

**MANAGEMENT OF THE IMPLEMENTATION OF
INTERNAL CONTINUOUS ASSESSMENT AT WESTERN
COLLEGE IN GAUTENG**

by

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ABSTRACT

The National Certificate: Vocational (NCV) qualification was introduced at Technical and Vocational Education and Training (TVET) colleges in 2007 to enable students to acquire necessary skills and knowledge that would prepare them effectively for the world of work. The NCV is an outcomes-based curriculum and its introduction was accompanied by a general shift to outcomes-based teaching and learning approaches, as well as a rigorous assessment and moderation regime, particularly with regards to the internal assessment (ICASS) component. The shift required lecturers to adopt multi-dimensional assessment of skills, knowledge, understanding, attitudes, values and dispositions when assessing students. The report released by Umalusi in 2014 pointed out a number of factors that negatively affect the implementation of ICASS at some TVET colleges.

The aim of the study was to explore the factors that constrain or enhance the implementation of the ICASS component of the NCV at TVET colleges. Literature related to the research topic was consulted and, subsequently, document analysis and semi-structured interviews were used to determine ICASS practices applied at Western College (Westcol) for TVET. ICASS requirements as per NCV-related policies and the current ICASS practices at the college were compared to determine the factors that (including those cited by Umalusi) hinder or promote ICASS implementation.

The findings reflected that lack of resources (mainly financial and physical resources, as well as under-qualified and unqualified lecturers at the college) hinder the effective implementation of the ICASS component in some subjects at the college. Furthermore, the quality of the assessment elements was of great concern. Most interviewees reported that: some of the ICASS tasks in various subjects were of poor quality; there was lack of or poor moderation of tasks; portfolios were incomplete and there was a lack of structured remedial intervention after tasks were conducted. Interviewees attributed the above situation to increased lecturers' workloads and students' poor class attendance. The research recommends that the college build capacity for ICASS implementation through the provision of resources, and the training and development of lecturers, as well as partnerships with industries and other institutions to complement and strengthen the college's limited resources and to apply knowledge management practices so that the college can leverage and benefit from the knowledge it currently possesses, to improve the implementation of the internal assessment component.

DECLARATION

I declare that this research report is my own unaided work. All the sources have been acknowledged by means of a complete reference list. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Public and Development Management) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Selaelo Peter Sebetlene

Date

DEDICATION

To my grandmother Masala Monyemurobeni, who passed on during the course of my studies towards this degree.

To all students at Technical and Vocational Education and Training (TVET) colleges who are studying very hard towards the attainment of the National Certificate: Vocational (NCV) qualification, so that they are better equipped with skills and knowledge to access employment, become self-employed and/or gain admittance at institutions of higher learning.

To my colleagues at Western College (Westcol) for TVET, and the lecturers and management who took part in the interviews and made their documents available for this research, without whom this research report could not have been completed.

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Table 1: Sites of interviews, codes for respondents and profiles of key interviewees

List of abbreviations and acronyms

AsgiSA	Accelerated and Shared Growth Initiative of South Africa
BTEP	Botswana Technical Education Programme
CA	Continuous Assessment
CAT	Common assessment task
DHET	Department of Higher Education and Training
DoE	Department of Education
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
HEI	Higher Education Institution
HOD	Head of Department
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
Jipsa	Joint Initiative for Priority Skills
KM	knowledge management
LO	Learning Outcome
MIS	management information system
NC(V)	National Certificate: Vocational
NDP	National Development Plan
NQF	National Qualifications Framework
NQV	National Qualification Vocational
NSF	National Skills Fund
OBE	Outcomes-Based Education
PGCE	Post-Graduate Certificate in Education
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
PPE	personal protective equipment
PSET	Post-School Education and Training
QMS	Quality Management System
SAG	Subject and Assessment Guideline

SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SITs	students-in-training
SO	Subject Outcome
SSS	Student Support Services
TVET	Technical and Vocational Education and Training
UNISA	University of South Africa
VET	Vocational Education and Training
Westcol	Western College

CHAPTER 1

1.1 Introduction

Student assessment is an integral part of most of the qualifications and programmes offered by educational institutions. Boud and Falchikov (2007:243) state that “assessment of students is a value-loaded activity which is surrounded by debates relating to academic standards, preparing students for employment, measuring quality and providing incentives”. With an emphasis on accountability, education worldwide has been compelled to reconsider assessment in its entirety as it is no longer sufficient to use assessment to improve throughput and pass rates only – more importantly, assessment must improve the quality of teaching and learning in order to promote successful and self-regulated students (Meyer, Lombard, Warnich and Wolhuter, 2010; Nitko, 1995; Lubisi and Murphy, 2002).

