessment standards, content competencies, skills, values and attitudes of the subject, and to provide students, lecturers and parents with results that are meaningful indications of what the students know, understand and can do at the time of the assessment.

4. Quality Assurance Stakeholders

(1) The following bodies are involved with quality assurance of assessment and have to comply with *Chapter 3* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*):

(a) Umalusi;
(b) South African Qualifications Authority (SAQA);
(c) Department of Education;
(d) Public Colleges;
(e) Private Colleges;
(f) Higher Education South Africa (HESA);
(g) ABET Centres; and
(h) Correctional Services.

5. Legislative Mandate

(1) This document must be read in conjunction with the following documents amongst any other documents that may be relevant:

(a) *Policy for the National Certificate (Vocational): A qualification at Level 2, 3 and 4 on the National Qualification framework (NQF)*; and

(b) Subject Guidelines and Assessment Guidelines for the various subjects in the National Certificate (Vocational) regarding the programme and promotion requirements of the National Certificate (Vocational). These will also assist students, lecturers, examiners and internal moderators regarding specific assessment requirements for the various subjects.

(2) The above policy documents and guidelines are developed in terms of:

(a) *Sections 3(4)1* and *7* of the *National Education Policy Act, 1996 (Act No.27 of 1996)*;

(b) The *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the roles of the relevant bodies; and

(c) *Chapters 3 and 7* of the *Further Education and Training Colleges Act, 2006 (Act. No. 16 of 2006).*

(3) This document is further supported by:

(a) *Section 3(4)(l)* of the *National Education Policy Act, 1996 (No. 27 of 1996)* which makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, assessments and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

(b) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework which guides the transformation of practices related to examinations and assessment in general with a view to achieving enabling mechanisms to support students who experience barriers to learning; and

(c) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

(d) Directives issued by Umalusi in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

(4) The title of this policy will be *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*, and will replace the following Policies:

(a) *National Policy Relating to the Examinations of Formal Technical College Instructional Programmes* as promulgated in *Government Gazette No. 22760* of 26 October 2001;

(b) *National Education Policy, Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08), Part 1: N1 to N3;* and

(c) *National Education Policy, Norms and Standards for the Instructional Programmes and the Examination and Certification thereof in Technical College Education, Report 190 (2000/03).*

CHAPTER 2

ASSESSMENT

6. Introduction

(1) All assessment practices will be in accordance with the Programme and Certification Requirements as referred to in *Chapter 3* of the policy for the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF).*

(2) All assessment practices will be with reference to the nationally approved subjects as reflected in Annexure A.

(3) Assessment includes an Internal Continuous Assessment and an External examination component. Each of the Internal Continuous Assessment and examination components are allocated a weighting in terms of the fundamental and vocational subjects.

7. Minimum promotion requirements

A National Certificate (Vocational) shall be issued to a candidate who has complied with the following promotion requirements:

(1) Obtained at least 40% in the required official language.

(2) Obtained at east 30% in Mathematics or Mathematical Literacy.

(3) Obtained at least 40% in Life Orientation as contemplate.

(4) Obtained at least 50% in each of the four (4) vocational component subjects.

8. Conduct of Internal Continuous Assessment

(1) Internal Continuous Assessment includes the following requirements for the fundamental subjects:

(a) A Portfolio of Evidence containing the internal assessment tasks for all subjects, conducted by the lecturer according to the requirements specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

(b) The Internal Continuous Assessment mark allocated to the Portfolio of Evidence will have a weighting of 25%.

(2) Internal Continuous Assessment includes the following requirements for the vocational component:

(a) A Portfolio of Evidence containing the internal assessment tasks of all subjects, conducted by the lecturer according to the minimum requirements specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

(b) The Internal Continuous Assessment mark allocated to the portfolio of evidence will have a weighting of 50%.

9. Conduct of External Examinations

(1) The external examinations include the following requirements for the fundamental subjects:

(a) A written examination(s) for all subjects, conducted by the Department of Education according to the requirements specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

(b) The weighting allocated to written examination paper will be 75%.

(2) External examinations include the following requirements for the vocational subjects:

(a) A written examination(s) for all subjects, conducted by the Department of Education according to the requirements as specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

(b) An Integrated Summative Assessment Task conducted by the Department of Education according to the requirements specified in the Subject Assessment Guidelines for the subjects listed in the National Certificate (Vocational).

(c) The written examination mark *and* the Integrated Summative Assessment Task mark will have a weighting of 50%.

(d) The written examination mark will have a weighting of 70% and the Integrated Summative Assessment Task a weighting of 30% with reference to the combined 50% mark.

(e) An Integrated Summative Assessment Task is a practical assessment task that tests the student's cumulative skills and knowledge achieved throughout the year. The task requires integrated application of competencies and the student's performance is evaluated through direct and systematic observation.

(f) The written examination at the end of the year and the Integrated Summative Assessment Task must be subjected to a moderation process put in place by the Department of Education.

10. The Internal Continuous Assessment and Integrated Summative Assessment Task mark

(1) The setting of the Internal Continuous Assessment and Integrated Summative Assessment Task mark must be done in accordance with the various Subject Assessment Guidelines of the National Certificate (Vocational) Level 2, 3 and 4.

(2) An Internal Continuous Assessment and Integrated Summative Assessment Task mark is a compulsory component of the final promotion mark for all full-time and part-time students registered for a National Certificate (Vocational).

(3) The composition of the Internal Continuous Assessment and Integrated Summative Assessment Task mark and the method of assessment must be clearly outlined to learning centres through guidelines given by Department of Education. It is the responsibility of the examination centres to ensure that all lecturers comply with the process of assessment.

(4) The Internal Continuous Assessment and Integrated Summative Assessment Task mark must be subjected to a moderation process put in place by the Department of Education and Umalusi standardisation processes.

(5) The internal and external moderators must agree upon clear and detailed guidelines before they undertake the moderation process to ensure that uniformity of standards is maintained.

(6) No full-time, part-time or private student presenting a subject listed in national policy at any level for the National Certificate (Vocational) is excluded from the requirements of Internal Continuous Assessment and Integrated Summative Assessment Task.

(7) The absence of an Internal Continuous Assessment or Integrated Summative Assessment Task mark in an applicable subject will result in the student registered for that particular subject receiving an “incomplete” result.

(8) The Internal Continuous Assessment mark will be valid up to the supplementary examination and the Integrated Summative Assessment Task mark will be valid for a period of three years to enable a student to complete a qualification.

11. The Student's Portfolio of Evidence

(1) The Student's Portfolio of Evidence is the student's assessment tasks that were used to compile his or her Internal Continuous Assessment mark.

(2) Every student must have a Portfolio of Evidence per subject.

(3) A Student's Portfolio of Evidence must consist of the assessment tasks as specified for each subject in the relevant Subject Assessment Guidelines and should provide evidence for moderation.

(4) All work must be checked, evaluated and authenticated by the lecturer before being presented as the student's portfolio of evidence.

12. The Lecturer's Portfolio of Assessment Tasks

(1) The lecturers Portfolio of Assessment Tasks must be a full and complete record of assessment practices, tools, instruments and methods used in a particular subject.

(2) Lecturers must maintain a Portfolio of Assessment Tasks for every subject taught in respect of the National Certificate (Vocational).

(3) The Portfolio of Assessment Tasks must contain a record of achievement per class, level or unit.

(4) Failure to maintain a portfolio constitutes an act of misconduct.

(5) Where two or more lecturers are responsible for the teaching of the same subject, each lecturer must maintain a separate Portfolio of Assessment Tasks.

(6) The lecturer portfolio must be available when monitoring and moderation, at whatever level, take place.

13. Minimum Requirements

Where the student fails to comply with the minimum requirements as indicated in the subject- and assessment guidelines of any component of the Internal Continuous Assessment and Integrated Summative Assessment Task, the following must apply:

(1) In the event of a valid reason for failure to comply, the student should be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal assessment mark will not be taken into consideration.

(a) "Valid reason", in this context, constitutes the following:

(i) Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
(ii) Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
(iii) The student appearing in a court hearing; supported by written evidence; or
(iv) Any other reason as may be declared valid by the Director-General or his or her nominee.

(2) In the event of a student failing to comply with the Internal Continuous Assessment or Integrated Summative Assessment Task assessment requirements of a particular subject on the basis of valid reasons, evidence of such valid reasons must be included in the student Portfolio of Evidence for that subject.

(3) Where the student does not comply with the minimum requirements of Internal Continuous Assessment or Integrated Summative Assessment Task for a subject without a valid reason, a "0" (zero) is recorded and 0 is used in the compilation of the mark for the particular component of internal assessment as a whole.

(4) Where the lecturer does not comply with the minimum requirements for Internal Continuous Assessment or Integrated Summative Assessment Task in the subject that he or she is responsible for, and students are disadvantaged through no fault of their own, this constitutes an act of misconduct and must be dealt with in accordance with the provisions of the Employment of Educators 'Act and related policies. Such students will be accommodated in terms of fair administrative and certification practices and marks adjusted appropriately.

(5) The Provincial Departments of Education must monitor the implementation of Umalusi's directives and report any irregularity without delay to the Department of Education in writing and make recommendations to deal with the irregularity.

(6) The Department of Education must report any irregularity to the Director General and Umalusi as indicated in terms of section 18(h) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

14. Monitoring and Moderation of Internal Continuous Assessment and the Integrated Summative Assessment Task

(1) All Internal Continuous Assessment and Integrated Summative Assessment Task marks must be subjected to internal and external monitoring and moderation.

(2) Monitoring is the process of determining whether the minimum requirements for Internal Continuous Assessment and Integrated Summative Assessment Task in a particular subject have been complied with.

(3) Moderation is the process of judging whether minimum requirements of Internal Continuous Assessment and Integrated Summative Assessment Task in a particular subject have been met adequately.

(4) Guidelines aimed at providing assistance to lecturers in ensuring greater reliability and validity to Internal Continuous Assessment and Integrated Summative Assessment Task must be issued by the Department of Education or an accredited examination body.

CHAPTER 3

MANAGEMENT AND ADMINISTRATION OF EXAMINATIONS

15. Management plan

(1) The Chief Directorate: Education Measurement, Assessment and Public Examinations within the Department of Education assigned with the responsibility to manage and administer the FET College examinations, must have a clear and detailed management plan that must include the following relating to assessment and monitoring:

(a) Outcomes or targets to be achieved pertaining to the examination process;
(b) Steps and processes that will lead to the achievement of the targets;
(c) Persons responsible/accountable;
(d) Time Table and*;*
(e) Monitoring of the examination process.

16. The examination cycle

(1) The Department of Education as specified in paragraph 20(1) must develop a management plan in respect of the entire examination cycle.

(2) The examination cycle commences with the appointment of a panel of Examiners and Internal Moderators to:

(a) Set and moderate the question papers for the scheduled examination;
(b) Enrolment and capturing of students on the data base of the Department of Education;
(c) Dispatching of examination entry permits to students;
(d) Dispatching of the question papers to the relevant examination centres;
(e) The marking and moderation processes; and
(f) The release of the examination results after the standardisation process.

(3) Planning and preparations for the conduct of external examination must commence at least 18 months prior to the scheduled examination date.

(4) All examination and monitoring processes must be concluded at least six months prior to the commencement of the external examination.

(5) The Department of Education in collaboration with the Provincial Departments of Education will monitor the entire examination cycle to ensure system readiness and compliance to deliver credible examinations.

(6) The instructions and procedures, which a panel of examiners must adhere to, must be determined by the Department of Education.

(7) The criteria for the appointment of lecturers as Examiners, Chief Examiners or Internal Moderators are contained in the Personnel Administration Measures (PAM), determined by the Minister of Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the regulations made in terms of the Act.

(8) Examiners, Chief Examiners and Internal Moderators must be appointed by the Department of Education for a maximum period of three (3) years with a mechanism in place to terminate the services of the examination official when he or she is unable to comply with the necessary requirements and standards.

(9) The remuneration for the performance of assessment-related duties and the compensation for travel and subsistence costs are contained in the Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the Regulations made in terms of the Act.

17. Admission of full-time and part-time students

(1) Full-time student

(a) A full-time student who enters for the final external examination must comply with the following requirements:

(i) Enrol for tuition as a full-time student at a Public / Private College or any other registered institution, offering a National Certificate (Vocational) programme of study;
(ii) Enrol for seven National Certificate (Vocational) subjects (three fundamental and four vocational subjects); and
(iii) Comply with all Internal Continuous Assessment and external examination requirements.

(b) The entry of a full-time student who is registered at a Public College/Private College and who does not attend College after registering for the final examination with sufficient regularity to complete the learning programmes and all internal assessment requirements, may be cancelled by the Department of Education. It is expected of Colleges to submit a recommendation in this regard to the Department of Education.

(c) Full-time students presenting more than seven (7) subjects (three fundamental and four vocational subjects) for the National Certificate (Vocational) must fulfil all the requirements in respect of Internal Continuous Assessment and external examinations requirements for each additional subject.

(d) Each full-time student wanting to present an eighth or additional subject(s) for the National Certificate (Vocational) must obtain permission via the College from the Department of Education.

(e) Full-time students who wish to enrol for a subject or additional subjects for the National Certificate (Vocational) presented at a college or institution other than the college or institution where the student is registered for the full National Certificate (Vocational) programme, must have the approval of the Academic Board of both institutions and such students must comply with all Internal Continuous Assessment and external examinations requirements.

(f) The centre of registration is that centre where the student is registered for the National Certificate (Vocational) and the Principal of such centre remains responsible for the reporting of the Internal Continuous Assessment and Integrated Summative Assessment Task mark of the student to the Department of Education.

(g) It is the responsibility of the institution offering additional subjects to ensure that Internal Continuous Assessment results are forwarded to the institution where the student is registered.

(2) Part-time student

(a) A part-time student who enters for the final external assessment must comply with the following requirements:

(i) Enrol for tuition as a part-time student at a Public / Private College or any other registered institution, offering a National Certificate (Vocational) programme of study;
(ii) Enrol for one or more National Certificate (Vocational) subjects; and
(iii) Comply with all Internal Continuous Assessment and external examination requirements.

(b) The validity of the Internal Continuous Assessment will be up to the supplementary examination and the validity of the Integrated Summative Assessment Task mark will be three years to support students who have

failed a subject and wish to complete his or her qualification on a specific NQF level.

18. Entries

(1) To enter an examination for the National Certificate (Vocational) a student must register with a registered College on or before 30 March each year.

(2) The common deadline for the registration of full-and part-time students will be 30 March of the year of the examination. If 30 March falls on a weekend then the registration must be completed the following working day. No registrations should be accepted after this date unless there are exceptional circumstances and the Department of Education approves such registration based on the exceptional circumstance. Students who wrote the supplementary examination and were unsuccessful will be given 15 working days following the release of the supplementary results to register for the examination.

(3) Entry forms for full- and part-time students must be made available by the Department of Education on or before 28 February of the year of the examination.

(4) The accurate capture of the registration details of the student is essential for the processing of the students' final results and therefore Public/Private Colleges must ensure that students' information is accurately captured.

(5) Only official entry forms developed by the Department of Education must be used.

(6) Transfer of students from one college to the other and reasons thereof must be mutually agreed upon by the Academic Board of each College concerned. If the student was transferred by the employer, a declaration by the employer must accompany the application. Any unresolved matters must be referred to the Department of Education who will make a final judgement on the case.

(6) In respect of unregistered students who present themselves for an examination the following will apply:

(a) Students who did not register must be informed well in advance that they will not be permitted to undertake any examination.

(b) In exceptional cases where the non-registration of students can be attributed to an error or omission by the college or any other official, the students must be allowed to undertake the examination and thereafter the cases must be handled as an administrative / technical irregularity.

19. Registration of Examination Centres

(1) Application for registration of an Examination Centre must be made on a prescribed form of the Department of Education.

(2) Every examination centre should be registered under its own name with the Department of Education and must be registered with Umalusi as a provider. ABET Centres and Correctional Services, where examinations are administered, must register as examination centres and such examination centres must adhere to all examination regulations and procedures, including starting and finishing times of all examinations. An examination centre may only conduct examinations if an examination centre number has been allocated by the Department of Education.

(3) All examination centres must be evaluated by the Department of Education to verify that the necessary facilities required for conducting the examination, are available at the centre.

(4) Private Colleges and learning institutions preparing students for the National Certificate (Vocational) must be registered as examination centres and must adhere to, and be subjected to, all monitoring and moderation procedures, regulations or other requirements.

