



EKURHULENI EAST TVET COLLEGE

INTERNAL CONTINUOUS ASSESSMENT POLICY – (ICASS 02)

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1. LIST OF ACRONYMS AND ABBREVIATIONS

CET	Community Education and Training
CM	Campus Manager
DCM	Deputy Campus Manager
DHET	Department of Higher Education and Training
HOD	Head of Department
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
MIS	Management Information System
NC(V)	National Certificate (Vocational)
PAT	Practical Assessment Task
PLP	Pre- Vocational Learning Programme
POA	Portfolio of Assessment
POE	Portfolio of Evidence
QCTO	Quality Council for Trades and Occupations
SRC	Student Representative Council
TVET	Technical and Vocational Education and Training



2. PREAMBLE

The assessment of students' performance and the making of decision on what a student knows, understands and can do are critical processes within the Pre-Vocational Learning Programme (PLP), National Certificate (Vocational) (NC(V) and R191 qualifications. Assessment is regarded as the process of reflecting on the information gathered about the students' regular performance in order to make the decision. The assessment must be conducted in a structured environment where students' performance is regularly reported on and recorded, through on-going practices.

Furthermore, policy requirements regarding achievement of a subminimum for Internal Continuous Assessment (ICASS) and Integrated Summative Assessment Task (ISAT) where applicable and examined assessment will be enforced in the resulting and certification processes. The importance of completing and submitting Internal Continuous Assessment (ICASS) marks per subject per level is emphasized in this policy.

3. LEGISLATIVE FRAMEWORK /REFERENCES/GOVERNING PRESCRIPTS

- 3.1 Continuing Education and Training(CET) Act No.16 of 2006 as amended.
- 3.2 National Education Policy Act, 1996 (Act No. 27 of 1996).
- 3.3 DHET Internal Continuous Assessment (ICASS) Guidelines for NC(V) & Report 191 Programmes in TVET Colleges- as revised every academic year.
- 3.4 DHET National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007.
- 3.5 DHET Instructions for the conduct and administration of examinations in TVET Programmes i.e. National Certificate (Vocational) and Report 190/1.

4. AIMS AND OBJECTIVES

- a) This policy aims to set consistent standards for the:
 - I. Setting and moderation of assessment tasks (pre-assessment quality assurance).
 - II. Conducting and marking of assessment tasks (post-assessment quality assurance).
 - III. Moderation and verification (post-assessment quality assurance).
- b) The objectives of this policy is to:
 - I. prepare students for external examinations through formal assessment activities that support teaching and learning and build up ICASS marks that count towards the calculation of final examination results;
 - II. provide the opportunity to assess students on an on-going basis in the normal teaching and learning environment beyond the constraints of an examination process;
 - III. to play an integral part in supporting teaching and learning process. Both the student and the subject lecturer are able to evaluate learning progress and



- determine whether remedial interventions are needed, subjected to quality assurance mechanisms to ensure that uniformity of standards is maintained;
- IV. Ensure that the quality assurance (i.e. moderation, monitoring and verification) mechanisms inherent in the assessment process serve to strengthen its credibility and thereby the credibility of the qualification; and
 - V. provide guidelines for a common approach to the management, administration and implementation of the ICASS mark component in all subjects offered across the College.

5. DEFINITIONS

In this Policy –

Authentic assessment -refers to assessment that aims to assess knowledge, skills, values and attitudes in contexts that closely resemble actual situations in which that knowledge and those skills, values and attitudes are used.

Assessment forms -means the most appropriate means of assessing and determining how well learners are learning.

Assessment Standard- describes the minimum level at which learners should demonstrate the achievement of a Learning Outcome and the ways or range (breadth and depth) of demonstrating the achievement. It is grade-specific.

Assessment strategies- means the approaches taken to assess a learner's performance, using a number of assessment forms appropriate to the task and the level of the learner understands.

Assessment Task- refers to an assessment activity that is designed to assess a range of skills and competencies. For example, one task is:

- I. an assignment;
- II. a test; and
- III. an exam, which may include one, two or three papers.

Common Tasks for Assessment-means a series of tasks intended for obtaining information about a learner's demonstrated achievement. These tasks must cover a range of assessment activities, e.g. practical work, project work, classroom work, homework, oral work or presentations, and paper-and-pencil tests.