Student assessment may comprise of both internal and external assessment components (Lubisi and Murphy, 2002; Mwebaza, 2010). According to Mwebaza (2010), internal assessment includes assignments, tests, projects and field studies conducted by a school or college, while external assessment refers to tests that are produced by the examining body away from the school or college. Internal assessment is also referred to as continuous assessment (CA). Atsumbe and Raymond (2012:71) define continuous assessment as “a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account in a systematic way, of all his performances during a period of schooling”. External assessment is usually summative, which implies that it is conducted at the end of the term/year or module/course (Clark, 2012).

Bantwini (2010) argues that modern societies are confronted with complex problems and education reforms are viewed as a mechanism for solving these problems. In South Africa, educational reforms have been intended to redress past racial inequalities and to combat current skills shortages (Fullan and Miles, 1992). The apartheid curriculum policy system was considered to be racist, Euro-centred, sexist, prescriptive, context-blind and discriminatory (Jansen and Christie, 1999).

Since 1990, South Africa's educational system has undergone major reforms with assessment as the central component, including the introduction of continuous assessment in 1995 and the outcomes-based education (OBE) curriculum in 2005 (Jansen and Christie, 1999; Maree and Fraser, 2004). These reforms are regarded as assessment-led reforms (Maree and Fraser, 2004). Before the introduction of these reforms in the country, student assessment was skewed as it emphasised on the external component of assessment over and above the internal assessment component (Lubisi and Murphy, 2002), resulting in the external component becoming a determining factor for promotion to the next level/grade. As Nitko (1995), and Lubisi and Murphy (2002) argue, it is unfair to determine students' worth on one examination at the end of the year or term, without considering their performance during the course of the year or term.

The Technical and Vocational Education and Training (TVET) colleges sector (formerly known as the Further Education and Training (FET) colleges sector) has not been immune to educational and curriculum reforms. Over and above the Report 190/1 (also referred to as Nated) i.e. N1 to N6 qualifications which were offered by the TVET Colleges, the National Certificate: Vocational (NCV) qualification was introduced as a national curriculum policy at TVET Colleges by the Department of Education (DoE) in 2007 (DoE, 2006). The NCV is a qualification offered at levels 2, 3 and 4 on the National Qualifications Framework (NQF) and assessment in the qualification comprises of both internal assessment component referred to as internal continuous assessment (ICASS) as well as the external assessment component.

1.2 Background

TVET colleges have been at the centre of skills development in South Africa since the dawn of democracy and have undergone various transformational stages (Powell, 2013). According to Akoojee (2008) and Powell (2013), South African public TVET colleges should not only respond to the skills needs of the South African economy but also address the social disparities of apartheid by providing disadvantaged communities with access to high-quality and relevant education.

1.2.1 Reconfiguration of the TVET College sector

In 1998, through the promulgation of the Further Education and Training Act No. 98, 152 technical colleges were merged to form 50 public TVET Colleges in South Africa (Akoojee, 2008; Powell, 2013). The reason for the merger was to make the institutions more responsive and relevant to the skills demands of the country by offering a wide range of programmes and to reach out to as many out of school youth as possible (DoE, 2001a; Gaum, 2003; Powell, 2008).

All economic policies and initiatives which the country has embarked upon post-1994 emphasise the critical and crucial role that colleges should play in addressing the three trajectories of unemployment, poverty and inequality (Gaum, 2003). The Accelerated and Shared Growth Initiative of South Africa (AsgiSA), a Joint Initiative for Priority Skills (Jipsa) and the National Development Plan (NDP) have all placed TVET colleges at the centre of skills development (Lekwane, 2012). Colleges are expected to equip students with skills and knowledge by offering programmes that are responsive and relevant to the economic needs of the country.