(5) All Umalusi accredited bodies, which request the Department of Education to conduct the National Certificate (Vocational) assessment for the first time, must register with the Department of Education. Satellite centres/campuses or subsidiary centres/campuses of the registered centres may not conduct examinations for the National Certificate (Vocational).

(6) The registration of an Examination Centre will be subject to the following criteria:

(a) Registration of examination centre as an educational institution;
(b) Suitable venue to accommodate students, i.e. sufficient space and appropriate furniture to seat students;
(c) Security of venue;
(d) Clearance in terms of the local health and fire services by-laws;
(e) Provision of proper lighting;
(f) Availability of water and ablution facilities;
(g) Suitably qualified staff; and
(h) Availability of a strong room or safe for the safekeeping of examination material.

(7) Should the centre/institution/venue be approved as an examination centre, a centre number would be issued by the Department of Education and the Head of the centre/venue/institution informed accordingly.

(8) The registration of examination centres will be reviewed by the Department of Education every three years. The registration of Part-time and Private Centres must be reviewed annually.

20. De-registration of Examination Centres

(1) Examination centres will be de-registered for the following reasons:

(a) Physical relocation of the examination centre from the premises without approval by the Department of Education to other premises. All examination centres are required to operate on the premises, which, after inspection, were approved for this purpose by the Department of Education.

(i) Should any centre relocate to new premises, their registration as an examination centre lapses immediately and they will be forced to seek registration at the new premises from the Department of Education.

(ii) The onus is on the owner or management (Centre Manager/Principal) to inform the Department of Education within one calendar month of his or her relocation.

(iii) The Department of Education shall inform the owner or management, in writing, of the course to be followed.

(iv) The owner or management shall have the right to appeal within seven (7) days in the case where the Department of Education proposed to de-register an examination centre.

(v) The Department of Education shall consider such representation and make a final decision. This decision must be conveyed to the owner or management, in writing. The decision of the Department of Education is final in this regard.

(b) Intentional undermining of the integrity of the examination.

(i) Examination centres, where there is clear evidence that “ghost writers” were permitted, or collusion between Chief Invigilators/Invigilators and students, or question papers in the care of the centre being given to persons for perusal before the examination and other related irregularities should be closed and

the guilty parties prosecuted. It is not sufficient for an offending centre to re-deploy another staff member to act as Chief Invigilator.

(ii) The following procedure should be followed when it is found that irregular practices occurred at an examination centre:

(aa) Provincial Irregularities Committee officials should investigate the reported irregularities in their respective provinces, and report on the outcome, with recommendations, to the National Irregularities Committee.

(bb) If clear evidence emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.

(cc) The owner or management must be informed, in writing, of the intention of the Department of Education to close the centre due to the incidence of irregularities.

(dd) The owner or management shall be asked to furnish a motivation why the centre should not be closed.

(ee) The Department of Education shall consider such representations and, in the best interests of the integrity of the examination, take a decision whether or not to close the centre. Such a decision shall be final.

(ff) The decision must be communicated in writing to the owner or management.

(gg) The Department of Education must report any irregularity to the Director General of the Department of Education and Umalusi as indicated in terms of *Section 18(h)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

(c) Maladministration.

(i) Examination centres may be de-registered if their maladministration results in any advantage or disadvantage to students or affects the integrity of the examination or impacts negatively on the ability of the accredited examination body to render a service or, if in reviewing the venue, there is evidence that the venue no longer adheres to the requirements for registration as an examination centre.

(ii) The following procedure should be followed when maladministration of an examination centre occurs:

(aa) Provincial Education Departments' and/or owners (Private Colleges) or Principals (Public Colleges) of such an examination centre shall be made aware of the situation within 21 working days, in writing, and given an opportunity to correct the matter.

(bb) Should the maladministration of the centre continue, the centre may be placed on probation for a period determined by the Department of Education (not longer than one assessment year) during which time, if the Provincial Education Department and owners (Private Colleges) or Principals (Public Colleges) again demonstrate an inability to administer the process adequately during the probation period, the centre may be de-registered at the end of the assessment year.

(cc) The Provincial Education Department and owners (Private Colleges) or Principals (Public Colleges) must be informed, in writing, of the intention of the Department of Education to de-register the centre and will be required to furnish reasons why this should not be done. The Provincial Education Department and owners (Private Colleges) or Principals (Public Colleges) may respond to

this, where after the Department of Education may, in the best interest of students and the integrity of the examination process, decide to de-register the centre. Such a decision shall be final.

(d) The flouting of examination policies and guidelines.

(i) Examination centres where officials flout rules and regulations and instructions issued by the Department of Education may be closed.

(ii) The following procedure should be followed when policies and guidelines are flouted by an examination centre:

(aa) Instances where it is alleged that officials at centres flout examination rules and regulations and/or instructions issued, shall be investigated by the Provincial Irregularities Committee. The Provincial Irregularities Committee must report on the outcome with recommendations, to the National Irregularities Committee.

(bb) Should evidence be found to support such allegations, the owner or management shall be warned in writing, specifying exactly the nature of the contravention of rules, regulations and instructions. The Provincial Education Department and owners (Private Colleges) or Principals (Public Colleges) shall be given an opportunity to rectify the situation.

(cc) Should the flouting of assessment policies and guidelines continue, the centre may be placed on probation for a period determined by the Department of Education (not longer than one academic year) during which time, if a further offence occurs, the centre may be de-registered at the end of the academic year.

(dd) The Provincial Education Department and owners (Private Colleges) or Principals (Public Colleges) must be informed, in writing, of the intention of the Department of Education to de-register the centre and will be required to furnish reasons why this should not be done. The owner or management may respond to this, where after the Department of Education may, in the best interests of students and the integrity of the examination process, decide to de-register the centre. Such a decision shall be final.

21. Fees

(1) The Director-General, will determine fees for -

(a) Registration;
(b) Re-marking of answer scripts, which must be refunded to the student if the re-marking results in an improvement of the symbol;
(c) Supplementary examination;
(d) Re-checking; and
(e) Statement of results.

(2) The Minister, in consultation with the Council of Education Ministers (CEM), will handle appeals relating to the registration and examination fees.

22. Language Medium

(1) Question papers will be set in the language of instruction.

(2) Language questions papers will be set in the applicable language.

23. Concessions

(1) The following concessions may be applied to students who experience barriers to learning:

(a) In cases of students with aural impairment, whose language of instruction is not their home language, the language subject referred to in *paragraph 7(1)(a)(i)(aa)* in the policy document for the *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Frame work (NQF)*, may be offered at Second Additional Level.

(b) Students suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics. This exemption must be supported by specialist reports, the costs of which must be carried by the student.

(c) Students who are visually impaired, deaf, cerebral palsied, suffer from epilepsy or have any other disability may be granted additional time for the writing of the examination. The additional time may not exceed 15 minutes per hour per question paper. It may also be approved that assistance be given to such a student or that the student may use an aid during the writing of the examination, provided that the Department of Education is able to meet the particular needs of the student and the Chief Directorate: Education Measurement, Assessment and Public Examinations has ascertained that the student will not receive an unfair advantage over other students.

(d) *White Paper 6* on *Special Needs Education: Building an Inclusive Education and Training System (2001*), guides policies related to students experiencing barriers to learning.

(e) All applications for concessions must be directed to the Department of Education at least 30 days before the commencement of the examination concerned.

24. Absentees

(1) In the case of illness or any other circumstances beyond the control of the student, medical certificates, affidavits or acceptable proof are to be countersigned by the Head of the Institution concerned before submission to the Department of Education. Where the authenticity of a student's claim is in doubt, the Head of the Institution shall advise the Provincial Department of Education in writing, who will follow the procedures when dealing with an irregularity.

(2) Students who absent themselves from examination or scheduled assessment tasks (inclusive of Internal Continuous Assessment and Integrated Summative Assessment Task) for no valid reason must not be permitted to enter the supplementary examination.

(3) If a student is unable to write (or complete) any examination for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Head of the Institution to the Provincial Education Department, who will follow the procedures when dealing with an irregularity.

(4) Any unresolved matters or disputes must be submitted to the Department of Education for a final decision.

25. Supplementary Examination

(1) A student, who did not register for a subject in the November examination, may not be permitted to be examined in that subject in the supplementary examination.

(2) A supplementary examination will be granted under the following conditions:

(a) If a full-time or part-time student has not met the minimum programme and certification requirements, as contemplated in paragraph 9 of the policy document, *National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*, and therefore requires two subjects to obtain a National Certificate (Vocational), he or she may register for a maximum of two subjects in the supplementary examination in the following year.

(b) In exceptional cases, students who are medically unfit and as a result are absent from one or more external examinations, may have the supplementary examination regarded as part of the same sitting.

(c) A student who provides documentary evidence that he or she qualifies for admission to a learnership, apprenticeship or Higher Education Institution, but Department of Educations not satisfy the requirements yet and therefore wishes to improve his or her performance in the end-of-year examination may register for the supplementary examination for a maximum of two subjects.

(d) Admission to the supplementary examination in the case of death in the immediate family or other special reasons is at the discretion of the Department of Education.

(e) In cases of *sub-paragraphs (a)* to *(d)* above the Internal Continuous Assessment and Integrated Summative Assessment Task marks obtained during the year of study will be used.

(f) In the case where an irregularity is being investigated, provisional entry may be granted to the student concerned, pending the outcome of the investigation.

(g) In cases where the reason for admission to the supplementary examination needs to be supported by documentary evidence, it is imperative that the Head of the Institution be requested to recommend or not recommend the admission of the student concerned to the Department of Education.

26. Management of the conduct of the National Certificate (Vocational) examination beyond the borders of the Republic of South Africa

(1) The following criteria will apply when students lodge requests to be assessed in the National Certificate (Vocational) written examination outside the borders of the country:

(a) Only students who have registered for the National Certificate (Vocational) examination will be considered and are entitled to be examined outside the borders of the country; and

(b) All requirements of Internal Continuous Assessment and Integrated Summative Assessment Task must be complied with.

(2) Applications will only be considered if:

(a) Students are registered for the National Certificate (Vocational) examination.

(b) A motivation in writing requesting permission to be examined at an approved venue in accordance with the prescribed schedule has been submitted.

(3) Examination centres outside the borders of the Republic of South Africa will be South African Diplomatic Missions or centres approved by the relevant accredited examination body.

(4) The following criteria will be used to select a centre:

(a) A suitable room should be available for the conduct of the examination;
(b) Sufficient light and ventilation;
(c) A vault or safe should be available for the safekeeping of the question papers and assessment material; and
(d) Suitable furniture, e.g. a chair and table for the student(s) and the invigilator.

(5) Invigilation must be conducted in accordance with policy stipulated in this document.

(6) It will be the responsibility of the Department of Education to supply the examination question papers and all material needed, for example, two answer scripts per question paper, wrapper, attendance register, mark sheet, individual timetable, additional needs such as graph paper, typing paper, etc., either by the diplomatic bag outside the Republic of South Africa or courier services.

(7) Adherence to the South African Standard Time requirements:

(a) It is a pre-requisite that students conform to the South African Standard Time requirements for the respective question papers.

(b) Where this is not practicable in terms of vast time zone differences, a quarantine period commencing at the time of the question paper will apply. Additional costs will be met by the student in this regard.

(8) The student will be responsible for all expenses, e.g.:

(a) Packaging and postage;
(b) Invigilator for invigilating;
(c) Renting of venue if applicable; and
(d) Any other incidental costs.

27. Recording and Reporting of Examinations

(1) When an examiner / assessor prepares an assessment task / question, he or she must ensure that the task/question addresses an aspect related to the curriculum.

(2) Seven (7) levels of competence have been described for each fundamental subject in the Subject Assessment Guidelines. These descriptions will assist lecturers to assess students and place them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 1 below. Lecturer/Examiners may work from mark allocation/percentages to rating codes, or from rating codes to percentages, however, the final mark on the official Department of Education mark sheet needs to be reflected as an exact percentage.

TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL CERTIFICATE (VOCATIONAL): FUNDAMENTAL SUBJECTS

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

(3) Four levels of competence have been described for each vocational subject in the Subject Assessment Guidelines. These descriptions will assist lecturers to assess students and place them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 2 below. Lecturer/Examiners may work from mark allocation/percentages to rating codes, or from rating codes to percentages, however, the final mark on the official Department of Education mark sheet needs to be reflected as an exact percentage.

TABLE 2: SCALE OF ACHIEVEMENT FOR THE NATIONAL CERTIFICATE (VOCATIONAL): VOCATIONAL SUBJECTS

RATING CODE	RATING	%
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

(4) A progress report of each student must be submitted to the students, parents, guardians or employer every quarter.

28. Management responsibilities of Examiners and Internal Moderators

(1) The Department of Education must ensure that:

(a) The panel of examiners in the respective subjects sets the examination question papers and prepares the corresponding marking memorandums, for the final and the supplementary examinations as well as an additional question paper which serves as a backup paper;

(b) The panel of examiners in the respective subjects set the Integrated Summative Assessment Task and prepares the corresponding marking memorandums for the Integrated Summative Assessment Task concerned.

(c) All examination question papers are set at the same time to ensure that the standard of these papers is the same;

(d) Examination question papers must conform to the Subject Guidelines and Assessment Guidelines of the National Certificate (Vocational) regarding the programme and promotion requirements.

(e) The Internal Moderator must ensure that the examination question paper and corresponding marking memorandum conforms to the Subject Guidelines and Assessment Guidelines of the National Certificate (Vocational), and that it is of the required standard and adequately provides for differentiation, and includes questions addressing different cognitive levels;

(f) All Examiners, Chief Examiners and Internal Moderators must comply with all instructions issued to them by the Department of Education.

(2) Internal Moderators must not be involved in the setting of the examination question paper, since he or she is required to provide an objective and critical review of the question paper and corresponding marking memorandum.

(3) It is the responsibility of the Department of Education to ensure that all examination question papers, Integrated Summative Assessment Task and the corresponding marking memorandums are approved by the Internal and External Moderators.

(4) In the case of a disagreement the following procedure must be followed:

(a) If the disagreement is between the Internal Moderator and the Chief Examiner, the Department of Education should attempt to mediate a consensus position between the Chief Examiner and the Internal Moderator. If consensus cannot be reached, the decision of the Department of Education is final.

(b) If the disagreement is between the Internal Moderator and the External Moderator, the Chief Executive Officer of Umalusi should mediate a consensus position between the Internal Moderator and the External Moderator. If consensus cannot be reached, the decision of the Chief Executive Officer of Umalusi, in this case, is final.

(5) The Department of Education must comply with Umalusi's requirements regarding the external moderation of examination question papers.

(6) The Department of Education must ensure that Examiners, Chief Examiners and Internal Moderators do not participate in any activity that may compromise confidentiality clauses in their contracts.

(7) The Department of Education must provide Examiners, Chief Examiners and Internal Moderators with clear guidelines relating to the setting of the examination question papers and the Integrated Summative Assessment Task. This instruction must at least include the following:

(a) The duration of the examination question paper;
(b) The maximum marks;
(c) The number of examination question papers;
(d) The format of the examination question paper;
(e) An instruction sheet to the Lecturer and a task sheet to the student in respect of the Integrated Summative Assessment Task component; and
(f) In the case of an open book examination, consistency in the material permissible for use.

29. Functions of the Panel of Examiners

(1) The Examiner must perform the following duties:

(a) Ensure that the examination question paper, Integrated Summative Assessment Task and corresponding marking memoranda are of the appropriate standard and quality;

(b) Ascertain that an examination question paper and the Integrated Summative Assessment Task:

(i) Conforms to the Subject Guidelines and Assessment Guidelines for the various subjects in the National Certificate (Vocational) regarding the programme and promotion requirements;
(ii) Adequately provides for differentiation; and
(iii) Includes questions addressing different cognitive levels.

(c) Liaise with the Chief Examiner;

(d) Submit a report to the Chief Examiner.

(2) The Chief Examiner must perform the following duties

(a) Give advice, support and guidance to Examiners.

(b) Moderate the examination question paper, Integrated Summative Assessment Task and corresponding marking memorandums to ensure an appropriate standard and quality.

(c) Ascertain that a question paper and the Integrated Summative Assessment Task:

(i) Conforms to the Subject Guidelines and Assessment Guidelines for the various subjects in the National Certificate (Vocational) regarding the programme and promotion requirements;
(ii) Adequately provides for differentiation; and
(iii) Includes questions addressing different cognitive levels.