Continuous assessment- (ICASS) means an on-going process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.

Criterion-referenced assessment-measures how well a learner performs against a standard or criterion, rather than against another learner.



External assessment- means any assessment activity, instrument or programme of which the design, development and implementation have been initiated, directed and coordinated by the Department of Higher Education.

Moderation- means the process of verifying the results of the continuous and external assessment.

Pen-and-paper task- means a task, requiring a written response, that is performed under controlled conditions and that measures a learner's understanding and performance across a range of competences.

Programme of Assessment" also referred to as "Year Plan"- means a trimester, semester or year-long grade-specific formal plan of assessment for a Learning Programme or Learning Area or Subject.

Record Sheet - means a record of learner's performance in formally assessed tasks expressed as national codes together with descriptors or percentages. May or may not include comments, although the use of comments is essential.

College Assessment Plan -means a plan of assessment that includes the formal tasks for all Learning Programmes or Learning Areas to be covered during the college year.

Lecturer Portfolio - means a collection of all planning for assessment, including the assessment tasks and assessment tools for both formal and informal assessment. It should include the Record Sheet(s).

6. SCOPE OF APPLICATION AND CONTEXT

This policy applies to the assessment of student work who have enrol for PLP, NC(V) and R191 at Ekurhuleni East TVET College. It applies further to the academic staff who apply assessment practices to deem student competent for progression and realization of their knowledge and skills as required in different programmes. NC(V) comprises of 7 subjects per level, per programme; while Report 191 Qualification comprises of 4 subjects per level, per programme and PLP. Students registered at Ekurhuleni East TVET College for the particular programme must pass all subjects at that level in order to progress and or obtain a certificate as stipulated on DHET policies.

7. The assessment:

7.1 Will occur against the standards of programs or qualifications, PLP, NC(V) and Report 191. It must be outcome based and aligned to the assessment standards, module covered, job requirements and students' needs. The principles and objective of the NQF must govern the assessment practices at the college. Assessments are also governed by the DHET ICASS guidelines, UMALUSI, QCTO.

7.2 Is conducted according to a planned and structured academic cycle (assessment plan/schedules).

7.3 Subjected to the verification processes of the DHET and quality assurance bodies.

8. ROLES AND RESPONSIBILITIES

POSITION	TASK/DELEGATION
8.1 College Council	Approves the ICASS policy.
8.2 Principal	(i) Ensures compliance with the assessment and relevant legislation. (ii) Provides a strategic leadership and direction to assessment.
8.3 Deputy Principal Academic (DPA)	(i) Advocate the adherence and compliance to the assessment policy and relevant legislation. (ii) Evaluate and review assessment practices at the college. (iii) Be aware of the policy and how the policy aligns with the organisation's strategic plan. (iv) Ensures the assessment reporting structures and assessment review mechanisms adopted by the college. (v) Ensures that the ICASS component of each subject is being implemented in such a manner that it does not compromise the integrity of the PLP, NC (V) and Report 191 qualifications. (vi) Be accountable and responsible for the College performance.
8.4 Assistant Director Exams & Assessment	(i) Assist in the development of the college ICASS policy. (ii) Ensures the implementation of the ICASS policy at the college. (iii) Warrants adherence to the policy. (iv) Monitors the implementation of the assessment policy at the campuses. (v) Coordinates the assessment and exam monitoring team. (vi) Conducts audits of the assessment procedures, practices and moderation. (vii) Support Lecturers with regards to the quality assessment practices (viii) Compiles and review assessment reports and provide feedback to stakeholders. (ix) Coordinates College assessment committee meetings and submit minutes and reports. (x) Coordinates training and workshop on exams and assessment. (xi) Ensures submission of ICASS and ISAT marks to DHET. (xii) Analyse the Exams results and develop improvements strategy. (xiii) Be accountable and responsible for the College performance.
8.5 Assistant Director Curriculum Support	(i) Assist with the monitoring of examinations and assessments (ii) Support the exams and assessment unit on unit related actions. (iii) Partake in the active engagements of the college assessment committee. (iv) Assist in analysing the exams result and development of improvement strategy and Curriculum support strategy. (v) Be accountable and responsible for the College performance.
8.6 Quality Management Services	(vi) Assist with the development of assessment policy and procedures. (vii) Quality assures the assessment procedures, practices and moderation. (viii) Assist in the development of quality assessment standards. (ix) Conducts assessment evaluation and audits.