Taylor, Fleisch and Shindler (2008) indicate that there was sharp increase in the funding of TVET Colleges in the 2006/07 financial year. This was due to the development of the new curricula (NCV) and the training of lecturing staff in order to offer the new curricula. Government allocated R1.9 billion to colleges as recapitalisation grant between 2007 and 2009 for putting up infrastructure, acquiring equipment, the development of the new curriculum and the skilling of the human resources (Matea, 2013). The Green paper for post-school education and training (2012) indicates that support for FET Colleges has grown significantly, from R3.8 billion in 2010 to R5.45 billion in 2013/14 representing an increase of 43%, to ensure that colleges are adequately resourced to offer responsive and relevant programmes to address the skills deficit currently experienced in the country. It is clear from the above that the FET Colleges funding continues to increase each year which should, in essence, cater to a large extent, the resources required for the delivery and assessment of curricula offered by FET colleges.

1.2.2 Introduction of the National Certificate: Vocational qualification at Colleges

The NCV was introduced at TVET Colleges as a national curriculum policy to respond to the skills needs of the country. The NCV enables students to be equipped with necessary knowledge, practical skills, applied competence and understanding required for employment in a particular trade or occupation (DoE, 2006).

According to Akoojee (2008), the NCV was introduced in South Africa to address youth unemployment and to provide skills geared to current and projected economic opportunities and challenges. Akoojee (2008:32) states that “the introduction of the new curriculum was hailed as a long-awaited response to the national skills crisis”. Internationally, policy makers have identified vocational education and training (VET) as a vehicle to improve economic performance through skills development (McGrath et al., 2006).

Papier (2009:4) states, “The new curriculum was accompanied by a shift to outcomes based teaching and learning approaches as well as a rigorous assessment and moderation regime”. The shift required lecturers to adopt learner-centred facilitation approaches as well multi-dimensional assessment approaches to assess skills, knowledge, understanding, attitudes, values and disposition. These approaches were contrary to the traditional teacher-centred and content-bound approaches which were applied in the Report 191 programmes (Mda and Mothata, 2000).

Developing and launching a new curriculum does not guarantee that challenges, such as skills shortages amongst others, will be overcome. A range of factors such as teachers’ understanding and acceptance of the new curriculum and other resource factors are likely to impact on implementation of the new curriculum (Bantwini, 2010).

Student assessment in the NCV qualification is also constituted of both internal and external assessment components. The internal assessment component is referred to as internal continuous assessment (ICASS) (DoE, 2006). In the 2013 report titled *Report on the quality assurance of the examinations and assessment in the National Certificate (Vocational) and NATED (NI–N3)* (hereunder referred to as the Umalusi report), the

General and Further Education and Training Quality Assurance (GenFETQA) Council known as Umalusi expressed concerns over poor implementation of the ICASS component of the NCV programmes at a number of TVET Colleges. Lack of/or inadequate resources (physical, human and financial) to accommodate effective implementation of ICASS led to assessment elements (assessment policy, assessment tasks, marking tools/memoranda and internal moderation) being compromised.

Given that the NCV qualification is vocational-oriented with emphasis on skills acquisition which most of these skills can only be assessed through the ICASS component and not under written examination conditions and noting the ICASS weight of 50% and 25% in vocational and fundamental subjects respectively towards the final examination mark of the qualification, it is important that the implementation of ICASS receives attention in order to effectively implement ICASS.

This study examined the factors and challenges that led to lack of/or inadequate provision of resources which resulted in poor quality of the assessment elements thereby compromising effective implementation of ICASS in 2014 in some public TVET colleges as reported by Umalusi. The study also looked at the role played by college management in the implementation of ICASS.

1.3 Problem statement

There are a number of TVET Colleges which experience difficulties with the implementation of ICASS as contained in the 2013 Umalusi report. Poor implementation of the ICASS component compromises the credibility and integrity of the qualification and more importantly, the aim and purpose of this qualification: to address the skills needs of the South African economy.

The Umalusi report (2013:34) indicates that the implementation of ICASS at certain Colleges was hindered by the unavailability of resources as well as assessment elements of poor quality.

With regards to resources, the report highlights:

- i. inadequate facilities to offer NVC programmes
- ii. unqualified and inexperienced lecturers
- iii. lack of learning and training material, and
- iv. lack of funds and in instances where funds were available, there was lack of effective planning and tedious procurement procedures resulting in consumables often being unavailable when needed.