(d) Recommend the necessary changes to the examination question paper, Integrated Summative Assessment Task and corresponding marking memorandum to the Department of Education.

(e) Approve and sign off the finally agreed upon examination question paper, Integrated Summative Assessment Task and corresponding marking memorandum.

(f) Liaise with the External Moderator.

(g) Submit a report to the Department of Education.

(3) The Internal Moderator must perform the following duties:

(a) Moderate the examination question paper, Integrated Summative Assessment Task and corresponding marking memorandums to ensure an appropriate standard and quality.

(b) Ascertain that an examination question paper and the Integrated Summative Assessment Task:

(i) Conforms to the Subject Guidelines and Assessment Guidelines for the various subjects listed in the National Certificate (Vocational) regarding the programme and promotion requirements;
(ii) Adequately provides for differentiation; and
(iii) Includes questions addressing different cognitive levels.

(c) Recommend the necessary changes to the examination question paper, Integrated Summative Assessment Task and corresponding marking memorandum to the Department of Education.

(d) Approve and sign off the finally agreed upon question paper, Integrated Summative Assessment Task and corresponding marking memorandum.

(e) Submit a report to Umalusi.

(f) Chair the marking memorandum discussions.

30. Processing of examination question papers and the Integrated Summative Assessment Task

(1) The Department of Education must have clear guidelines in place relating to the typing, editing, translation and printing of examination question papers.

(2) Examination question papers, Integrated Summative Assessment Task and the corresponding marking memorandums must be submitted to the external moderator timeously so as to allow for thorough moderation, changes, adaptations and duplication of the examinations and other required assessment material.

(3) Examination question papers and the Integrated Summative Assessment Task must be free of typographical, language or spelling errors.

(4) All personnel working with the setting, editing, printing and packaging of examination papers are to complete a contract of confidentiality.

(5) Computers used for the setting of the examination question papers, Integrated Summative Assessment Task and corresponding marking memorandum may not be linked to an external network.

(6) Examination question papers, Integrated Summative Assessment Task and corresponding marking memorandums must be saved to a stand-alone server.

(7) Language editing should be carried out by specially appointed language editors. The final editing should be the task of the Chief Examiner who, together with the Internal Moderator, should sign to certify that the examination question paper, Integrated Summative Assessment Task and corresponding marking memorandum have been approved and that the examination question paper is ready for printing.

(8) The Department of Education should have adequate security for all processes relating to the designing of the examination question papers, Integrated Summative Assessment Task and corresponding marking memorandums.

(9) The Department of Education is accountable for the quality assurance and standard of the printed examination question papers, Integrated Summative Assessment Task and corresponding marking memorandums.

(10) Where external agencies are used for the purpose of printing, the agency concerned should be fully investigated by the accredited examination body to ensure that, *inter alia*, strict security measures are in place, and the quality of the printing is good. A detailed contract and service level agreements must be signed between the accredited examination body and the external printing provider.

(11) The Department of Education must select the distribution mechanism best suited to the conditions prevailing in the province. The following principles must be adhered to at all times:

(a) The distribution chain should be as short as possible;
(b) The number of persons involved in the distribution process should be restricted to the minimum;
(c) The transfer of the examination question papers from one responsible official to the other should be carefully checked and signed on receipt;
(d) Any discrepancies that are detected during the transfer process should be reported immediately to the Department of Education; and
(e) All persons involved in the distribution process should complete a Contract of Confidentiality.

CHAPTER 4

CONDUCTING THE EXAMINATION

31. General

(1) The Department of Education must formulate guidelines with regard to the appointment and duties of Chief Invigilators and Invigilators and ensure that all are appropriately trained by the Provincial Education Departments.

(2) Invigilators must ensure that every student produces his or her admission permit and official RSA identity book, or passport on admission to the examination room. Student cards are not acceptable. Invigilators must enforce this admission requirement rigorously.

(3) If a student fails to produce the required documentation, an irregularity will be declared and the student will be allowed to present the required documentation to the Invigilator within 24 hours after the assessment, failing which the normal procedure pertaining to irregularities must be followed.

(4) The Department of Education reserves the right to take over the administration of a centre after a preliminary investigation has indicated that further investigation is needed to protect the integrity of the assessment process.

(5) Any specific or additional requirements for an examination will be communicated to an Examination Centre via an Examination Instruction.

32. Appointment of the Chief Invigilator

(1) The Provincial Departments of Education should appoint the Principal or Head of Institution as Chief Invigilator in accordance with requirements of the Department of Education. However, the Provincial Department of Education may appoint any competent college lecturer or office-based educator as Chief Invigilator. These appointments must be in writing.

(2) Chief Invigilators must be trained by the Provincial Education Departments before the examinations begin.

(3) The Chief Invigilator may delegate his or her power in writing to the Deputy Chief Invigilator if he or she cannot fulfil his/her duties. The Provincial Education Department should be informed in writing of this delegation.

(4) The Chief Invigilator must have a thorough knowledge of the procedures, rules and regulations regarding the examinations.

33. Appointment of the Invigilator

(1) At examination centres, suitably qualified lecturers from the teaching staff may be appointed as invigilators.

(2) Invigilators must be appointed in writing before the commencement of the examination. The appointments may be made by the Chief Invigilators and the Provincial Departments of Education should be informed of all appointments.

(3) Besides the Chief Invigilator, one (1) Invigilator must be appointed per thirty (30) students writing in one venue.

Example:
1 - 30 students per venue: 1 invigilator;
31 - 60 students per venue: 2 invigilators; and
61 - 90 students per venue: 3 invigilators.

(4) Under no circumstances should lecturers be appointed to invigilate or even to relieve other invigilators when the subject that they teach is being written. Computer and drawing related subjects are exempted from this requirement.

(5) Relief invigilators may be appointed for sessions of two (2) hours or longer. The relief may be for a maximum period of twenty (20) minutes during the session.

(6) No person is eligible for appointment as an Invigilator or Assistant Invigilator if a near relative (son, daughter, brother or sister) is sitting for a specific examination session.

(7) Where the need exists, private invigilators may be appointed to assist with the invigilation of students. Private invigilators should be persons who are trustworthy and honest, preferably community leaders.

34. Duties of the Chief Invigilator

(1) The Chief Invigilator is fully responsible and therefore accountable for the examination conducted at the examination centre. He or she must be present at the examination centre for the duration of every examination session. His or her specific examination- related duties might include the following:

(a) The Chief Invigilator should select and appoint Invigilators.
(b) The Chief Invigilator must train all Invigilators before the examinations begin.
(c) The Chief Invigilator should draw up invigilation and relief invigilation timetables and submit these for approval to the Head of the institution.
(d) The Chief Invigilator should see to the preparation and readiness of the examination room(s), which includes the following:

(i) Students may not sit two (2) at a desk or table;
(ii) Students must be seated at least one (1) meter apart;
(iii) Subject matter such as drawings, etc. must be removed from the walls;
(iv) Chalkboards must be clean;
(v) Examination rooms must be sufficiently ventilated and illuminated; and
(vi) Ensure that each examination centre display a clock on the wall, visible to all students.

(e) Before the commencement of the first examination session, the Chief Invigilator should ensure that Invigilators read the instructions relating to the examination and inform students that they could forfeit their results should they contravene any of the instructions.

(f) The Chief Invigilator should ensure that the students have ten (10) minutes reading time per examination question paper, during which no writing may take place, before the official commencement of the examination over and above the reading of any other instructions that may be necessary.

(g) Before opening the examination question papers in the examination room, the Chief Invigilator should ascertain that the examination question paper is correct, according to the time and date specified on the examination timetable (e.g. paper number, language, etc.).

(h) The Chief Invigilator should visit the examination room(s) frequently during each session and make sure that a high standard of invigilation is maintained.

(i) The Chief Invigilator should draw up a seating plan, indicating the examination room(s) with the desk arrangement and the examination numbers of students. This must be submitted to the Provincial Education Departments for each examination question paper written. If the Chief Invigilator prefers to combine groups in one hall/room, the arrangement should be reflected on the plan.

(j) The Chief Invigilator should ensure that there are no unauthorised persons in and around the assessment room(s).

(k) The Chief Invigilator should ensure that all students are advised timeously of requisites such as rulers and drawing instruments to be used in the examination of specific subjects, e.g. Drawings, Setting Out, Quantities and Costing.

(l) The Chief Invigilator should ensure that the Invigilators complete the absent/present column on the mark sheets correctly.

(m) The Chief Invigilator should assist with relief invigilation in centres.

(n) The Chief Invigilator should ensure that scripts are properly batched and packed according to the students' examination numbers once the session has ended. The mark sheet belonging to a certain batch of scripts must be included with that batch.

(o) The collection of the scripts or the delivery of the scripts to the Examination Centre for marking is the responsibility of the Chief Invigilator.

(p) Chief Invigilators should ensure that all equipment (e.g. computers, printers, drawing boards, etc.) to be used by students is serviced timeously and is in perfect working condition and available at the examination venue on the day of the examination.

(q) The Chief Invigilator should collect, check and sign all invigilation claim forms, if applicable.

(r) The Chief invigilator should submit written reports on all suspected and other cases of irregularities to the Provincial Education Departments without delay.

35. Duties of the Invigilator

The Invigilator is responsible for the examination conducted at the examination venue. He or she must be present at the examination venue for the duration of every examination session. The Invigilator’s specific examination-related duties might include the following:

(1) A student should be seated at least thirty (30) minutes before the commencement of the examination session. The Invigilators should be present in the examination room from the time that the examination room is opened to the students until the end of the session.

(2) Only in exceptional circumstances may a student be admitted to the examination room after the commencement of an examination, but not after an hour has elapsed.

(3) A student may not leave the examination room during the course of the first hour, nor the last 15 minutes of the examination session.

(4) Students may not take a cell phone or any unauthorised electronic equipment into the examination room. Only non-programmable scientific calculators are allowed in to the examination room.

(5) Only students who have registered for the examination, the Invigilators concerned, the Chief Invigilator and an authorised representative of the Department of Education may be present during an examination.

(6) Invigilators should open the examination question paper envelopes in front of the students and remain in the examination room.

(7) Before the examination commences, the Invigilator is to draw the attention of all students to:

(a) The main instructions on the examination timetable and on the answer scripts; and

(b) All answer scripts or any other answer sheets must be handed in at the conclusion of the examination session. No exceptions will be considered.

(8) After the examination question papers have been distributed to students, the Invigilator must instruct the students to go through the examination question paper, page by page, to ensure that on each page:

(a) The number of the page is correct;
(b) The name of the examination question paper is the same on each page; and
(c) The frame/border around the printed matter is complete.

(9) Instructions to students must be discussed in detail during an information session before the actual start of the examination and, if necessary, at the start of each examination session. Refer to Annexure B for guidelines that must be read out to students.

(10) The Chief Invigilator must refer students to the last two pages of the examination script, where the Rules and Regulations for the examinations are printed.

(11) Invigilators may not, on any account, read aloud to a student any question or part of a question, or draw attention to any error which he or she may have observed in any of the examination question papers unless an errata is included in the examination question paper. Invigilators may not respond to any enquiry from a student in a manner that would be regarded as an explanation of the question.

(12) In an emergency a student may leave the examination room temporarily but only under supervision.

(13) Invigilators are to check against a control list (mark sheet) that every student has received the correct examination question paper for the subject the student entered.

(14) The invigilator should move about continually in the examination room but without disturbing the students.

(15) Any student contravening the rules and regulations of the examination should be referred to the Chief Invigilator without delay.

(16) The Invigilator must ensure that the student's examination number, which appears on his or her timetable is written at the top of each examination answer script and at the top of each loose sheet of paper used by that student during the examination.

36. Script Control

(1) All work, including rough work, is to be done on the script/answer script/papers provided. Students may not be given scripts especially for rough work and all used answer scripts, including spoiled answer scripts, are to be collected.

(2) Strict attention is to be paid to the instructions, if any, printed at the top of an examination question paper, especially those related to using separate answer sheets for particular sections or parts of an examination question paper.

(3) Invigilators may not issue a second answer script to a student before they have satisfied themselves that the first answer script is full. Steps are to be taken to ensure that students do not receive more answer scripts than they require. Where more than one answer script is used, every answer script is to be numbered to indicate the number of the answer script and the total number of answer scripts handed in, e.g. 1 of 1 (only one answer script was handed in), 2 of 3 (the second answer script of a total of 3), etc.

(4) Under no circumstances may the names of students or the names of the institutions where they are enrolled, appear anywhere on their answer scripts.

(5) Under no circumstances may a student remove either a used or an unused answer script from the examination room.

37. Invigilation

(1) Invigilators must ensure that students write their correct identity numbers/examination numbers on their scripts.

(2) Chalkboards must be cleared of all writing, drawings, etc.

(3) Each session must commence and end at the time specified on the examination timetable.

(4) An Invigilator may not knit, read, mark or do any work that will hamper the execution duties of an invigilator. Cellular phones must be switched off and may not be used under any circumstances.

(5) An Invigilator may not sit down, but must move around the examination room without disturbing the students.

(6) An Invigilator may not help a student with the answering of any examination question or explain any "unclear" part of the examination question paper to the student.

(7) An Invigilator may not invigilate a subject which he or she teaches at any level except where the subject demands it, e.g. subjects related to the programme: Information Technology and Computer Science.

(8) Invigilators may not speak to one another, use cell phones or cause disturbance to students.

(9) Invigilators may not leave the examination room or leave the students unattended.

(10) An Invigilator must be positioned inside the examination room facing the students and may not invigilate from outside the examination room by looking through the windows.

(11) Invigilators may not allow students to copy, or assist them in the explanation of a question, or allow students to be assisted by anyone, during the examinations.

(12) Copies of examination question papers may not be given to anybody outside the examination room nor may they be taken out before the session has ended and the students have left the room.

(13) Invigilators must adhere to the special examination requirements of certain subjects and Department of Education directives at all times.

(14) Chief Invigilators and Invigilators must have a thorough knowledge of how to deal with irregularities in terms of Chapter 10 of this policy.

38. Packing of the scripts by the Invigilators after each session

(1) Invigilators should:

(a) Check that those students who were present and wrote the paper are marked present and those who were absent are marked absent.

(b) Arrange the scripts, which belong to a specific mark sheet according to the examination numbers appearing on the mark sheet.

(c) Place the mark sheet that belongs to a pile of scripts on top of the pile of scripts.

(d) Wrap the scripts and the mark sheets and write down the centre number, subject, and the number of scripts on the wrapper.

(e) Make sure that all the scripts are handed in to the Chief Invigilator and that each parcel of scripts is accompanied by its relevant mark sheet.

39. Dealing with Mark Sheets

(1) Mark sheets must be completed correctly by the Invigilators on duty in the examination room. The following should be noted about mark sheets:

(a) There must be at least one (1) mark sheet for each subject written at a centre. It is imperative that mark sheets are accompanied by the correct set of scripts.

(b) The examination numbers of the students must appear on the mark sheets.

(c) The ONLY “writing” which invigilators should include on the mark sheet, is the completion of the "absent/present" columns.

(d) All mark sheets must be returned to the Department of Education via the Examination Centres concerned, even if none of the students wrote the particular paper.

(e) Under no circumstances should information be added to the mark sheet.

(f) Information appearing on a mark sheet may not be deleted or changed.

(g) If a mark sheet is not included with the examination question papers, this should be reported to the Department of Education by the Head of the Institution/Chief Invigilator.

(h) In instances where mark sheets are not included with the examination question papers, hand-written copies should be completed and submitted.

(i) Internal Continuous Assessment, the Integrated Summative Assessment Task and the written examination will each have separate mark sheets to be completed.

40. Relief Invigilation

(1) All Invigilators invigilating sessions longer than two (2) hours should be relieved for a maximum of twenty (20) minutes.

(2) The Head of the Institution/Chief Invigilator acts as a relief invigilator for the first six (6) invigilators.

(3) One (1) relief invigilator may be appointed for each six (6) Invigilators.

41. Information to students

(1) When students are required to answer only a selected number of questions from those given in an examination question paper, an instruction to this effect should appear on the examination question paper.

(2) All examination papers that are not in English or Afrikaans must have an instruction page in English as well as the language of the question paper.

(3) A period of ten (10) minutes before the official commencement of the examination must be allowed for reading of the examination question paper over and above the reading of any instructions that may be necessary, but no writing may take place during this time.

42. Return of scripts

(1) The return of scripts directly to the Department of Education or any other collection point must be handled with the same care and security as the question papers, and therefore examination centres must follow the procedures determined by the Department of Education in the return of scripts.