	(x) Make assessment related recommendations on the corrections and modifications.
8.7 Campus Manager (CM)	<ul style="list-style-type: none"> (i) Advocates and ensures that assessment policies and procedures are adhered to. (ii) Compiles assessment, monitoring and evaluation reports per exam cycle and submit to the office of the Exam and Assessment Assistant Director for consolidation. (iii) Review campus assessment performance, procedures and quality assessments to improve the results. (iv) Ensure that the ICASS component of each subject is being implemented in such a manner that it does not compromise the integrity of the PLP, NC (V) and Report 191 qualifications. (v) Be accountable and responsible for the campus performance.
8.8 Deputy Campus Manager(DCM)	<ul style="list-style-type: none"> (i) Ensures the implementation of the policy at the campus. (ii) Monitors the effective execution of the policy by all the Departments. (iii) Monitors the conduct of assessment at the campus and submit reports (iv) Ensure compliance to the policy by all academic staff members (v) Verifies 25% of assessment portfolios and submit reports. (vi) Analyses the campus assessment results and develop improvement strategy. (vii) Initiates Campus Assessment Committee meetings and submit minutes (viii) Be accountable and responsible for the campus performance.
8.9 Head of Department (HOD)	<ul style="list-style-type: none"> (i) Consolidates the departmental assessment plan. (ii) Monitors the conduct of the assessments in their respective departments and submit reports. (iii) Ensures that Programme Managers are aware and implementing the policy. (iv) Moderate 75% of the portfolios (v) Analyses the departmental assessment results and report to the DCM and develop improvement strategy. (vi) Monitors the conduct of the assessments and submit reports. (vii) Be accountable and responsible for the department performance.
8.10 Programme Manager (PM)	<ul style="list-style-type: none"> (i) Compiles the assessment plans (ii) Coordinates and convene assessment meetings and submit minutes (iii) Ensures that Lecturers are in possession of the relevant ICASS, assessment and subject guidelines. (iv) Ensures compliance to the assessment standards. (v) Monitors the conduct and record keeping of assessments and assessment portfolios and submit reports (vi) Recommend improvements strategies to the HOD (vii) Moderation of 25% POA portfolios (viii) Moderation of 10% on student assessments (ix) Analyses the programme assessment results and submit reports (x) Be accountable and responsible for the department performance.
8.11. Lecturer	(i) Assesses according to the DHET and Quality assurance bodies assessment standards for formative and summative assessment.



	<ul style="list-style-type: none"> (ii) Designs an assessment of good quality instruments and completes all necessary administration templates for the assessment. (iii) Responsible for conducting assessments that meet quality criteria for assessment methods and keep evidence. (iv) Responsible for planning and assessment preparation, develop and maintain assessment reports, conduct the assessments, advise and support students, record and administer assessments and compiles assessment and performance improvements. (v) Marks the script after the assessment and complete the Mark sheet, Evidence of Review and Lecturer Individual performance excel spread sheet and submit to the Programme Manager or subject Moderator (vi) Adhere to the college assessment policy and external assessment bodies of authority. (vii) Supervises the completion of all assessment by the students (viii) Compiles an assessment portfolio for the Lecturer and a Portfolio of evidence(POE) for the students containing all relevant information in accordance to the DHET curriculum instruction documents. (ix) Keeps all assessment records for a period of 2 years after the academic year for audit purposes. (x) Serves as invigilators for the assessment and examinations. (xi) Prepares ICASS & ISAT, PAT according to the DHET assessment requirements and standards. (xii) Prepares quality internal examination question papers and marking guidelines. (xiii) Provides feedback on assessment processes and ensures that students verify their marks. (xiv) Marks all assessment in record time and submit marks for capturing. (xv) Verifies marks captures and ensure students acknowledge the marks received. (xvi) Be accountable and responsible for the subject performance.
<p>8.12 Campus Administrators & Exam Officers</p>	<ul style="list-style-type: none"> (i) Capturing of all assessment onto the MIS. (ii) Verify captured assessment against the manual generated marks recording sheet. (iii) Ensures the double-capturing of marks. (iv) Prepares the conduct of the examination (v) Ensures students are informed about the assessment and examination procedures. (vi) Be accountable and responsible for the campus performance.
<p>8.13 Student</p>	<ul style="list-style-type: none"> (i) Meet all assessments requirements per subject and that tasks are completed in order to qualify for the external examination. (ii) Must submit all assessments. (iii) Undergo assessment and demonstrate competence within agreed deadlines and set criteria for the assessment. (iv) Comply with assessment procedures. (v) Collect and maintain assessment evidence. (vi) Must obtain an assessment feedback. (vii) Must acknowledge a completed and incomplete assessment.