On assessment elements, it was found that:

- i. the ICASS tasks were of poor quality in terms of cognitive levels e.g. a task mainly comprising of low order (knowledge) questions
- ii. inadequate marking tools/guidelines/memoranda
- iii. incomplete portfolios
- iv. poor or lack of internal moderation, and
- v. lack of assessment plans and, where plans were available, they were not adhered to.

In 2014, Umalusi conducted moderation and verification of sampled some portfolio files from two of Western College's (Westcol) campuses during the September/October ICASS monitoring cycle which focused on organisation of portfolio files, quality of tasks and recording of marks. The findings reflected an average performance by the two campuses. The two campuses were neither listed in Table 17 (Umalasi, 2013:69–70) consisting of centres of excellence nor in Table 18 (Umalasi, 2013:71–3) which is comprised of campuses that require assistance on ICASS implementation. However, both campuses were listed in Table 14 (Umalusi, 2014:63) of the report which consisted of campuses with poor ICASS tasks. No campus of the college was visited by Umalusi moderators in the 2014 May ICASS cycle, hence no finding on resources could be made.

Studies have been conducted on the implementation of continuous assessment of the outcomes-based curriculum at both primary and secondary schools (Nitko, 1995; Lubisi and Murphy, 2002; Olatomide and Oluwatosin, 2014); however, little has been done to

focus on the implementation of the internal continuous assessment i.e. ICASS of the NCV qualification which is outcomes-based at TVET Colleges.

The current research will expand on the findings by Umalusi documented in the 2013 report and seeks to establish the factors underpinning the constraints identified by Umalsi.

1.4 Purpose of the research

The purpose of this research is to explore the factors that constrain or enhance the implementation of ICASS at Western College (Westcol). The study will look at how resources (human, financial and physical) are mobilised and utilised for the implementation of ICASS and also how the availability or non-availability of the resources impacts on the quality of assessment elements at Westcol. With regards to assessments elements, the study will focus on the planning, conduct and record keeping processes involved in the implementation of ICASS.

1.5 Research questions

The study seeks to answer the following main question:

What factors promote or constrain the implementation of ICASS at TVET colleges?

The following sub-questions will assist in answering the main question.

- What resources are available to implement ICASS?
- What processes are followed to implement ICASS?
- What practices are applied in ICASS implementation?
- How is the implementation of ICASS managed?
- How could the implementation of ICASS be improved?

1.6 Significance of the study

There is an increasing volume of literature on the implementation of continuous assessment of outcomes-based education at schools in South Africa and in other countries which give insight into the various factors that constrain/enhance the implementation of CA, however, there is a gap which requires research because little research has been

conducted on the implementation of ICASS in the NCV qualification – which is outcomes-based at TVET Colleges.

The study will contribute significantly by raising awareness on factors that impact positively or negatively on the successful implementation of ICASS and to shed light on some of the strategies which can be applied for the effective implementation of ICASS.

The availability of resources and the utilisation thereof is key to the successful implementation of ICASS. The resources include financial resources i.e. budget allocation for ICASS, human resources which entails how the lecturers are selected for the setting and moderation of ICASS tasks and physical resources which include well equipped workshops and simulation rooms for students to do practical tasks. Furthermore, the study will examine how marking and the moderation of students' work is conducted and how students' achievements are recorded, captured on the management information system (MIS) and submitted to DHET. Lastly, this study will provide recommendations as to how the implementation of ICASS could be improved across all the fifty TVET Colleges in the country.

1.7 Clarification of terms/concepts

Assessment is an ongoing process which is designed to monitor and improve student learning, and it comprises a set of systematic methods for collecting valid and reliable information of what students know and can do at various stages in their academic careers as governed by formal statements of students learning outcomes (Popham, 2008; Praslova, 2010).

Assessors are those who are declared competent to decide whether students are competent in terms of the outcomes agreed upon (DoE, 2007).

Continuous assessment entails a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes account in a systematic way, of all his/her performances during a period of schooling (Atsumbe and Raymond, 2012; Nitko, 2004).

Diagnostic assessment means assessment used to identify the learner's strengths and weaknesses and to determine the learner's prior knowledge to determine whether the learner has the potential to be admitted into a particular learning programme (Gultig, 1998).