43. Monitoring

(1) The main function of monitoring is to ensure that assessment is fair, valid and reliable and complies with directives issued by the Department of Education and Umalusi in terms of this policy and *Sections (17) and (18)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

(2) It is the responsibility of Provincial Education Departments to develop and implement a monitoring policy and to implement such a process.

(3) All Provincial Education Departments must establish a structure to monitor examinations of the National Certificate (Vocational).

(4) The Provincial Education Departments must determine the composition of the monitoring teams.

(5) The monitoring must cover all stages of the examination, commencing with the preparatory phase and concluding with the release of the results.

(6) The monitoring team must visit examination centres while the examination is in progress and report on, amongst others, the following:

(a) Security;
(b) General management of the examination;
(c) Invigilation;
(d) Condition of examination rooms;
(e) Identification of students;
(d) Seating of students;
(e) Ten (10) minutes reading time; and
(f) Return of examination answer scripts.

(7) The marking process, inclusive of the memorandum discussion, should also be monitored. The monitoring team should also visit the marking centres to observe the marking process.

(8) The Department of Education must monitor the implementation of internal and external assessment practices at provincial and college level.

44. Examination practices in subjects that require the use of a computer

(1) The security measures to be taken in the subjects that involve the use of a computer comprise two phases, namely computer laboratory certification, and the invigilation during the examination sitting.

(a) The following measures must be taken into consideration during the computer laboratory certification process:

(i) All Colleges offering computer-related subjects must complete a provided check-list that should be certified by the Principal of the College and submitted to the examination body two (2) days prior to the commencement of the examinations.

(ii) Two days prior to the examination, the specific centre should be off limits to all students.

(iii) All electronic equipment to be used in the examination at the College should be inspected prior to the examination to ensure that it is in good condition and that the electricity cables and wall connections are in good working order. This will prevent a power failure caused by defective electrical apparatus.

(iv) The hardware and software to be used in the examination must be serviced to ensure that everything is in working condition.

(v) Only approved hardware configurations and versions of software may be used and certified.

(vi) It will be the responsibility of the Academic Board to ensure that all computers that are used for examination purposes are 'clean'.

No programmes or documents, hidden files and/or examples may be stored on the hard disks or network.

(vii) Security should be in place to prevent students from accessing other computers, folders and/or documents.

(viii) Passwords known only by the Invigilators can be used as a security measure during the examination session.

(ix) If an examination has to be conducted in two sessions, all computers must be "clean" when the second session starts. This includes emptying the 'recycle bin'. (Students may accidentally store completed questions on the hard disk or network instead of their own disks).

(x) Printers must print clearly. Use new cartridges, if possible. The examination centres are responsible to supply sufficient suitable paper for printers.

(xi) Ensure that the following settings for each computer are correct:

(aa) Date and time; and

(bb) Regional settings (South Africa).

(xii) The Department of Education will supply each student with two clean formatted disks or relevant media (one for backup) to save his or her work. The responsible lecturer must format these disks or media him or herself beforehand (even if new disks are used). No disks with bad sectors must be used for examination purposes. The disks must be clearly marked. Alternatively where Examination Centres do not work with disks, they can submit all students' files on CD.

(xiii) Peer-to-peer networks (e.g. Windows 98 and XP) do not provide the same level of security as server-based networks (e.g. Windows NT, Windows 2000 Server and Novell). Therefore, the use of peer-to-peer networks is discouraged and colleges should disconnect them for the duration of the examination and use the computers as stand-alone machines.

(xiv) If colleges use network facilities to conduct the practical examinations, the following steps must be taken to prevent possible copying of files by students:

(aa) Separate folders must be created for each student on the appropriate network drive. The data files required by each student must be copied into each folder or on a stiffy. It must not be possible for the student to access any other data folders on the network.

(bb) A separate user-ID and password must be created for each student and these must be linked to a specific folder. The user-ID and password must differ from those used by the student in the normal course of their practical work. These access codes should preferably be randomly generated.

(cc) E-mail and messaging systems between workstations must be deactivated during the examination so that students are not able to send messages or files from one workstation to another.

(dd) On some networks, it is possible for a log to be kept of who has accessed which folders. If the network has this facility, it should be activated during the examination and then retained after the completion of the examination in case queries concerning irregularities arise.

(xv) Only legal copies of software may be used.

(xvi) There should be at least two additional computers and printers available for backup.

(xvii) An experienced computer applications lecturer or person must be present during all practical sessions so that he or she can give the necessary assistance when computers are not working well.

(xviii) One week before the examination commences, colleges will receive a disk or media with the documents for retrieval.

(xviv) The responsible lecturer must immediately make a backup copy of this media and determine if he or she can access the files.

(xx) It is the task of the responsible lecturer to save this information on the network or on hard drives of individual computers or prepare individual disks for each student. It is essential that each student's disk is carefully prepared a day before the examination session commences. The lecturer must see to it that each disk or media is clearly marked with the student's examination number and the centre number. Students may under no circumstances have access to these files before the examinations.

(xxi) The security process must take place under the supervision of the Chief Invigilator.

(xxii) Colleges will be permitted to run a maximum of two consecutive sessions of computer practical examinations per day. Precautions must be taken to prevent communication between students in these two groups.

(xxiii) No text scripts, manuals and/or electronic documents are allowed in the examination centre unless specified by the Department of Education.

(b) During the examination session:

(i) Invigilators play a vital role in ensuring that no copying whatsoever takes place. Therefore, it is crucial that the minimum supervisory requirements are strictly adhered to.

(ii) An additional assistant(s) at the end of the session (last 30 minutes of session) must assist with printing and making sure that no editing or keying in takes place after the examination time has elapsed.

(iii) If a power failure occurs during the examinations, the following procedure should be adhered to:

(aa) students are to remain in the computer room until the power supply is restored. Students may not communicate with each other while waiting for the power supply to be

restored. The time lost during the power failure should be allowed as additional examination time.

(bb) If, after two hours, the power supply has not been restored, the examination should to be re-scheduled.

(cc) The Department of Education should be informed immediately of the power failure.

(dd) When a power failure occurs, the Chief Invigilator should immediately inform the local authorities. He or she should also ascertain, if possible, how long the power failure is likely to last.

(ee) The disks with the work completed by the students are to be handed in and submitted to the Department of Education together with the hard copy and the documents.

(ff) In the case of an examination being postponed because of a power failure, the student should write the backup paper on another date. A technical irregularity needs to be declared.

(gg) In cases where two examination sessions are scheduled, the above procedure applies to both sessions.

(hh) In the event of a power failure or network failure, students must be compensated for the time lost, by extending the examination according to the time lost. If the power failure lasts longer than one hour, inform the examination section of the Department of Education or the relevant private examination body.

(ii) In the event of computer breakdowns, students must immediately be moved to backup equipment. Loss of time must be compensated to the student.

(jj) No additional time will be allowed for work lost that was not correctly saved.

(kk) Students must complete the examination paper within the set time. After the time has elapsed, no student will be

allowed to work on the computers. Only printouts of captured answers will be allowed.

(ll) Students are allowed to make more than one printout of the answers. These printouts must be handed to the students immediately by the invigilators.

(mm) It is recommended that students make printouts during the examination session, as soon as a question is completed, to avoid queuing of printing at the end of the session since each student has to print a number of pages.

(nn) Students must only submit one printout per question for marking. All other printouts must be handed in to the invigilator. These printouts must be destroyed after the conclusion of the examination. No printouts may leave the examination room.

(iv) In cases where two examination sessions per day take place, the following procedure must be followed:

(aa) The responsible lecturer will divide the students into two groups.

(bb) Group 1 will complete the examination in the first session and Group 2 in the second session.

(cc) Students in Group 2 must meet at least 10 minutes before the end of the first session. They will be escorted to the computer room before the start of the second session.

(dd) In both sessions, no student may leave the examination room before the end of the examination session.

(ee) No contact between the two groups during either of the two sessions is permitted.

(v) Responsibilities of students:

(aa) Each student must complete the information sheet and folder accompanying the paper including his or her

examination number, the examination centre number and the workstation number.

(bb) The students must further indicate the software packages that they used in completing the paper.

(cc) Students must save their work on the disk or media received. These disks or media must be submitted with the printouts to the examination section of the Department of Education.

(dd) Students must ensure that all relevant files have been printed and placed in their examination folders.

(ee) After completion of the examination, the students must make sure that each file is stored on the disk and that each file opens from the disk (if applicable).

(ff) Students must demonstrate sound file-management principles by only submitting the relevant files for marking.

(gg) Where different students use the same computer and printer to print, it is essential that every student first closes all his or her files on the computer and removes his or her printouts before the next student is allowed to use the computer and printer.

(hh) The second disk or media should be used as backup by each student.

CHAPTER 5

THE MARKING PROCESS

45. Marking Centres

(1) The Department of Education will establish and register marking centres in each province.

(2) The registration of a marking centre will be subject to the following criteria:

(a) Registration of a marking centre at a registered educational institution;
(b) Suitable venue to accommodate markers, i.e. sufficient parking space and adequate number of rooms for marking;
(c) Security of venue to prevent access to unauthorised persons;
(d) Clearance in terms of the local health and fire services by-laws;
(e) Provision of proper lighting;
(f) Availability of water and ablution facilities; and
(g) Availability of a strong room or safe for the safekeeping of examination material.

(3) Marking may be decentralised in terms of geographic regions or groups of subjects. If a subject is marked at more than one venue, special measures must be taken to ensure a common standard of marking.

(4) Marking Centres are compensated according to a specific formula for cost incurred.

(5) The control section is the heart of operations at the marking centre. The operation of the control section can be divided into three (3) phases, viz.:

(a) Phase one:

This phase entails a stocktaking of all mark sheets and their respective scripts at the marking centre. All unregistered mark sheets/scripts are to be recorded in a specific register.

(b) Phase two:

Chief Markers sign a control list when scripts are issued to them and when they return the scripts. (At this point it is possible to determine exactly how many scripts have not been marked/returned.)

(c) Phase three:

Mark sheets should be kept in a safe place and sent to the Chief Marker as soon as possible. During this phase, copies should be made of the completed mark sheets that have been returned by the Chief Markers. The original copy should be sent for data capturing. Control lists are checked at this stage to see whether Chief Markers have returned all the scripts. Mark sheets could be scanned for security purposes.

46. Appointment of Marking Officials

(1) Marking Officials will be appointed and remunerated in terms of S*ection 4* of the *Employment of Educators Act, 1998 (Act 76 of 1998)* in conjunction with *Personnel Administration Measures (PAM), Chapter E.*

(2) Persons applying to be marking officials must show proof of registration with the South African Council for Educators (SACE).

(3) In order to ensure that the information provided by the applicant for the position of a marking official is correct it must be verified by the relevant College Academic Board.

(4) A person applying for the post of marker must be a lecturer currently offering the subject for which he or she applies or a subject facilitator from the Provincial Department of Education or Department of Education.

(5) All selection panels for marking officials must be chaired by Provincial Education Departments and will make recommendations to the Department of Education for approval.

(6) The Provincial Education Departments will make recommendations in terms of the following:

(a) Marking Centre Manager;
(b) Deputy Marking Centre Manager (Professional Duties);
(c) Deputy Marking Centre Manager (Administrative Duties);
(d) Administration Assistant, General Assistants and Controllers;
(e) Chief Markers (one Chief Marker for every 10 Deputy Chief Markers) (A Chief Marker must be appointed per subject regardless of the number of markers);
(f) Deputy Chief Markers (one Deputy Chief Marker for every 10 Senior Markers);
(g) Senior Markers (one Senior Marker for every 10 Markers); and
(h) Markers.

(7) All persons appointed in the marking process must declare if a near relative (son, daughter, brother or sister) is sitting for an examination in the year of appointment.

(8) The Department of Education will commence with the appointment of marking officials on or before the end of August each year so that adequate time is available for the verification of information.

(9) Provincial Education Departments must place additional Markers on a reserve list, in the event of appointed markers failing to report during the marking session.

(10) The total number of marking officials appointed in a subject will be determined by the total number of scripts and the norm time per script calculated over a marking session not exceeding seven days (inclusive of Saturdays and Sundays).

(11) The actual number of hours that a marking panel will use for marking will be calculated as follows:

(a) Actual number of answer scripts submitted × norm time in minute's ÷ 60; and

(b) Number of hours per marker = Total hours needed ÷ number of persons in a marking panel (inclusive of all ranks).

47. Roles and Functions of Marking Officials

The following outline gives the main roles and functions of marking officials. The precise duties of marking officials are determined by the operational needs of the marking process of the specific subject/paper.

(1) The Chief Markers:

(a) The Chief Marker will act as manager of the panel of Markers. Where the subject does not justify the appointment of a Deputy Chief Marker and/or a Senior Marker (Administration), the functions associated with these positions will collapse into that of the Chief Marker.

(b) It will be the responsibility of the Chief Marker, with assistance of the Deputy Chief Marker and Senior Marker to finalise the memorandum prior to the marking process.

(c) The basic function of the Chief Marker is to standardise the marking procedures and maintain a uniform marking standard amongst markers.

(d) The Chief Marker must train all markers.

(e) The Chief Marker must ensure that Markers do not mark the scripts of the students of their own college.

(f) The Chief Marker must brief all marking officials on the procedures to deal with/handle all irregularities and special concessions, as well as the administrative procedures regarding batches, scripts and mark sheets.

(g) The Chief Marker must moderate the marking.

(h) The Chief Marker must keep an accurate record of the hours worked and the number of scripts marked by his or her team.

(i) The Chief Marker must ensure that all scripts were marked and the mark sheets are accurately completed.

(j) The Chief Marker must submit the Chief Markers' Report, compiled in consultation with all Markers.

(2) The Deputy Chief Marker must:

(a) Assist the Chief Marker in the management of the administration of the marking process.

(b) Keep a register that will be provided, indicating the time his or her team members commenced and completed marking on a daily basis and return it with the claims to the claims officer.

(c) Evaluate each case of irregularity referred by his or her Markers and submit these to the Chief Marker.

(d) Assist the Chief Marker with training of novice markers.

(3) The Senior Marker will be responsible for:

(a) Moderating the marking of the Markers allocated to the Senior Marker.

(b) Distribution and control of the marking of scripts to his or her team of Markers.

(c) Ensuring that Markers do not mark the scripts from their own schools.

(d) Ensuring the Markers follow the correct marking procedures and marking methodology, including accurate completion of the mark sheets and the use of various documents, such as script replacement forms, irregularity report forms, etc.

(e) Ensuring the Markers adhere strictly to the format and the standard of marking required by the Chief and/or Deputy Chief Markers. In this regard, any deviation from the norm must be discussed with the Chief and/or Deputy Chief Markers and the problem must be rectified immediately.

(f) Drawing the attention of his or her markers to the reports so that notes may be kept throughout the marking period of aspects to be included in the reports.

(g) Ensuring that Markers understand the memorandum prior to marking.

(h) Ensuring that novice Markers are properly assisted and supervised, records are kept and a profile of Markers drawn up.

(i) Ensuring that Markers understand the ground rules.

(j) Addressing training needs of marking officials.

(4) The Marker:

(a) Mark a number of scripts according to the norms determined by the Department of Education and as organised by the Chief Marker and Senior Marker.

(b) Mark scripts according to the written memorandum.

(c) Correctly add script marks and transfer the marks from the script to the mark sheet.

(d) Ensure that the candidate's examination number on the script corresponds to that on the mark sheet.

(e) Ensure that all scripts are batched according to the mark sheet order.

(f) Ensure that all scripts marked are signed.

(g) Read and sign the personal declaration before marking.

(h) The Marker should refer any irregularity for the attention of the Chief Marker.

(5) The Marking Centre Staff

(a) The Marking Centre Head:

(i) The Marking Centre Head will bear the overall responsibility for the monitoring, planning, organisation, control and coordination of all marking-related activities at the marking centre.

(ii) The Marking Centre Head must ensure that arrangements are in place for:

(aa) Security - briefing the guards;
(bb) Delivery of scripts;
(cc) Infrastructure for getting scripts to the marking rooms;
(dd) Room allocation and furniture requirements;
(ee) Office requirements such as fax, telephone, photocopying, etc.;
(ff) Parking, including reserved parking;
(gg) Cafeteria/Kiosk arrangements;
(hh) The cleaning of ablution facilities; and
(ii) Allocation of specific functions and duties of centre personnel.