9. POLICY PROVISIONS

9.1 PLANNING FOR INTERNAL ASSESSMENTS

SETTING OF ASSESSMENT INSTRUMENTS

The assessment tool which best suits the type of assessment task being administered must be compiled to match the type and purpose of the assessment task.

The process should be as follows:

- a) Assessment instrument and Tools i.e. tests, assignments, practical assessments, Internal Examination, marking memoranda/guidelines/rubrics and checklists, the Analysis Grid, Pre-Assessment moderation checklist and Post-Assessment moderation form.
- b) Verification of all Marks on the Script against the Mark sheet.

9.2 ASSESSMENT PLAN.

This plan must be submitted to the Assistant Director: Exams and Assessments of the campus for approval prior to the commencement of teaching and learning in an academic year. The exams and assessment division at the college will use these assessment plans to monitor and verify the conduct of ICASS. The subject assessment plan should indicate the assessment tasks that must be administered, conducted and recorded in an academic year. It must also provide the names of the lecturers responsible for the setting thereof and the timeframes. Details should also be provided of the Topics, Subject Outcomes and Assessment Standards covered in each task. HODs are responsible for coordinating the development and moderation of assessment tasks and tools.

9.3 SUBJECT ASSESSMENT SCHEDULE FOR THE STUDENTS

A subject assessment schedule indicates the assessment tasks that will be administered in the academic year/period and must be provided to each student at the beginning of the academic year/period. This schedule should include the type of assessment task and weighting, the content to be covered, the time and mark allocation, and the date of assessment.

10 MISSED ASSESSMENT(S)

10.1 The opportunity to complete an assessment may only be granted to a student who was absent for valid or special reasons such as illness or death in the immediate family. This must be accompanied by relevant documentation.

10.2 The Deputy Campus Manager will validate the reasons of absence prior granting a permission for the student to write a missed assessment. Students must report their absence within a reasonable period. The Exam and Assessment Unit must be contacted to release a question paper for a qualifying candidate in the case where the assessment is a common paper.



10.3 Additional assessments – often referred to as the B-test/ assignment/ tasks/internal exams, may not be used simply to allow students to achieve higher scores after performing poorly in a task the first time.

11 MODERATION OF ICASS TASKS

11.1 Moderation is a process to determine the standard applied in setting of tasks and assessing students. Judgement about the quality of the tasks and students' performance is carried out before, during and after administration of tasks whilst monitoring and verification ensures that assessment is planned, administered and conducted.

11.2 The Moderation of ICASS tasks must be conducted by subject matter experts and takes place in phases:

- I. Pre-assessment moderation checklist
- II. Post-assessment moderation tool
- III. Evidence of Review and Individual performance analysis of Assessment
- IV. The moderator must ensure that all the required documents for moderation are completed and made available in the PoA/Assessment file.

12 ICASS MARK COMPONENT

a) Assessment tasks constituting the ICASS component

Each student must complete the stipulated number of assessment tasks for each subject in an academic year/period. Marks achieved in these tasks will be used to compile an ICASS mark per subject. The ICASS for both NC (V) and Report 191 is valid for one year. The candidate must achieve the required pass percentage as outlined in the PLP guidelines, ICASS guidelines for NC (V) and Report 191.

b) Additional supporting tasks

Conducted through class tests or quizzes, observations, discussions, practical demonstrations, informal classroom interactions, etc., are used for daily monitoring of students' progress and daily planning of teaching and learning. The assessments do not contribute to the ICASS mark and must be recorded and filed separately.