External assessment refers to tests that are produced by the examining body away from the school/college (DoE, 2006; Mwebaza, 2010).

Formative assessment takes place during the process of teaching, and entails day-to-day assessment. It is designed to support teaching and learning process and assists in the process of future learning (Gultig, 1998; Gravet and Geysler, 2004).

Implementation means carrying out, accomplishing, fulfilling, producing or completing a given task (Mhizha, 2013).

Internal assessment means the assessment conducted by the school/college, including assignments, tests, projects and field studies (DoE, 2006; Mwebaza, 2010; Pretorius, 1998).

Internal continuous assessment is any internal assessment conducted by the provider, the outcomes of which count towards the achievement of a qualification, which is contained in a portfolio of evidence according to the requirements as specified in the Subject Assessment Guidelines (SAG) for the subjects in the National Certificate Vocational (DoE, 2007).

Lecturer means anyone who teaches, educates or trains other persons or who provides professional educational services at any college (DHET, 2011).

Lecturer portfolio of assessment means a 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 (DoE, 2006).

Management is a set of activities directed towards efficient and effective utilisation of resources in order to achieve organisational goals (Bush, 2003).

Moderator means a person who ensures that assessment system complies with the requirements set out in the Subject Assessment Guidelines of the various subjects listed in the policy document (DoE, 2007).

National Certificate: Vocational means 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 document, “National policy on the conduct, administration and management of the assessment of the National Certificate (Vocational)” (DoE, 2007).

Outcomes-based education (OBE) is an approach to teaching which focuses on ‘how’ to teach. The OBE approach focuses not only on what one learns, but also how one learns (Meyer *et al.*, 2010).

Policy means a plan of action adopted or pursued by an individual, government, party, public or other institutions (Mhizha, 2013). It means a policy determined by the Minister in terms of the National Education Policy Act No. 27 of 1996 (DoE, 2006).

Portfolio means a collection of summative assessment evidence generated by a candidate and used to accredit achievement of learning outcomes (DoE, 2006).

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.

Summative assessment means assessment which takes place at the end of learning experience to determine the overall achievement of learners and learning success (essentially, whether the learner is competent or not yet competent) (Gultig, 1998; Gravet and Geysler, 2004).

Umalusi is the General and Further Education and Quality Assurance established in terms of the General and Further Education and Training Quality Assurance Act No. 58 of 2001.

1.8 Research report outline

Chapter 1

Chapter 1 serves as the introduction to the study and also provides the background information about the study. The chapter introduces the topic, research purpose and the research problem to be investigated taking into account the research questions. The clarification of concepts, the significance of the study as well as the research report outline are explained in this chapter.

Chapter 2

The chapter looks at literature review where the necessary information about the topic would be found. Literature on continuous assessment and the implementation thereof i.e. role-players, resources required as well as the theoretical background to the study is presented in this chapter.

Chapter 3

This section gives information on the research design and the method used for collecting data. The data will be collected through the qualitative approach by applying semi-structured interview. The document analysis conducted will also be dealt with in this chapter. This will be followed by a discussion on validity and reliability of the research, limitations of the study as well as ethical considerations.

Chapter 4

The chapter presents data in a narrative manner, drawing together the views of different participants as well as the findings from documentary analysis. Data is explained in a narrative manner in line with the research questions and the themes obtained from the participants.

Chapter 5

The chapter provides an in-depth analysis of the findings described in Chapter 4. The categories from interviews are broken down into common or similar categories. The

results are discussed in relation to the literature review section presented in Chapter 2 and the researcher's analysis.

Chapter 6

The chapter presents the conclusion, recommendations as well as areas which require further research. The conclusion will review each thematic area discussed in Chapter 5 and a summary is given. Recommendations to be taken note by role-players are presented as well the area for further research.