(iii) The Marking Centre Head will assume responsibility for the correctness of attendance registers and time schedules of all marking centre personnel.

(iv) The Marking Centre Head will approve all claim forms.

(v) Submit a comprehensive report to the Department of Education on the marking session at the end of the session.

(vi) Meet with Chief Markers on a daily basis to establish progress.

(vii) The Marking Centre Head assumes responsibility for:

(aa) Public relations;
(bb) Liaison with Umalusi/Department of Education / Monitoring Teams;
(cc) Addressing day-to-day problems;
(dd) Daily monitoring of all proceedings;
(ee) Check on daily marking targets;

(ff) Daily reports to the Department of Education;

(gg) Flow of scripts to the Department of Education as administered by the Provincial Education Departments;

(hh) Acting as a witness in disciplinary and/or irregularity hearings; and

(ii) Mopping up at the venue.

(b) The Deputy Marking Centre Head: Professional Matters

(i) The Deputy Marking Centre Head: Professional Matters will be the appointed Irregularities Officer and will:

(aa) Receive and record all irregularities identified at the venue;

(bb) Arrange for irregularities received from the Provincial Irregularities Committee to be marked as a priority;

(cc) Together with the Chief Marker do an initial investigation to determine if suspected technical/serious irregularities discovered should be declared as an irregularity;

(dd) Ensure that all identified irregularities are marked and that reports are submitted to the Provincial Irregularities Committee; and

(ee) Act as a witness in an irregularity hearing.

(ii) In addition to this function, the Deputy Marking Centre Head: Professional Matters will perform any duty delegated to him or her by the Marking Centre Head. Should there be any conflict of interest in this dual function, the Department of Education must be notified immediately to mediate a solution.

(iii) The Deputy Marking Centre Head will act as Marking Centre Head in the absence of the Marking Centre Head.

(c) The Deputy Marking Centre Head: Administrative Matters

(i) In consultation with Marking Centre Head, the Deputy Marking Centre Head: Administrative Matters will:

(aa) Manage all administration;
(bb) Co-ordinate functions and take responsibility for all administrative staff and controllers;
(cc) Dispatch and receiving of scripts;
(dd) Keep attendance registers of the Centre Management Team and administrative staff and ensure that all claims are completed accurately and correctly;
(ee) Take charge of all stationery requirements; and
(ff) Attend daily meetings and give input into administrative functions and queries.

(ii) The Deputy Marking Centre Head: Administrative Matters will ensure that all claims relating to remuneration and overtime are submitted to the Department of Education are correctly and properly completed.

(iii) Prior to the start of the marking session the Deputy Marking Centre Head: Administrative Matters will:

(aa) Assist the Marking Centre Head and Deputy Marking Centre Head: Administrative Matters with preparation of the venue;
(bb) Check all infrastructures (toilets, parking, cleaning arrangements, functionality of equipment, etc.);
(cc) Arrange office infrastructure;
(dd) Confirm cafeteria/Kiosk arrangements;
(ee) Allocate duties and functions to Examination Assistants and Controllers;
(ff) Make sure the control room is functional;

(gg) Oversee placing of scripts and documentation in marking rooms;

(hh) Ensure there are enough additional documents in the administration rooms;

(ii) Assist with access control;

(jj) Coordinate functions of administration staff and controllers;

(kk) Allocate controllers to marking rooms (ratio of 1 Controller: 20 Markers);

(ll) Have meetings with the Administrative Staff, Controllers and Examination Assistants and explain what is required of them;

(mm) Monitor and control the receiving and dispatch of scripts;

(nn) Arrange for scripts in wrong rooms to be sent to correct rooms/venues;

(oo) Arrange for unmarked scripts to be marked;

(pp) Ensure that all claim forms are completed and signed. No Tipp-Ex on forms must be used;

(qq) Give Chief Markers a list of all documents that must be submitted;

(rr) Ensure that there are enough files/boxes and that they are properly labelled for documents received from markers;

(ss) Ensure that all documents that go back to the Department of Education are filed alphabetically;

(tt) Record Markers who did not report for duty during marking session; and

(uu) Oversee mopping up after marking is completed;

(vv) Ensure that all marking rooms are clean at the end of the marking session.

(d) The Administration Officer:

(i) Prepare ID cards for the Markers, Controllers, centre staff and official visitors.

(ii) Print attendance registers and marking officials lists.

(iii) Prepare document files for all centre management staff, Internal Moderators and Chief Markers. The files will include (where appropriate):

(aa) Manuals for marking processes;
(bb) Guidelines for dealing with irregularities;
(cc) Address list of Markers;
(dd) Report forms;
(ee) Marking statistics forms;
(ff) Claim forms;
(gg) Attendance registers;
(hh) Declaration forms;
(ii) Irregularity forms;
(jj) Script replacement forms;
(kk) Distance tables;
(ll) Markers evaluation forms;
(mm) Comment forms; and
(nn) Any other documentation decided on by management.

(iv) Brief Controllers on their duties and functions.

(v) Deploy Controllers to assist the Chief Markers with the management of scripts, controlling of marks and mark sheets.

(vi) Ensure that all Examination Assistants and Controllers have completed attendance registers and declaration forms.

(vii) Distribute and receive documentation as required.

(viii) Collect and sort declaration forms from marking teams.

(ix) Supervise the work of Examination Assistants and Controllers.

(x) Keep attendance registers for examination assistants and Controllers.

(xi) Monitor progress made with controlling and institute measure to ensure a constant flow of marked, controlled scripts to the control room.

(xii) Ensure that scripts are properly batched and bagged.

(xiii) Assist the Deputy Marking Centre Head: Administrative Matters with checking correctness of transport claims and claim forms.

(xiv) Help with mopping up of venue.

(e) Examination Assistants, General Assistants and Controllers:

(i) Examination Assistants are involved in administrative tasks.

(ii) General Assistants are involved in the movement of examination material.

(iii) Controllers are additional resources provided by the centre management to ensure quality and will be involved in checking of addition of marks, transfer of marks to mark sheets and batching of script according to mark sheets.

(iv) The overall supervisor will be the Deputy Marking Centre Head: Administrative Matters.

(v) During the marking the General Assistants and the Examination Assistants will perform the administrative tasks allocated to them by the Administration Officer.

(vi) Controllers, usually allocated to specific duties, will:

(aa) Ensure that the mark on the front cover of the script is transferred correctly to the correct candidate on the mark sheet of the particular centre/subject/level/grade;

(bb) All scripts of the candidates on the mark sheet are batched with the mark sheet;

(cc) Assist the Chief Marker to ensure that all scripts and mark sheet as per control list was received; and

(dd) Assist Markers in checking that the adding of marks of subsections of questions was correct and that the total was correctly transferred to the front cover.

48. Marking procedure

(1) A guideline of marking procedures should be clearly formulated by the Department of Education, taking into consideration the following:

(a) The norm time to mark each script; and
(b) Marking methods and practices.

(2) The initials, surname and contact number of the Marker, and Internal Moderator where applicable, need to be displayed on every script marked.

(3) When students are required to answer only a selected number of questions from those given in an examination question paper, the Marker should mark only the required number of questions in the order in which they appear in the answer script and delete the remaining answers.

(4) All marks on mark sheets and any other official documents must be entered in ink. No pencil marks will be allowed on mark sheets or official documents.

(5) The Department of Education will release as standard practice, the marking memoranda and examination question papers of an examination of the previous year in April the next year. This information will be displayed on the Department of Education's website.

49. Subjects that require a computer for examination purposes.

(1) After the practical examination session:

(a) The responsible lecturer will make backups or duplicate copies of students' work on relevant media.

(b) Printouts and disks must be handled in the following way:

(i) Check the printouts of students;

(ii) Only one printout per question must be submitted;

(iii) Place the student's information sheet, printouts and disk in specially designed examination folders (standardised format). The examination number and the centre number must be clearly indicated; and

(iv) Organise all folders numerically and place in a box that is accordingly marked.

(2) Answers to questions will be marked from the disks or media, therefore, it is essential that disks or media reach the marking centre undamaged. Printouts will only be used for backup.

50. Processing of Marks

(1) An accredited examination body must establish or have access to a fully-fledged and compatible Information Technology component.

(2) Mark adjustments are done by Umalusi in conjunction with the Department of Education, based on the norms and standards set by the Umalusi Council.

(3) The data and evidence required for the standardisation of results are determined by Umalusi.

(4) The computer system should use a uniform format when printing results, taking into consideration that the Department of Education have unique features.

(5) The marks obtained by students, as reflected on the mark sheets, should be captured by specially trained staff. Verification of all data being captured, using the double capture method, is recommended.

(6) With regard to the release of results, the release date shall be decided upon by the Council of Education Ministers (CEM) on the recommendation of the Advisory Committee on an annual basis.

(7) Release of results are subjected to the approval of Umalusi in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

CHAPTER 6

RE-MARKING, RE-CHECKING AND VIEWING OF SCRIPTS

51. Re-marking and re-checking of scripts

(1) A student may apply for the re-marking or re-checking of his or her examination scripts, within twenty one (21) days of the official release of results by the Minister. This applies to both the October/November and supplementary examinations.

(2) The Director-General, after consultation with the Heads of Departments, may determine fees for:

(a) Re-marking of answer scripts, which must be refunded to the student if the re-marking results are an improvement of the symbol;

(b) Supplementary examinations;

(c) Re-checking; and

(d) Statement of results.

(3) The prescribed fee must be communicated to the student with the statement of results.

52. Viewing of scripts

(1) The student and/or the student's parent/guardian or representative will, subject to the *Promotion of Access to Information Act, 2000 (Act No.2 of 2000)*, be allowed to view the script/s of students.

(2) Viewing of scripts will only be allowed under the following conditions:

(a) The student or his or her parents may apply to view a script, if after the re-checking and re-marking process, the student is still not satisfied with the result;

(b) An application to view the script must be made in writing to the Department of Education in terms of the prescribed form of the regulations of the *Promotion of Access to Information Act, 2000 (Act No.2 of (2000),* within thirty (30) days of the release of the final results, providing clear reason(s) for the request;

(c) The script will be viewed in the presence of a Department of Education official and may not be removed from the viewing room;

(d) No other document, except the script of the student, will be allowed in the room where the viewing takes place;

(e) No writing on the scripts during the viewing process will be allowed;

(f) The student and/or the student's parent/guardian or representative may request a copy of the script(s) at a tariff as prescribed by the regulations of the *Promotion of Access to Information Act, 2000 (Act No.2 of 2000)* and levied by the relevant examination body; and

(g) After remarking and/or viewing scripts, a student may apply to the Department of Education for a final re-mark. If the student is not satisfied with the outcome, he or she may appeal to the Director General for Education or UMALUSI in the case of private examination bodies.

CHAPTER 7

ACCESS TO ASSESSMENT AND CERTIFICATION INFORMATION

53. Accessibility of Assessment information

(1) The Minister of Education is the custodian of the examination data. The Director-General approves access to examination data by members of the public, provided that the Department of Education approves its usage.

(2) Assessment bodies must ensure that all examination material is properly filed to allow for easy retrieval.

(3) The examination body must keep all answer examination scripts and other examination related documentation, for at least six months from the date of release of examination results.

(4) The examination body may shred the examination answer scripts after six months unless litigation is still pending, for instance scripts of students involved in irregularities.

54. Accessibility of Certification information

(1) The Department of Education must submit approved student records for certification to Umalusi subject to the directives issued by Umalusi.

(2) The Department of Education must immediately transfer the certification records to the historical certification records of the Department of Education.

(3) The Department of Education must ensure that there are back-up copies of the historical certification records and that copies are supplied to SAQA to be placed on the National Learners Records Database.

(4) The examination body must ensure stringent security measures during the following processes:

(a) Queries;
(b) Combination of results; and
(c) Verification of results.

(5) The examination body must have secure methods, measures and procedures in place, to ensure safekeeping of examination records, subject to directives issued by Umalusi.

55. Security and Confidentiality

(1) Security of information and security of all venues utilised in the examination process are of utmost importance. The examination body must take all reasonable steps to ensure the security and confidentiality of the examination question papers, answer scripts/scripts, mark sheets and other examination documents. The following areas of the examination process should, amongst others, be covered with effective security and confidentiality measures:

(a) The drafting of the examination question papers (inclusive of the Integrated Summative Assessment Task);
(b) The dispatching of the examination question papers to moderators;
(c) The printing of the examination question papers by accredited providers;
(d) The safeguarding of the printed examination question papers;
(e) The separate storage of final printed examination question papers and printed back-up examination question papers;
(f) The keeping of a register of all people entering/exiting the restricted examination administrative areas;
(g) Record keeping of all examination question papers leaving and answer scripts coming into the Department of Education;
(h) Distribution of question papers and submission of scripts to and from colleges;
(i) Safe guarding of scripts of students under investigation; and

(j) The maintenance of the IT system.

(2) There will be national prescription in respect of a security and confidentiality agreement relating to examination matters, which must be signed by all officials involved in managing and administering the examination.

(3) Permanent and temporary employees involved with the National Certificate (Vocational) examination, and having children of their own in NQF Level 2-4, must disclose information relating to their own children participating in the NQF Level 2-4 examination to the Department of Education and Private examination bodies. The Department of Education will make a decision with regard to the involvement of the official in the National Certificate (Vocational) examination for that year.

56. Documents and document control of the system

Documents printed by the computer system are the responsibility of the Department of Education. The Department of Education must check the signatures and the descriptions on these documents.

57. Historical Certification records and data retention

(1) Copies of historical certification records are a national asset and are the responsibility of the Department of Education. The original documents of the examination and certification process will be part of the provincial filing system and subject to the *National Archives of South Africa Act, 1996 (Act No.43 of 1996).*

(2) Access to historical records is an integral part of the functioning of any examination body. The Department of Education should have a computer infrastructure that can access the centralised database. These records should be used for queries, combination of results and checking of fraudulent cases.

58. Minimum requirements for a computer system

An examination body must formulate the minimum requirements for a computer programme used in the examination process. A guideline to establish such minimum requirements is contained in Annexure C. User requirement specifications as developed by the Department of Education should be in place.

CHAPTER 8

IRREGULARITIES

59. Dealing with irregularities

(1) The Department of Education must establish a National Irregularities Committee to investigate and make recommendations to the Director General.

(2) Every Provincial Education Department must establish a Provincial Irregularities Committee to deal with all internal and external examination (The Integrated Summative Assessment Task and the written examination at the end of each year) irregularities and report to the National Irregularities Committee after every irregularity meeting.

(3) All appeals must be directed to the National Irregularities Committee to investigate and make recommendations to the Director General.

(4) The following criteria must be followed regarding the issuing of a National Certificate (Vocational) to a student suspected of committing an irregularity:

(a) Firstly, it should be established whether the irregularity is due to the conduct of the student or another person.

(b) If the irregularity is not due to the student's action, the situation must be reconstructed to the previous position, i.e. the situation as it was before an irregularity was affected, and the marks allocated to the student must be adjusted to the original position, at the first possible opportunity.

(c) If the irregularity is in one of the examination question papers of a subject, it will have an effect on the subject as a whole, but will not affect the other assessed subjects.

(5) Students who attend an irregularity hearing have the right to legal representation.

(6) Should a student decide to have legal representation, the Department of Education should be informed of this intention three working days before the hearing to allow the Department to ensure appropriate Departmental representation at the hearing.

60. Release of results under investigation

(1) The examination body must ensure that irregularities are finalised before the release of the results, thus ensuring that results that are withheld are based on firm evidence of an irregularity having occurred.

(2) However, in cases where the nature of the irregularity is of such a nature that it cannot be finalised before the release of the results, the results of these students must be withheld pending further investigation.

(3) If a student is found guilty of an irregularity in one subject, only the results of that subject must be withheld.

(4) Students that are found guilty of an irregularity must be recorded on the Department of Education examination system.

61. Dealing with irregularities

(1) Annexure D provides guidelines how irregularities should be dealt with.