13 MARKING OF ASSESSMENTS

- a) Marking of assessments should be consistent and be a true reflection of the level of the students' performance for both ICASS and exams.
- b) A marking tool of the assessment must be relevant and marks should correlate with that of the question paper. Lecturers are responsible for quality marking of all ICASS, ISAT and the internal marking of exams for Engineering Studies N1 and NC(V) L2 and L3 scripts.
- c) Marking of assessments and exams should be completed within 7 days after writing the assessment and recorded once marking is completed. Quality marking promotes and completes the integrity of assessments.

14 RECORDING OF ICASS MARKS

- a) When recording performance in ICASS tasks, the marks achieved in each task must be converted to reflect the weighting for the subject, as per **PLP, NC (V) and Report 191 ICASS guidelines**. Round marks off to avoid the use of decimals. The converted mark must be indicated on the marked test/assignment/examination answer sheet as well as on the record sheet. The record sheets should be used to compile the final ICASS mark.
- b) Students should be captured in ascending numerical order (lowest to highest) according to their identity numbers on record sheets to facilitate the recording and transfer of the correct final ICASS mark as a percentage (%) for each student onto official mark sheets released by DHET for the submission of ICASS marks for resulting purposes. Where a student completes less than the required number of tasks for the ICASS component, a zero (0) must be allocated to the tasks missed and the final total must be calculated according to the prescribed number of tasks.
- c) Marks for any additional assessment tasks may not be used for the calculation of the final ICASS mark. Record sheets constitute the official assessment records that must be kept at the college for monitoring, moderation and verification purposes and kept as evidence at Campus for up to one year. These records constitute legal evidence should a legal dispute be declared by a student / parent / guardian. Students must verify their marks before the final mark record sheets for ICASS marks are finalized.
- d) The sub-minimum for exam entry;

ICASS in NC(V) subjects will be as follows:

- I. All vocational subjects: 50%
 - II. Life Orientation and the First Additional Languages: 40%
 - III. Mathematics OR Mathematical Literacy: 30%
- e) ICASS in Report 191 subjects- refer to the ICASS guidelines for Report 191 as the ratios for these subject differ for different instructional offerings. A student must comply with the subminimum in both the external and internal assessment components to be resulted. Both external and internal components must be completed in the same academic year.
 - f) NC(V) - Whilst the ISAT mark is valid for a period of three years to complete a qualification, according to paragraph 10 (8) of the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*, the ICASS mark is only valid up to the first supplementary examinations immediately following the November examinations.

15 PORTFOLIOS

- a) It is expected of both the lecturer and the student to maintain a portfolio which provides evidence of engagement in ICASS tasks. It is the responsibility of the subject lecturer to ensure that the information in his/her Portfolio of Assessment (PoA) as well as the student Portfolio of Evidence (PoE) is kept up to date.



- b) Where two or more lecturers are responsible for teaching the same subject, each lecturer must maintain a separate POA File. The POA File must be kept up to date and be available at all times for monitoring purposes. All portfolios must be kept for the period of 2 years following the previous academic year for audit purposes.

16 IRREGULARITIES

The College/ Campus must establish a College/ Campus examination irregularity committee in line with the DHET instruction for the conduct and administration of examination that will conduct hearings on irregularities that exist during the ICASS assessment process. This will be the same committee that will deal with irregularities during the external examination.

The two main irregularities contested are:

- (i) Arising during the conduct of assessments
- (ii) Detected during the marking process and thus reported by markers
- (iii) The committee will follow the same procedures as captured in the DHET instruction for the conduct and administration of examination when dealing with irregularities for ICASS.
- (iv) An irregularity register must be kept and made available on request.

17 COMMUNICATION

This policy will be communicated to the relevant stakeholders through various platforms:

- I. Advocacy through a management plan
- II. Circulation through email/intranet
- III. Uploading on the Quality Manual
- IV. Provide constant updates
- V. Student Representative Council (SRC) workshops

18 REVIEW OF POLICY

This policy shall be reviewed once every (2) two years.