1.9 Conclusion

Chapter 1 presented the introduction of study and the background of the study. The problem statement, research purpose, research question were also discussed in the chapter. Furthermore, the significance of the study, clarification of terms/concepts and the research report outline were dealt with in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review was conducted to find out about the relevant information which will be used for data analysis and to determine the link between this research and what has been documented previously on the implementation of ICASS taking into account the problem statement and the purpose of the research. The researcher discovered that not much has been written on assessment in vocational education and training (VET) colleges particularly on NCV as stated under the problem statement in Chapter 1. The researcher relied on the literature about assessment at schools in relation to outcomes-based curriculum, which is also adopted in the NCV qualification. As the central aim of the study is to investigate the factors that constrain or enhance ICASS implementation at some TVET Colleges, the researcher takes note that there were other colleges (Table 17 – centres of excellence; Umlasi report, 2014) in the report which implemented ICASS in an effective manner i.e. in line with the ICASS policy and guidelines. Consistent with the research topic, the chapter starts by unpacking the concepts **of:** management, implementation and internal assessment.

The approach of literature review comprises of different perspectives, which provide a global perspective on the implementation of vocational education and training (VET) and an African perspective on the implementation of continuous assessment (CA) at schools. Experiences and perspectives on the roll-out of VET in other countries, as well as various factors that constrain the successful implementation of CA at both primary and secondary schools within the African context, are explained in this section. Considering that the schools have long been implementing CA of the OBE curriculum and that colleges in other countries have offered the VET qualification for longer period than in South Africa, the experiences and perspectives will add value to this study. It should be noted that not much has been documented about ICASS implementation at TVET colleges as the NCV was only introduced in 2007. Studies conducted on VET colleges focused mainly on the implementation of the qualification and not on ICASS in particular, hence it is important to consider lessons and experiences from schools as the NCV is also outcomes-based. The

study looks at roles played by different stakeholders as well as the resources required for the successful implementation of ICASS. The chapter also presents the theoretical framework which underpins the study.

2.2 Management

Bush (2003:157) defines management “as a set of activities directed towards efficient and effective utilisation of resources in order to achieve organisational goals”. Strydom (2008:44) states that management “is a process of coordinating work-related activities so that the people performing them complete these activities effectively and efficiently. Robbins and DeCenzo (2004:6) refer to management as a “process of getting things done effectively and efficiently through and with other people”. According to Machado, Strydom and Cant (1999:53), management is “a set of activities involving the planning, organising, leading and controlling a business’s human, physical, financial and information resources, with the aim of achieving the business’s goals efficiently and effectively”. It can be said then that management involves utilising resources (including people) to perform certain activities to achieve organisational goals. The implementation of ICASS requires resources which must be supplied and also be managed efficiently and effectively in the execution of ICASS activities, as prescribed by ICASS policies.

Management is also a term used to refer to the people with formal power within an organisation who perform certain functions and are expected to use resources effectively and efficiently to achieve organisational goals (Strydom, 2008). The organisation resources as well as management functions are explained below.

2.2.1 Types of organisational resources

Machado, Strydom and Cant (2008) and Strydom (2008) identify the following types of resources:

- Material resources – are the physical objects needed to make a product or provide a service including buildings and machinery.
- Human resources – are people who work for a business in return for some sort of payment.

- Financial resources – is the money needed to pay the employees, to buy raw materials or whatever else needed, and to keep the organisation running
- Information resources – enables managers to know how well money is being used in the organisations. It is important for business owners to know if the business and the employees are working effectively.

The implementation of ICASS requires all the resources explained above. A college requires material resources such as equipment and machinery in workshops and simulation rooms for teaching and assessment of the NCV qualification. The human resource component is comprised of those who sit in management and how their decisions impact on ICASS implementation as well as lecturers i.e. their qualifications and experience in teaching and assessment and how they implement ICASS. On financial resources, all other resources are dependent on these resources as College staff must be paid but more importantly ensuring that equipment and other consumables such as stationery are available for ICASS implementation. With information resources, ICASS implementation requires a sound management information system to capture marks and to produce reports on students' performance on ICASS tasks as well as for the submission of final ICASS scores to the Department of Higher Education and Training (DHET).

The above-mentioned definition of management emphasises that resources should be utilised effectively and efficiently. It is important then to define these two concepts: *efficiency* and *effectiveness*. *Efficiency* is about doing the task correctly and refers to the relationship between inputs and outputs, whereas *effectiveness* entails doing the right task and the completion of task (Robbins and DeCenzo, 2004). Halsall (1998) maintains that an action is said to be effective if it accomplishes its objective/aim. As the implementation of ICASS involves the use of scarce and expensive resources, it is imperative that these resources are used efficiently and effectively by both College management and lecturers.