ANNEXURE A

NATIONAL CERTIFICATE VOCATIONAL PROGRAMMES, LEVELS AND RESPECTIVE CODES

1. NATIONAL CERTIFICATE VOCATIONAL PROGRAMMES, LEVELS AND RESPECTIVE CODES

TABLE: 1 PROGRAMMES, THEIR RESPECTIVE LEVELS AND CODES

PROGRAMME	PROGRAMME CODE		
	NQF LEVEL 2	NQF LEVEL 3	NQF LEVEL 4
Civil Engineering and Building Construction	12030002	12030003	12030004
Engineering and Related Design	06010002	06010003	06010004
Electrical Infrastructure Construction	12040002	12040003	12040004
Finance, Economics and Accounting	03010002	03010003	03010004
Hospitality	11010012	11010013	11010014
Information Technology and Computer Science	10040002	10040003	10040004
Management	03020002	03020003	03020004
Marketing	03040002	03040003	03040004
Office Administration	03060002	03060003	03060004
Primary Agriculture	01010002	01010003	01010004
Tourism	11010002	11010003	11010004

2. NATIONALLY APPROVED FUNDAMENTAL SUBJECTS, LEVELS AND SUBJECT CODES

TABLE 2: OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL

SUBJECT	SUBJECT CODE		
	NQF Level 2	NQF Level 3	NQF Level 4
Afrikaans Home Language	13301002	13301013	13301024
Afrikaans First Additional Language	13311032	13311043	13311054
English Home Language	13301062	13301073	13301084
English First Additional Language	13311092	13311103	13311114
IsiNdebele Home Language	13301122	13301133	13301144
IsiNdebele First Additional Language	13311152	13311163	13311174
IsiXhosa Home Language	13301182	13301193	13301204
IsiXhosa First Additional Language	13311212	13311223	13311234
IsiZulu Home Language	13301242	13301253	13301264
IsiZulu First Additional Language	13311272	13311283	13311294
Sepedi Home Language	13301302	13301313	13301324
Sepedi First Additional Language	13311332	13311343	13311354
Sesotho Home Language	13301362	13301373	13301384
Sesotho First Additional Language	13311392	13311403	13311414
Setswana Home Language	13301422	13301433	13301444
Setswana First Additional Language	13311452	13311463	13311474
SiSwati Home Language	13301482	13301493	13301504
SiSwati First Additional Language	13311512	13311523	13311534
Tshivenda Home Language	13301552	13301563	13301574
Tshivenda First Additional Language	13311582	13311593	13311604
Xitsonga Home Language	13301612	13301623	13301634
Xitsonga First Additional Language	13311642	13311653	13311664

Phasing in of Languages will be as follows in 2007 - 2009:

- English First Additional Language
- Afrikaans First Additional Language
- Xhosa First Additional Language

TABLE 3: MATHEMATICAL SCIENCES

SUBJECT	SUBJECT CODE		
	NQF Level 2	NQF Level 3	NQF Level 4
Mathematical Literacy	19321002	19321013	19321024
Mathematics	19331032	19331043	19331054

TABLE 4: HUMAN AND SOCIAL SCIENCES

SUBJECT	SUBJECT CODE		
	NQF Level 2	NQF Level 3	NQF Level 4
Life Orientation	16341002	16341013	16341024

3. NATIONALLY APPROVED VOCATIONAL SUBJECTS, LEVELS AND SUBJECT CODES

The optional subject(s) indicated under each programme are the recommended subject(s) for training in a specific programme, however the optional subject can be chosen from any other programme.

The first three shaded subjects are the compulsory subjects per programme, which forms the specialisation of the National Certificate (Vocational) qualification.

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
1.	Civil Engineering & Building Construction **NQF – 2 12030002** **NQF – 3 12030003** **NQF - 4 12030004**	Drawing, Setting Out, Quantities & Costing	12011002	Drawing, Setting Out, Quantities & Costing	12011003	Drawing, Setting Out, Quantities & Costing	12011004
		Construction Plant & Equipment	12011012	Construction Plant & Equipment	12011013	Construction & Supervision	12011084
		Construction Material	12011022	Construction Material	12011023	Construction Material	12031024
		Physical Science (O)* **OR**	10021002	Physical Science (O)* **OR**	10021003	Physical Science (O)* **OR**	10021004
		Construction Pumbing (O)* **OR**	12031032	Construction Pumbing (O)* **OR**	12031033	Civil & Construction Technology (O)*	12031084
		Construction Carpentry and Roof Work (O)*	12031042	Construction Carpentry and Roof Work (O)*	12031043		
		Construction Masonry and Tiling (O)* **OR**	12021052	Construction Masonry and Tiling (O)* **OR**	12021053		
		Roads **OR**	12031062	Roads **OR**	12031063		
		Concrete Structures (O)* **OR**	12011072	Concrete Structures (O)* **OR**	12021073		

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
2.	Electrical Infrastructure Construction	Electrical Principles & Practice	12041002	Electrical Principles & Practice	12041003	Electrical Principles & Practice	12041004
		Workshop Practice	12041012	Electrical Workmanship	12041013	Electrical Workmanship	12041014
		Electronic Control & Digital Electronics	12041022	Electronic Control & Digital Electronics	12041023	Electronic Control & Digital Electronics	12041024
		Electrical systems and Construction (O)* **OR**	12041032	Electrical systems and Construction (O)* **OR**	12041033	Electrical systems and Construction (O)* **OR**	12041034
		Physical Science (O)*	10021002	Physical Science (O)*	10021003	Physical Science (O)*	10021004

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
3.	Engineering and Related Design **NQF-2 06010002** **NQF-2 06010003** **NQF-2 06010004**	Engineering Fundamentals	06021002	Engineering Practice and Maintenance	06021003	Engineering Processes	06021004
		Engineering Technology	06021012	Material Technology	06021013	Professional Engineering Practice	06021014
		Engineering Systems	06021022	Engineering Drawing & Design (CAD)	06021023	Applied Engineering Technology	06021024
		Engineering Fabrication (O)* **OR**	06031002	Engineering Fabrication (O)* **OR**	06031003	Engineering Fabrication (O)* **OR**	06031004
		Physical Science (O)* **OR**	10021002	Physical Science (O)* **OR**	10021003	Physical Science (O)* **OR**	10021004
		Fitting and Turning (O)* **OR**	06011042	Fitting and Turning (O)* **OR**	06011043	Fitting and Turning (O)* **OR**	06011044
		Automotive Repair and Maintenance (O)*	06021032	Automotive Repair and Maintenance (O)*	06021033	Automotive Repair and Maintenance (O)*	06021034
4.	Finance, Economics and Accounting	Applied Accounting	03011002	Applied Accounting	03011003	Applied Accounting	03011004
		Financial management	03011012	Financial management	03011013	Financial management	03011014
		Economic Environment	03011022	Economic Environment	03011023	Economic Environment	03011024
		New Venture Creation (O)*	03011032	New Venture Creation (O)*	03011033	New Venture Creation (O)*	03011034

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
5.	Hospitality	Hospitality Generics	11011002	Hospitality Generics	11011003	Hospitality Generics	11011004
		Food Preparation	11011012	Food Preparation	11011013	Food Preparation	11011014
		Client Service and Human Relations	11011022	Client Service and Human Relations	11011023	Client Service and Human Relations	11011024
		Hospitality Services (O)*	11011032	Hospitality Services (O)*	11011033	Hospitality Services (O)*	11011034
6.	Information Technology and Computer Science **NQF-2 10040002** **NQF-2 10040003** **NQF-2 10040004**	Introduction to Information Systems	10041002	System Analysis and Design	10041003	System Analysis and Design	10041004
		Electronics	10041022	Computer Hardware and Software	10041013	Data Communication and Networking	10041014
		Introduction to Systems Development	10041022	Principles of Computer Programming	10041023	Computer Programming	10041024
		Contact Centre Operations (O)*	10041032	Contact Centre Operations (O)*	10041033	Contact Centre Operations (O)*	10041034

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
7.	Management	Management Practice	03021002	Management Practice	03021003	Management Practice	03021004
		Operations Management	03021012	Operations Management	03021013	Operations Management	03021014
		Financial management	03011012	Financial management	03011013	Financial management	03011014
		Entrepreneurship (O)*	03021042	Project Management (O)*	03081033	Project Management (O)*	03081034
8.	Marketing	Marketing	0304	Marketing	03041003	Marketing	03041004
		Advertising and Promotions	0304	Advertising and Promotions	03041013	Advertising and Promotions	03041014
		Marketing Communication	0304	Marketing Communication	03041023	Marketing Communication	03041024
		Consumer Behaviour (O)* **OR**	0304	Consumer Behaviour (O)* **OR**	03041033	Consumer Behaviour (O)* **OR**	03041034
		Contact Centre Operations (O)*	10041032	Contact Centre Operations (O)*	10041033	Contact Centre Operations (O)*	10041034

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
9.	Office Administration	Business Practice	03061002	Business Practice	03061003	Business Practice	03061004
		Office Practice	03061012	Office Practice	03061013	Office Practice	03061014
		Office data processing	03061022	Office data processing	03061023	Office data processing	03061024
		Applied Accounting (O)* **OR**	03011002	Applied Accounting (O)* **OR**	03011003	Applied Accounting (O)* **OR**	03011004
		Second Language (O)*	See Tables 2 &3	Second Language (O)*	See Tables 2 &3	Second Language (O)*	See Tables 2 &3
		New Venture Creation (O)*	03011032	New Venture Creation (O)*	03011033	New Venture Creation (O)*	03011034
						Personal Assistance L$ (O)*	03061044
10.	Primary Agriculture	Soil Science	01011002	Soil Science	01011003	Farm Planning & Mechanisation	01011044
		Plant production	01011012	Plant production	01011013	Advanced Plant Production	01011014
		Animal production	01011022	Animal production	01011023	Animal Production	01011004
		Agribusiness (O)*	01011032	Agribusiness (O)*	01011033	Agribusiness (O)*	01011034

TABLE 5: NATIONALLY APPROVED VOCATIONAL SUBJECTS

Implementation Date		January 2007		January 2008		January 2009	
Programme and Code		Vocational Subject Level 2	Subject Code	Vocational Subject Level 3	Subject Code	Vocational Subject Level 4	Subject Code
11.	Tourism	Science of Tourism	11011042	Science of Tourism	11011043	Science of Tourism	11011044
		Sustainable Tourism in SA	11011062	Sustainable Tourism in SA & International Travel	11011063	Sustainable Tourism in SA & International Travel	11011064
		Client Service & Human Relations	11011022	Client Service & Human Relations	11011023	Client Service & Human Relations	11011024
		Tourism Operations (O)*	11011072	Tourism Operations (O)*	11011073	Tourism Operations (O)*	11011074

(O): OPTIONAL SUBJECTS* (Preferred optional subjects)

• OPTIONAL SUBJECTS CAN ALSO BE CHOSEN FROM ANY OTHER PROGRAMME*

SUBJECT CODING EXPLANATION

Example: Electrical Principles and Practice (12041002)

12 = Indicates the Organising Field

04 = Indicates the Sub Field

1 = Indicates that this is a subject (A programme will indicate a 0)

00 = Indicates that this is the first subject in the programme

2 = Indicates the NQF level

The National Qualifications Framework is divided into the following twelve organising fields with its respective Sub-fields:

NSB 01 AGRICULTURE AND NATURE CONSERVATION

Primary Agriculture
Secondary Agriculture
Nature Conservation
Forestry and Wood Technology
Horticulture

NSB 02 CULTURE AND ARTS

Design Studies
Visual Arts
Performing Arts
Cultural Studies
Music
Sport
Film, Television and Video

NSB 03 BUSINESS, COMMERCE AND MANAGEMENT STUDIES

Finance, Economics and Accounting
Generic Management
Human Resources
Marketing
Procurement
Office Administration
Public Administration
Project Management
Public Relations

NSB 04 COMMUNICATION STUDIES AND LANGUAGE

Communication Studies
Information Studies
Language
Literature

NSB 05 EDUCATION, TRAINING AND DEVELOPMENT

Schooling
Higher Education and Training
Early Childhood Development
Adult Learning

NSB 06 MANUFACTURING, ENGINEERING AND TECHNOLOGY

Engineering and Related Design
Manufacturing and Assembly
Fabrication and Extraction

NSB 07 HUMAN AND SOCIAL STUDIES

Environmental Relations
General Social Science
Industrial & Organisational Governance and Human Resource Development
People/Human-Centred Development
Public Policy, Politics and Democratic Citizenship
Religious and Ethical Foundations of Society
Rural and Agrarian Studies
Traditions, History and Legacies
Urban and Regional Studies

NSB 08 LAW, MILITARY SCIENCE AND SECURITY

Safety in Society
Justice in Society
Sovereignty of the State

NSB 09 HEALTH SCIENCES AND SOCIAL SERVICES

Preventive Health
Promotive Health and Developmental Services
Curative Health
Rehabilitative Health/Services

NSB 10 PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

Mathematical Sciences
Physical Sciences
Life Sciences
Information Technology and Computer Sciences
Earth and Space Sciences
Environmental Sciences

NSB 11 SERVICES

Hospitality, Tourism, Travel, Gaming and Leisure
Transport, Operations and Logistics
Personal Care
Wholesale and Retail
Consumer Services

NSB 12 PHYSICAL PLANNING AND CONSTRUCTION

Physical Planning, Design and Management
Building Construction
Civil Engineering Construction
Electrical Infrastructure Construction

ANNEXURE B

INVIGILATION (INSTRUCTIONS TO STUDENTS)

(1) Examination will now be conducted in this room in the following subjects: (the invigilator then announces the actual subjects). Students who have not entered for these subjects must now leave the examination room.

(2) Cell phones are not allowed in the examination room. If your cell-phone rings during the examination period an irregularity would be declared and you would render yourself liable to suspension from current and future examinations for a period up to 11 months.

(3) No explanation of examination questions may be asked for or given.

(4) As soon as you have handed in your examination script, you must leave the examination room. You will not be allowed to leave the examination room within the first hour from the start of the session. In an emergency a student will be allowed to leave the examination room under supervision.

(5) A student must carefully read and comply with the instructions, which appear on the front cover of his or her answer script and also those on the question paper.

(6) You are not allowed to assist another student or try to assist him or her to get help or communicate with anybody other than the invigilators. Any questions should be directed to the invigilator.

(7i) You may not create a disturbance in the examination room or behave in an improper or unseemly manner.

(8) You may not disregard the instructions of the invigilator.

(9) Unless otherwise stipulated for an examination, you may not have a script, memorandum, notes, maps, photos or other documents or papers (including unused paper), or other material which may be of help to you in the examination, other than that provided to you by the invigilator and the admission letter/permit in your possession, while you are in the examination room. The excuse that you have forgotten that you had it in your possession will not be accepted.

(10) Only calculators as approved and prescribed may be used by a student in the examination, except in subjects where these are indicated on the question paper as being prohibited.

(11) If you do not obey these instructions, you render yourself liable to suspension from current and future examinations, and the Department of Education may, in such a case, refuse to give you credit for other examination papers written.

(12) All aids and answer scripts as well as answer sheets issued to you must be handed in before you leave the examination room.

(13) Read any errata on a specific question paper to the student(s) concerned.

(14) You are allowed ten minutes reading time of the question paper before the official commencement of the examination during which time NO writing of any kind may take place.

ANNEXURE C

MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

1. Browse Information on Files: Enable the user to browse through information available on all data files, e.g. look through students registered at a specific centre to find a student's ID number.

2. Entries: Student entries are registered per examination by means of electronic/magnetic media or directly within the on-line environment. Full student validation takes place according to the rules and regulations set out by Department of Education.

3. Mark Sheets: Generation of mark sheets, capturing and controlling of mark sheets. The mark sheets are also printed with bar codes for controlling the flow of mark sheets at strategic points.

4. Results: All results are processed programmatically in accordance with the rules and regulations set out by the Department of Education.

5. Mark Standardisation a process used to adjust marks using qualitative and quantitative data and reports.

6. Subject information: All subject and paper information is carried forward from the previous examination and, where required, changes are made. Subject information has a direct influence on validation of student entries, student promotion and conversion, examination packing procedures, timetable, admission letters, etc.

7. Irregularities: Students who committed an irregularity and are found guilty are suspended individually or per examination centre. This subsystem controls the correspondence and investigations into these irregularities.

8. Region, Area, Circuit or Examination Centres: All examination centres are registered and allocated to a circuit, area and region as well as their respective provinces.

9. Students and Document History: Students who enter on an ongoing basis and apply for certification, are processed along with their historical information for possible certification.

10. Document issuing and issues: Control and inquiries concerning all documents issued by the Department of Education via the computer system.

11. Preliminary number of student entries: Is an optional system that can be used by management to gauge the number of student entries per college so that planning, budgeting and stationery requirements can be made.

12. Recovery of Funds: Control of funds received from examination centres for examination fees paid.

13. Re-Marking and Checking: When a student applies for re-marking or re-checking his certificate is suspended and re-marking or re-checking takes place.

