LSS SUPPORT PACKAGE

ICASS for NC(V) and Report 191 Programmes

MODULE 1: *THE IMPORTANCE AND PURPOSE OF THE ICASS GUIDELINES*

LSS Participant Handout

2018

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MODULE 1

THE IMPORTANCE AND PURPOSE OF THE ICASS GUIDELINES

1.1   INTRODUCTION

The planning, setting and moderation of assessments play an imperative role in education. It is therefore important that lecturers should have a thorough knowledge of all the applicable documentation relevant to their subjects, as well as the latest Internal Continuous Assessment (ICASS) Guidelines issued by the Department of Higher Education and Training (DHET). Syllabi, subject and assessment guidelines should be read together with the *TVET Curriculum Instruction* for ICASS Guidelines for both the Report 191 and NC(V) qualifications.

ICASS Lecturers must use the latest ICASS Guidelines. This document replaces the previous ICASS Guidelines. Most aspects have stayed the same, but there are differences, which will be discussed in this document.

ICASS The implementation of the new ICASS Guidelines will be monitored. That is why training is being provided; to ensure that these guidelines are fully understood. Templates for all processes are included and ONLY these templates may be used.

This workshop consists of the following four modules:

Module 1: The importance and purpose of the ICASS Guidelines

Module 2: The setting of assessments

Module 3: The moderation process (pre- and post-moderation)

Module 4: Recording and verification of marks

1.2   THE IMPORTANCE AND PURPOSE OF THE ICASS GUIDELINES

Internal assessments prepare students for external examinations. Formal assessment activities are carried out to support teaching and learning and to build up ICASS marks that count towards the calculation of the final examination results. In terms of The National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP), these marks should be subjected to quality assurance mechanisms to ensure that uniformity of standards is maintained.

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. The overarching and founding principles of all assessment offerings are quality and credibility.

The purpose of the ICASS Guidelines is to set consistent standards for the following:

- Setting and moderating assessment tasks (pre-assessment quality assurance)
- Conducting and marking assessment tasks (post-assessment quality assurance)
- Moderation and verification (post-assessment quality assurance)

1.3   THE APPROACH TO THE WORKSHOP

The ICASS Guidelines 2018 need to be implemented for both the Report 191 programmes and the NC(V) qualifications. Although most aspects are the same, there are also distinct differences as all programmes have their own subject and assessment guidelines and syllabi.

Whether assessments are set, moderated and marks verified for National Accredited Technical Education Diploma or NC(V) programmes, the generic principles remain the same and therefore will be discussed as such. Activities and examples will be taken from Report 191 and NC(V) subjects, but lecturers need to keep in mind that the emphasis is not as much on the content as on the quality of the setting, moderating and verification of marks.

1.4   THE DIFFERENCES BETWEEN THE PREVIOUS ICASS GUIDELINES AND THE LATEST ICASS GUIDELINES

1.4.1 Report 191 programmes

There are no distinct content differences between the previous and new ICASS Guidelines. One aspect, the **verification of** marks, has been added. It is compulsory that lecturers adhere to the new templates, as found in the latest document.

Assessors should read these guidelines in conjunction with the relevant Report 191 subject syllabi and The National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP).

 Should there be a contradiction between prescription in subject syllabi and these guidelines, adhere to the syllabi. Furthermore, programme and promotion requirements for individual subjects as captured in the Report 190 (2000/03) and Report 191 (2001/08) policy documents must prevail; they supersede these guidelines.

1.4.2 NC(V) qualifications

First, we need to distinguish between fundamental and vocational subjects.

- **Fundamental subjects**

There is only one difference and that relates to the verification of marks.

Assessors should always read the ICASS Guidelines in conjunction with the relevant NC(V) subject guidelines and assessment guidelines and the National Policy on the Conduct,

Administration and Management of the Assessment of the National Certificate (Vocational), 2007.

PLEASE NOTE In the case of a discrepancy, the ICASS Guidelines supersede the subject and assessment guidelines of each subject in NC(V) programmes.

- **Vocational subjects**

The first difference is changes to Integrated Summative Assessment Tasks (ISATs) and adding Practical Assessment Tasks (PATs) to the vocational subjects. As a high premium is placed on practical assessments, PAT has been added as a compulsory element. Two practical tasks need to be performed, and these two tasks form part of the ICASS of the vocational subjects. The PAT for Levels 3 and 4 have been standardised to ensure uniformity across institutions. The PAT thus had been set and moderated both internally and externally.

PLEASE NOTE These PATs must be used as the two practical marks of the ICASS component for vocational subjects.

A second difference applicable to all NC(V) qualifications is the addition of the verification of marks. This will be discussed during the workshop.

1.5 THE ROLE OF TVET COLLEGES IN THE IMPLEMENTATION OF THE ICASS GUIDELINES

TVET colleges play the following roles in the implementation of the ICASS. The differences between the Report 191 and NC(V) programmes are highlighted in the summary below:

REPORT 191 PROGRAMMES	NC(V) PROGRAMMES
Develop a policy for internal assessment to cover all aspects in the complete assessment process, taking into account the *National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP).*	Develop a policy for internal assessment to cover all aspects in the complete assessment process, taking into account the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*.
Compile trimester and semester assessment plans and schedules.	Compile an annual ICASS assessment plan and schedule for each NC(V) subject offered by the college. **PLEASE NOTE TWO PAT TASKS MUST BE INCLUDED FOR VOCATIONAL SUBJECTS.**
Design and moderate suitable assessment tasks and tools.	Design and moderate suitable assessment tasks and tools. **PLEASE NOTE TWO PAT TASKS FOR LEVEL 3 AND 4 HAVE BEEN STANDARDISED AND MUST BE INCLUDED FOR VOCATIONAL SUBJECTS.**

Conduct assessments as per the **trimester/semester** subject assessment plan.	Conduct assessments as per the **annual** subject assessment plan.
Conduct subject level moderation on assessment set.	Conduct subject level moderation on assessments set **(excluding the PAT for Levels 3 and 4 – already moderated).**
Conduct subject level moderation on marked assessments for each subject as per the assessment plan.	Conduct subject level moderation on marked assessments for each subject as per the assessment plan. **Monitor the conduct and moderation of ICASS to ensure that the ICASS component is being implemented – with specific reference to PAT for vocational subjects.**
Conduct verification of evidence and marks produced. *PLEASE NOTE* **THIS IS A NEW COMPONENT IN THE ICASS GUIDELINES FOR 2018.**	Conduct verification of evidence and marks produced. *PLEASE NOTE* **THIS IS A NEW COMPONENT IN THE ICASS GUIDELINES FOR 2018.**
Account for the implementation of the above to the academic board and the DHET.	Account for the implementation of the above to the academic board and the DHET.

1.6 THE ROLE OF THE DHET

The DHET is responsible for monitoring and verifying the moderation and implementation of ICASS at colleges. This process includes
- monitoring visits to colleges, and
- verification/analysis of monitoring and moderation reports and consultation with colleges regarding identified areas of concern.

UMALUSI will monitor the implementation through external moderation.

Now that you are familiar with the importance and purpose of ICASS and what is expected from the different role-players, let's start implementing the process.

The next module will deal with setting assessments.

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