14. Supplementary examinations: Automatic registration of student that qualify for supplementary examinations.

15. Stationery and examination Aids: Checking of codes and descriptions used by students during examinations.

16. Question Paper Stock Maintenance: Used to monitor the reproduction of examination question papers and to highlight shortages.

17. Packing of stationery/question papers: Reports are generated to assist with the packing and distribution of examination question papers and examination material supplied by the Department of Education.

18. Statistics: All statistics pertaining to pass and fail rates, entry irregularities, etc. can be extracted per province, region or at a national level, and made available for press releases, subject advisor's, planners and management.

19. Timetable: Dates, times and duration of each examination question paper are maintained for student admission letters, payment of examiners, etc.

20. System Parameter and System Index Maintenance Indexes: Standard names used etc. are maintained by the systems administrator.

21. Word Processor: Editing of letters for irregularities, examination results, student entries, etc.

22. Marking Claims: Control and payment of examiners for bulk marking sessions by means of cheque or direct payment.

23. Hand Claims: Indirect payment of examiners' claims and expenses incurred by means of cheque or direct payment.

24. SANMED Functions: Updating of sectors and magisterial codes per examination centre for statistical purposes for the Department of Education.

25. Invigilators' Claims: Payment of invigilators' claims and expenses incurred by means of cheque or direct payment.

26. Examination Question Papers (setting of papers): Checking of the setting of examination papers and correspondence between the Department of Education, examiners and moderators.

27. Officials: Appointment and checking of all examination officials' personal information.

28. Job Control and General Functions: Control of batch processes, bulk printing, task scheduling, etc.

ANNEXURE D

DEALING WITH IRREGULARITIES

1. STRUCTURES FOR THE HANDLING OF IRREGULARITIES

(1) The National Irregularities Committee

The National Irregularities Committee is a committee established by the Minister to support the Department of Education in ensuring that the credibility of the examinations is maintained. This committee will co-ordinate the handling of irregularities on a national level and will ensure that a consistent approach is implemented in the handling of irregularities.

(a) Composition of the National Irregularities Committee

(i) The National Irregularities Committee will comprise the following persons:

(aa) Director: Examination and Assessment FET Colleges and ABET (Chair Person);

(bb) Chief Education Specialists;

(cc) One Advocate;

(dd) Education Specialists;

(ee) Section Heads; and

(ff) One representative from the Provincial Irregularities Committee.

(ii) In addition the following persons could be nominated as observers:

(aa) One representative from Higher Education South Africa;

(bb) One representative from the South African Qualifications Authority;

(cc) One representative from Umalusi; and

(dd) One representative from each of the recognised Teacher Unions.

(iii) All members of the Committee, together with the Chairperson, will be appointed by the Director-General of the Department of Education. The Minister could appoint additional members with observer status.

(b) Jurisdiction of the National Irregularities Committee

(i) The National Irregularities Committee will have jurisdiction in any alleged examination irregularity relating to, or occurring during, the various stages of the examination process, which includes:

(aa) Registration of student;
(bb) Compilation of internal examination marks;
(cc) Monitoring and moderation of internal assessment;
(dd) Setting and moderation of examination question papers;
(ee) Writing of the examinations;
(ff) Marking of examination scripts;
(gg) Capturing of marks;
(hh) Release of examination results; and
(ii) Appeal processes.

(c) Functions of the National Irregularities Committee

(i) The National Irregularities Committee is responsible for co-ordinating all alleged examination irregularities in the respective provinces.

(ii) The National Irregularities Committee must co-ordinate and support the Provincial Irregularities Committee.

(iii) The National Irregularities Committee will also ensure that examination irregularities are handled in a consistent manner across the country. This will be accomplished by taking responsibility for the following:

(aa) Supporting the Provincial Irregularities Committee in the development of capacity relating to the identification, investigation and reporting of examination irregularities;

(bb) Supporting the Provincial Irregularities Committee in the establishment of appropriate systems and structures for the handling of irregularities;

(cc) Provision of timeframes for the finalisation of examination irregularities that occur during the different stages of the examination process so as to ensure that a reasonable number of the examination irregularities are finalised prior to the release of the results;

(dd) Ensure that all requirements relating to the provision of irregularity reports to Umalusi are appropriately complied with;

(ee) Evaluate the reports on irregularities received from the Provincial Irregularities Committee, so as to ensure that the irregularities are dealt with appropriately;

(ff) Identifying institutions that have recurring irregularities and establish whether those institutions are credible enough to be regarded as examination centres and make recommendations on action to be taken; and

(gg) Investigate examination irregularities as requested by the Director- General.

(3) Provincial Irregularities Committee

(a) All Provinces must establish an Irregularities Committee.

(b) The composition and function of the Provincial Irregularities Committee established by the private assessment bodies may be similar to that of the National Irregularities Committee.

(c) The Provincial Irregularities Committee must report all irregularities to the National Irregularity Committee.

(d) Functions of the Provincial Irregularities Committee.

(i) The Provincial Irregularities Committees are responsible for the handling of all alleged examination irregularities at their colleges in the respective provinces.

(ii) The Provincial Irregularities Committee will also ensure that examination irregularities are handled in a consistent manner in the relevant province. This will be accomplished by taking responsibility for the following:

(aa) Supporting the colleges in the development of capacity relating to the identification, investigation and reporting of examination irregularities;

(bb) Supporting the colleges in the establishment of appropriate systems and structures for the handling of irregularities;

(cc) Ensure that all requirements relating to the provision of irregularity reports to the National Irregularity Committee are appropriately complied with;

(dd) Evaluate the reports on irregularities received from the colleges, so as to ensure that the irregularities are dealt

with appropriately in accordance with the irregularity procedures as indicated in this policy;

(ee) Identifying institutions that have recurring irregularities and make recommendations to the National Irregularity Committee whether those institutions are credible enough to be regarded as examination centres and make recommendations on action to be taken; and

(ff) Investigate examination irregularities as requested by the National Irregularity Committee.

2. CATEGORISATION OF ASSESSMENT IRREGULARITIES

(1) Examination Irregularities must be categorised as follows:

(a) Administrative errors or omissions;

(b) Behavioural Offences; and

(c) Acts of Dishonesty.

3. IDENTIFICATION OF IRREGULARITIES IN RESPECT OF INTERNAL ASSESSMENT

(1) Students

(a) Irregularities in respect of Internal Continuous Assessment involving students may occur through administrative errors or omissions or derive from behavioural offences or acts of dishonesty.

(b) This category of irregularity includes:

(i) A student not fulfilling the minimum requirements in respect of the compilation of a mark for internal assessment in a subject;

(ii) A student refusing to abide by any or all of the minimum requirements in respect of the compilation of a mark for internal assessment in a subject;

(iii) A student who, in respect of any component of a mark for Internal Continuous Assessment completed under controlled conditions does the following:

(aa) Continues to create a disturbance or intimidate others, or behave in an improper or unseemly manner despite a warning; or

(bb) Is drunk or behaves disorderly; or

(cc) Persists in disregarding the arrangements or reasonable instructions of an Invigilator despite a warning: or

(dd) Continues to disregard examination regulations despite a warning.

(iv) A student knowingly making a false statement in respect of the authenticity of a particular component of the mark for Internal Continuous Assessment in the subject or the internal assessment mark for the subject as a whole.

(2) Assessment Officials

(a) Irregularities in respect of Internal Continuous Assessment may be committed by:

(i) Professional educators, such as a Lecturer or Principal at colleges or learning institutions or staff from Professional Support Services or related directorates, etc., whose normal job descriptions automatically incorporate such duties.

(ii) Lecturers in the immediate employ of a Private College or learning institution registered as an assessment centre with the relevant Department of Education who, in the performance of examination duties, are doing this under the jurisdiction of the Department of Education.

(iii) Administrative personnel whose duties include work in respect of assessment, certification and accreditation.

(iv) Administrative personnel in the immediate employ of a Private College or learning institution registered as an assessment centre with the relevant Department of Education who, in the performance of assessment duties, are doing this under the jurisdiction of the Department of Education.

(v) Irregularities in respect of Internal Continuous Assessment involving assessment officials may be identified at any of the following stages:

(aa) The compilation of the mark for at the college or learning institution.

(bb) The monitoring or moderation of the mark achieved.

(cc) The capturing and processing of data;

(dd) Investigations in respect of suspected internal assessment irregularities.

(vi) The examination irregularities may include the following:

(aa) The Lecturer wilfully and intentionally, without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks;

(bb) The Lecturer alters, in other words, either decreases or increases the marks of students.

(cc) The Lecturer wilfully provides assistance to a student that advantages a student unfairly in comparison to other student; and

(dd) The Lecturer collaborates with a student who presents the whole or part of the Internal Continuous Assessment that is not his or her own work.

4. IDENTIFICATION OF EXAMINATION IRREGULARITIES IN RESPECT OF THE NATIONAL CERTICATE (VOCATIONAL)

(1) Examination irregularities caused by administrative errors and omissions

(a) Administrative errors and omissions include:

(i) Failure to produce (as opposed to fraudulent) an identity document;
(ii) Late arrival at the examination centre;
(iii) Incorrect or no examination number;
(iv) Examination number not on the mark sheet;
(v) Answer script damaged;
(vi) Examination answer script found amongst answer scripts from another examination centre;
(vii) Examinations conducted at an examination centre other than the examination centre where the student registered;
(viii) Examination answer script lost or missing;
(ix) Prescribed (as opposed to issued) answer script not used; and
(x) Any other technical difficulty or problem with either answer scripts or answer sheets or proceedings.

(2) Examination irregularities involving students stemming from behavioural offences or wilful disobedience regarding regulations or instructions issued during an examination.

(a) This category of examination irregularity includes:

(i) Creating a disturbance or intimidating others or behaving in an improper or unseemly manner despite a warning;
(ii) Disorderly conduct;
(iii) Disregard for the arrangements or reasonable instructions of the invigilator despite a warning; and
(iv) Disregard for examination regulations despite a warning.

(3) Examination irregularities involving examination officials

(a) Examination irregularities in respect of the examination may be committed by:

(i) Professional lecturer, such as Lecturer or Principals at colleges or learning institutions or staff from Professional Support Services or related directorates, etc., whose normal job descriptions automatically incorporate such duties.

(ii) Lecturer in the immediate employ of a Private College or learning institution registered as an examination centre with the relevant Department of Education who, in the performance of examination duties, are doing this under the jurisdiction of the relevant Department of Education.

(iii) Administrative personnel whose duties include work in respect of examination, certification and accreditation.

(iv) Administrative personnel in the immediate employ of a Private College or learning institution registered as examination centre with the relevant Department of Education who, in the performance of examination duties, are doing this under the jurisdiction of the relevant Department of Education.

(b) Examination irregularities may be identified at any of the following stages:

(i) Registration of students;
(ii) Appointment of Examiners and Internal Moderators;
(iii) Setting, internal and external moderation of the examination question papers;
(iv) Editing, proofreading, translation and final approval of examination question papers; and

(v) Printing, packaging, storage and distribution of examination question papers to examination centres.

(vi) Setting or moderation or translation or editing of external examination question papers;

(vii) Typing or printing or packing or distribution or collection or delivery of external examination question papers or answer scripts;

(viii) Invigilation or monitoring;

(ix) Marking;

(x) Data capturing and processing; and

(xi) Release of examination results.

(4) Irregularities that may occur during the conduct of the examination

(a) Examination irregularities identified during the writing of the examination may be classified as:

(i) Student misbehaving or wilfully disobeying regulations or instructions issued during an examination;

(ii) Student engaged in dishonest acts during the examination process; and

(iii) Department officials, Lecturer/ contravening the legislation on the conduct of the National Certificate (Vocational) examinations, so as to grant students an unfair advantage/disadvantage in the examination.

(b) This category of examination irregularity includes -

(i) Creating a disturbance or intimidating others or behaving in an improper or unseemly manner;

(ii) Disorderly conduct;

(iii) Disregard for the arrangements or reasonable instructions of the invigilator despite a warning; and

(iv) disregard for examination regulations.

(c) Student engaged in dishonest acts during the examination process include those that are identified before the commencement of the examination and those that are identified while the examination question paper is being written.

(d) Acts that are identified before the commencement of the examination include the following:

(i) Presentation of fraudulent identification documents;
(ii) Failure to present identification documents;
(iii) Bribery or attempted bribery;
(iv) Access to leaked examination question paper/s; and
(v) Possession of unauthorised examination material.

(e) Acts that are identified while the examination question paper is being written include the following:

(i) Possession of notes or any other unauthorised material, which could in any way assist in the answering of questions;
(ii) Copying from notes or textscripts or any other unauthorised material;
(iii) Copying from fellow students;
(iv) Attempting to obtain assistance from, or being assisted by, another student or any other individual;
(v) Assisting, or attempting to assist, another student;
(vi) Receiving assistance from any other source;
(vii) Examination question paper written by another or substitute student;
(viii) The use of another student's examination number;
(ix) Any other type of conduct or possession, which could render improper assistance or unfair advantage to a student and thereby prejudice other students;
(x) Use of a cell phone, programmable calculators or any other electronic device that may be of assistance to the students whilst

writing the examination, except where the examination instructions specify otherwise; and

(xi) Any other action, which is in contravention of the relevant legislation.

(f) As answer scripts are handed in or marked:

(aa) The answer script handed in is different from that issued by the Invigilator; or

(bb) Different handwriting in an answer script; or

(cc) Two examination answer scripts submitted for one student; or

(dd) Crib notes discovered;

(ee) No crib notes, but clear evidence of copying; or

(ff) Evidence of possible assistance by an invigilator; or

(gg) Indications that the student has been allowed to be examined in terms of an "open script" examination; or

(hh) Answers too similar to the memorandum; or

(ii) Answer script, or any part thereof, removed from the examination room and submitted later; or

(jj) Examination conducted outside the examination room or examination centre without prior authorisation.

(g) In any of the stages relating to the writing of the examination, if there is evidence that there is a contravention of the relevant legislation on the part of examination officials involved in these processes, which could result in the granting of an unfair advantage to the students writing the examination, this must be declared an irregularity.

(5) Irregularities that may occur during the Marking Process

Irregularities in the marking process relate to irregularities identified by Markers of scripts and any other actions committed by examination officials and Markers, which are in contravention of the national and provincial regulations.

(6) Irregularities committed by Examination Officials or Markers

(1) Any evidence that indicates that an examination official or Marker engaged in the following actions constitutes an irregularity:

(i) Failure to adhere to the criteria and the prescribed process for the appointment of Markers, Senior Markers, Chief Markers, examination assistants and other persons involved in examination-related work as prescribed in the *National Education Policy Act, 1996 (Act No. 27 of 1996).*

(ii) Marker appointed and found to have made a false statement in the application.

(iii) Marker not adhering to prescribed policy and requirements for marking.

(iv) Misbehaviour by Marker at marking venue or marking accommodation.

(v) Any action that indicates a wilful intent to misplace or destroy the scripts of a student or students.

(vi) Intentional awarding of marks to students that is not justified by the evidence on the script or the marking guideline.

(vii) Manipulation of the marks so as to unfairly advantage or disadvantage a student or students.

(viii) Any other action that is in contravention of this policy.

(7) Irregularities identified by Markers

(a) Irregularities identified by Markers at the marking centres include the following:

(i) The answer script handed in is different from that issued by the Invigilator;

(ii) Different handwriting on an answer script;

(iii) Two examination answer scripts, written by two different students submitted with the same examination number;

(iv) Crib notes discovered in the answer script;

(v) No crib notes, but clear evidence of copying;

(vi) Evidence of possible assistance by an Invigilator;
(vii) Indications that the student has been allowed to be examined in terms of an “open script” examination; and
(viii) Answers identical to the marking guideline.

(8) Irregularities that may occur during the Capturing Process, Standardisation, Release of Results, Issuing of Statements and the Certification Process.

(a) A contravention of this policy in any of the stages relating to the capturing, processing, standardisation, release of results and certification, on the part of examination officials involved in these processes, which could undermine the credibility of the examination results, must be declared an irregularity.

(b) Some of the actions deemed to be irregular during the processes include the following:

(i) Negligence;
(ii) Indolence;
(iii) Failure to abide by relevant legislation or policies
(iv) Unauthorised release of sensitive/confidential information;
(v) Misuse of authority for private gain or reward;
(vi) Unauthorised access to examination data or subject credits; and
(vii) Failure to accurately verify information on certificates and qualifications.

(c) It is the duty of the examination official or systems administrator or service provider responsible for these functions, to ensure the accuracy of the examination data provided. Any data presented that is inaccurate must be regarded as an irregularity.

(d) Provision of examination data to any institution or individual, without the approval of the Director-General of the Department of Education, or his or her nominee constitutes an irregularity.

5. EXAMINATION IRREGULARITY PROCEDURES

(1) Procedures in respect of Internal Continuous Assessment, Integrated Summative Assessment Task and the written examination during October/November and the supplementary examination in March.

(a) Irregularities involving students must be dealt with in accordance with this policy at the level of the college or learning institution and reported to the Provincial Irregularities Committee.

(b) Where the student does not comply with the minimum requirements of any component, the following applies:

(i) In the event of a valid reason for compliance failure, the student must be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal examination mark should not be taken into consideration.

(aa) "Valid reason", in this context, constitutes the following:

- Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
- Humanitarian reasons, e.g. the death of an immediate family member. If supported by valid written evidence;
- The student appearing in a court hearing; supported by written evidence; or
- Any other reason as may be declared valid by the Director-General of the Department of Education or his or her nominee.

(c) Students must be reminded that the fabrication of evidence in general and especially in respect of the stipulations of *paragraph 5(1)(b)(i)(aa)* above constitutes fraud.

(d) Where a student does not comply with the minimum requirements of a subject on the basis of valid reasons, evidence of such valid reasons must be included in the student portfolio for that subject.

(e) Where a student does not comply with the minimum requirements of a subject without a valid reason, a "0" (zero) is recorded and 0 is used in the compilation of the mark for the particular component or internal examination as a whole (as may be applicable).

(f) A distinction must be made between the uses of zero (0) in the event of a student not complying with the minimum requirements of internal examination for a subject without a valid reason, and a student not complying with the minimum requirements of internal assessment for a subject on the basis of a valid reason.

(g) The absence of an internal assessment mark in any subject must result in the student registered for that particular subject receiving an "incomplete" result.

(2) Procedures in respect of Internal Continuous Assessment, Integrated Summative Assessment Task and the written examination during October/November and the supplementary examination in March involving examination officials

(a) All alleged irregularities involving examination officials must be reported to the Provincial Irregularities Committee.

(b) Suspected irregularities involving Lecturers constitutes an act of misconduct and must be dealt with in accordance with the *Employment of Educators' Act*.

(c) Suspected irregularities involving examination officials employed in terms of the *Public Service Act* constitutes an act of misconduct and must be dealt with in accordance with the relevant Public Service Regulations.

(d) Prior to an investigation being conducted in respect of examination officials suspected of an internal assessment irregularity, the Director-General of the Department of Education or his or her nominee, provided that substantial evidence in respect of the alleged irregularity exists, may:

(i) Immediately suspend the services of a suspected defaulting official from marking or monitoring or moderation;
(ii) Immediately suspend the services of a suspected defaulting official in respect of any or all related examination processes; or
(iii) In the case of Private Colleges or learning institutions registered as examination centres with the relevant Department of Education, insist on the application of the relevant clauses of the Service Contract entered into with the particular examination centre.

(3) Procedures in respect of irregularities identified during the Planning and Preparatory Phase of the Internal Continuous Assessment, Integrated Summative Assessment Task and the written examination during October/November and the supplementary examination in March.

(a) The Director-General of the Department of Education or his or her nominee may immediately suspend an examination official who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of lecturers' Act* or in terms of *the Public Service Act*, or any other relevant legislation.

(b) Examination irregularities identified as having occurred before the question paper is written may include the leakage of the question papers.

(i) The first step in such a case is to determine the extent of the leakage, which must be determined by the Provincial Education Department.

(ii) The Provincial Irregularities Committee must institute a full investigation to ascertain the source of the leakage and report immediately to the National Irregularities Committee The South African Police Services (SAPS) and other investigation experts may be included in the investigation process.

(4) Procedures in respect of Examination Irregularities identified during the conduct of Internal Continuous Assessment, Integrated Summative Assessment Task and the written examination during October/November and the supplementary examination in March.

(a) The Director-General of the Department of Education or his or her nominee may immediately suspend an examination official, who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of Lecturers' Act* or in terms of *the Public Service Act,* or any other relevant legislation.

(b) Examination irregularities stemming from misconduct or wilful disobedience regarding policy or instructions issued during an examination must be dealt with as follows:

(i) In all cases the Invigilator must immediately bring the specific examination irregularity to the attention of the Chief Invigilator;

(ii) The Chief Invigilator must then offer the student suspected of an irregularity the opportunity to make a representation, either in writing or verbally, in the presence of the Invigilator.

(iii) If the Chief Invigilator, after considering the facts, finds that such an irregularity has indeed occurred, he or she must submit the matter to the

Provincial Irregularities Committee for further investigation and a decision;

(iv) In the event of a student persistently refusing to co-operate, the Chief Invigilator must request the student suspected of an irregularity to leave the examination room.

(v) The answer script must be removed from the student's possession and a note made of the date and exact time of its confiscation. Should the student refuse to leave, the Chief Invigilator may call upon the South African Police Services to assist;

(vi) If the student agrees to co-operate, the Chief Invigilator must allow him or her to continue with the examination, in which case a new answer script in the case of a written examination with the date and exact time of issue noted thereon, must be provided; and

(vii) The Chief Invigilator must forward his or her report, together with a report from the Invigilator on duty at the time of the alleged irregularity, the student's representation and a written account of events or any statement or exhibit, to the Provincial Irregularities Committee.

(c) In the case of examination irregularities identified while the examination question paper is being written, the following procedure should be applied:

(i) The Invigilator must remove the student's answer script and write the word "IRREGULARITY" on the front outside cover page and the type of irregularity, date, time and place of the irregularity;

(ii) The words "Answer script confiscated on…at…hours" must be written on the outside cover page in bold print;

(iii) The Invigilator must take possession of any unauthorised or incriminating material such as notes or any other object used directly or indirectly or in the possession of the student that may have been used to commit the irregularity;

(iv) Such material must be attached to the confiscated answer script, which then becomes the property of the relevant examination body and neither the student nor his or her parent(s) or guardians have the right to demand its return;

(v) The Invigilator must then give the student a new answer script. This answer script must also be endorsed with the words “NEW ANSWER SCRIPT” together with the date and time of issue;

(vi) The student must be informed that the fact that he or she is allowed to continue with the examination does not serve as a condonation of his or her contravention of examination policy and that a written report will be submitted to the Chief Invigilator at the conclusion of the examination and that the incident will be reported to the Provincial Irregularities Committee, who will report on the incident to the National Irregularities Committee.

(vii) The Invigilator must not allow any additional time to compensate for time lost in the course of detecting and processing the examination irregularity;

(viii) The Invigilator, following the completion of the examination, must immediately submit a full written report to the Chief Invigilator concerning the irregularity;

(ix) The student, following the completion of the examination, must be confronted about the irregularity and given the opportunity to provide a written declaration or response to the alleged offence;

(x) Where the student refuses to submit the required written declaration or provide a response, this refusal must be confirmed in writing by the Invigilator. The student must sign the statement made by the Invigilator;

(xi) Where the student refuses to comply with *sub-section (4)(c)(iii)*, another invigilator attached to the examination centre must provide a written statement confirming the refusal of the student to provide a written declaration; and

(xii) The answer script, any incriminating material and all applicable statements must then be sent for marking in the normal way and subsequently forwarded to the Provincial Irregularities Committee.

(5) Procedures in respect of examination Irregularities identified during the Marking Process

(a) In the case of examination irregularities relating to the process of marking as contemplated in *paragraphs 5(4), 5(5) and 5(6),* that are committed by examination officials, the Director-General of the Department of Education or his or her nominee may immediately suspend an examination official, who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of Lecturers' Act* or in terms of *the Public Service Act,* or any other relevant legislation.

(b) Examination irregularities identified by Markers during the marking process must be dealt with as follows:

(i) All examination irregularities suspected by Markers must immediately be reported to the Senior Marker or Deputy Chief Marker or Chief Marker who then refers it to the Centre Manager. These are then referred to the Provincial Irregularities Committee.

(ii) Answer scripts in which alleged examination irregularities are identified must be marked as usual. The word "IRREGULARITY" must be written in red ink on the front cover, along the margin.

(iii) These scripts must then be handed in together with the other answer scripts and completed mark sheets to the Senior Marker or Deputy Chief Marker or Chief Marker for attention. The marks of the suspected student must be entered on the mark sheet, with an indicator stating "irregular";

(iv) Where an answer script is found amongst those from another examination centre or where a student has been examined at an examination centre other than the examination centre where originally registered, the former examination centre must contact the examination centre at which the examination should have been conducted and arrange through the regional office or area project office for the transfer of that student's answer script.

(v) Where an answer script is lost, the matter must be referred to the Department of Education to decide the most appropriate course of action.

(vi) If the Senior Marker agrees with the finding of the Marker, he or she must clearly indicate on each answer script the location of the examination irregularity and hand the whole batch of answer scripts over to the relevant Deputy Chief Marker or Chief Marker;

(vii) Where the Senior Marker disagrees with the findings of the Marker, the script should be handed to the Deputy Chief Marker or Chief Marker for a second opinion. If the Deputy Chief Marker or the Chief Marker concurs with the Senior Marker, the answer script must be returned to the Marker for normal processing; and

(viii) If the suspected examination irregularity is confirmed by the Deputy Chief Marker or Chief Marker, the prescribed irregularity report must be completed and forwarded together with the evidence to the Provincial Irregularities Committee.

(6) Procedures in respect of Irregularities that occur during the Capturing, Processing, Standardisation, Release of Results and Certification Processes

(a) The Director-General of the Department of Education or his or her nominee may immediately suspend an examination official who contravenes any of these requirements, and the matter must be dealt with in accordance with the *Employment of Lecturers' Act* or in terms of *the Public Service Act*, or any other relevant legislation.

(b) All irregularities relating to the above processes must be reported immediately to the National Irregularities Committee.

(c) Confidentiality and security of information must be enforced. Any breach of these must be considered an examination irregularity.

(7) Procedures in respect of Investigations

(a) The investigations must be lawful, reasonable, timely and procedurally fair and the rights of the individuals should not be infringed. The principles of openness and transparency of an administrative action must be adhered to.

(b) The following procedure must be followed in respect of an investigation:

(i) A minimum of two members of the Provincial Irregularities Committee or two Provincial Officials delegated by the Provincial Irregularities Committee must be involved in all investigations;

(ii) The Provincial Irregularities Committee may call upon any official in the service of the relevant province or any student or student to appear before the Committee or the two-person team delegated to carry out the function, and it may also question any student accused of an alleged irregularity;

(iii) The Provincial Irregularities Committee or the delegated officials may also call upon any person not in the immediate employ of the relevant Department of Education but under its jurisdiction, to appear before the Committee or the two-person team delegated to carry out this function, and it may also question any such person in the normal course of an investigation;

(iv) The Provincial Irregularities Committee or the delegated officials have access to any room or place at any college or learning institution registered as an examination centre with the relevant Department of Education and may scrutinise or take possession of any document, article or any other evidence which, in the opinion of the Committee, may assist in the investigation;

(v) In cases of serious misconduct, the Department of Education should reserve the right to report such cases to the relevant State Security Agents for criminal investigation;

(vi) All investigations undertaken by the Provincial Irregularities Committee or the delegated officials, at whatever level, must be clearly documented

or minuted if it takes the form of a meeting and reported to the National Irregularities Committee immediately;

(vii) Findings of an investigation must be submitted to a full sitting of the Provincial Irregularities Committee that must make a decision as to whether a hearing must take place or not; and

(viii) No member of the Provincial Irregularities Committee may be involved in, or allowed access to any examination irregularity investigation or hearing or documentation involving a relative or any other person in respect of whom the investigator cannot be impartial.

(8) Procedures in respect of Hearings

If the relevant irregularity committee decides that a hearing should be held, such a hearing must be held under the following procedures:

(a) The hearings must be lawful, reasonable, timely and procedurally fair and no rights of the individual should be infringed. The principle of openness and transparency of administrative action must be adhered to.

(b) The following procedure must be followed in respect of hearings:

(i) Procedures for hearings vary according to circumstances and persons involved;

(ii) A written notification must be submitted to the student concerned in the alleged examination irregularity, or the parent or guardian of students under 21 years of age and the Principal or Centre Manager of the institution:

(aa) The written notification must be forwarded either by registered mail or delivered to a particular individual who acknowledges receipt of the notification;

(bb) The written notification must state clearly that the absence of a reply will not delay the hearing in respect of the suspected examination irregularity;

(cc) Where a student who is alleged to have committed an examination irregularity or his or her parent or guardian or representative cannot be contacted, the Principal or Centre Manager of the institution will be required to assist in contacting the student. If the Principal or Centre Manager of the institution is unable to contact the student, he or she must inform the Secretary of the Provincial Irregularities Committee thereof in writing. The inability to make contact with the student concerned or his or her parent or guardian or representative should not delay the processing of the irregularity unnecessarily;

(dd) All students suspected of an examination irregularity must be allowed the opportunity to respond to the invitation to attend a hearing regarding the alleged irregularity within ten (10 working days of being notified of an irregularity investigation;

(ee) students who do not wish to attend a hearing have the option of making an admission of guilt in the form of an affidavit which must be forwarded to the Secretary of the Provincial Irregularities Committee within ten (10) working days of being notified of an irregularity investigation;

(ff) Where a student is under 21 years of age, the student may be accompanied by his or her parent or guardian, the college Principal and any other representative; and

(gg) Where the student or his or her parent or guardian chooses to make use of legal representation during the hearing, this will be allowed and the Chairperson of the Provincial Irregularities Committee must inform the National Irregularities Committee at least three (3) working days before the scheduled hearing.

(iii) Evidence presented at an investigation or hearing may take the form of material evidence, written evidence, oral or other evidence;

(iv) All hearings must be recorded and the recording kept until the matter is finalised;

(v) If the student or his or her parent or guardian is unhappy about the way the hearing is conducted, an appeal may be lodged through the channels

provided by the Department of Education, to the National Irregularities Committee. If the student is unsuccessful with the appeal, he or she or his or her parent or guardian may institute judicial proceedings in a court of law;

(vi) The findings of a hearing must be submitted to a full sitting of the Provincial Irregularities Committee by the persons involved in the hearing process; and

(vii) Decisions and consequent recommendations by the Provincial Irregularities Committee, as approved by the National Irregularities Committee, must be communicated in writing to the person, College or learning institution under investigation, within thirty (30) working days of the completion of the hearing.

(9) Sanctions

(1) The Irregularities Committee may impose the sanctions contemplated in these regulations.

(2) Mandatory minimum periods of sanction may be imposed by the National Irregularities Committee upon finding the offender guilty of an irregularity. The reason for the creation of mandatory minimum periods of sanction is primarily to ensure that irregularities are handled in a uniform manner across all colleges, resorting under the Departments of Education, and secondly to combat and reduce the frequency of irregularities.

(3) There may be cases where the National Irregularities Committee is of the opinion that the imposition of one of the minimum periods of sanction would, considering the specific circumstances of the case, be very harsh and unjust. The Committee may, however, be freed from the obligation of imposing the minimum period of sanction if there are “substantial and compelling circumstances” which justify the imposition of a lesser punishment than the prescribed one.

(10) Appeals

(a) A student may appeal to the MEC against the decision of the Department of Education within fourteen (14) working days of the receipt of the written pronouncement of the judgment or sanction, if the student was present at the hearing.

(b) A student may appeal to the MEC against the decision of the Department of Education within twenty one (21) working days of the date of the written judgment or sanction, if the student was not present at the hearing.

(c) All appeals must be in writing and must include reasons in support of the appeal.

(11) Reporting of Irregularities

Reporting of examination irregularities is categorised into two components. The first component relates to reporting of the irregularity from the site of identification to the relevant officials within the Department of Education and the second component relates to reporting of the irregularity by the Department of Education or Head of Examinations to the external role players.

(12) Reporting

All alleged irregularities must be reported immediately to the next level of responsibility in the examination process, which then must report to the Chairperson of the Provincial Irregularities Committee This reporting can be done verbally but must be followed with a written report within twelve (12) hours.

(13) The Provincial Irregularities Committee will report to the Department of Education, who in turn must report all irregularities to the Director-General of the Department of Education and to the Chief Executive Officer of Umalusi as indicated in terms of *section 18(h)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).