2.2.2 General functions of management

It is expected of management to perform certain functions in order to achieve organisational goals (Machado, Strydom and Cant, 2008). These functions are: planning, organising, leading and controlling. These functions are briefly explained as follows:

- Planning entails deciding on the firm's goals and deciding on the way in which these goals should be achieved (Machado, 2008; Robbins and DeCenzo, 2004). Strydom (2008) further elaborates that planning involves deciding in advance what to do, how to do it, when to do it and who is supposed to do it. The Revised ICASS Guideline document (2014) requires management to compile an assessment plan before the commencement of the academic year. The plan should highlight the types of internal assessment task to be conducted, which lecturers will compile the tasks and which will moderate such tasks, by when the tasks will be written, marked and moderated, and by when the marks should be submitted.
- Organising involves determining what tasks are to be done, who is to do them, how the tasks are grouped, who reports to whom and where decisions are to be made (Robbins and DeCenzo, 2004). According to Strydom (2008), organising includes assembling an organisation's human and material resources in the best way to achieve goals and creating a framework or an organisational structure for the business so that all resources can be best used to achieve the goals. College management should identify qualified and experienced lecturers to teach students, and set and moderate ICASS tasks, and to avail resources required for teaching and learning as well as assessment of the curriculum.
- Leading is about directing, guiding and motivating other employees. It involves motivating the firm's human resources to carry out the plans to achieve goals. (Machado, Strydom and Cant, 2008; Strydom, 2008). College management is expected to ensure through guidance and motivation that lecturers implement ICASS as per the plan and that the ICASS tasks are of appropriate standard and quality.
- Controlling means "checking to see that the firm is working in the most efficient way possible to achieve goals" (Machado, Strydom and Cant, 2008:55). According to Strydom (2008), controlling is a process which involves three steps. The first step is to develop performance standards according to the set objectives developed during the planning process. The second step is to measure the actual performance of employees and teams in order to establish whether

they are performing according to the set standards. The last step entails deciding on and implementing corrective action in case of deviation. The ICASS guideline document (2014) stipulates that college management should develop an assessment policy and an ICASS management plan, and conduct moderation and monitoring of ICASS to ensure that it is implemented according to the plan and policies. Westcol's assessment policy and the ICASS management plan were consulted during this study in relation to the NCV policy as well as the ICASS guideline document.

After having looked at management, it is important to focus on the implementation component of ICASS. Mhizha (2013:14) states that, "implementation literally means carrying out, accomplishing, fulfilling, producing or completing a given task". According to Van Meter and Van Horn (1975), implementation encompasses those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions. Hill and Hupe (2014:72) define policy as "a complex interaction process between a large number of actors which takes place within networks of independent actors" Cooperation among the actors involved is important as the actors are mutually dependent because they need each other's resources to achieve goals and the explanations for the success or failure of policy implementation should be based on the extent of cooperation achieved (Hill and Hupe, 2014).

According to Van der Waldt, Van Niekerk, Doyle, Knipe and Du Toit (2002), the policy implementation phase results in the formulation of administration and operational policy which develops manuals and procedures to guide the actions of public officials. Van der Waldt *et al.* (2002) indicate that for successful policy implementation, there are two activities which must be carried out, which are planning and making resources available. Planning involves decisions on the: *who*, *when*, and the *how* in policy implementation. In relation to ICASS implementation, the '*who*' refers to lecturers and management who are involved in ICASS i.e. qualifications and experiences they possess. The '*when*' is covered by the plan which must indicate when tasks are to be compiled, moderated, conducted, marked, post moderated and by when marks should be submitted. The '*how*' is covered in the ICASS guideline document (2014) which dictates the nature of ICASS tasks,

moderation, marking, scoring and recording of marks. With regard to resources which must be made available for policy implementation, the types of resources which were discussed in 2.1 are required for ICASS implementation.

2.3 Assessment

Praslova (2010:217) defines assessment as “an ongoing process which is designed to monitor and improve student learning and it comprises a set of systematic methods for collecting valid and reliable information of what students know and can do at various stages in their academic careers governed by formal statements of students learning outcomes”. Assessment can either be internal or external. Internal assessment is the assessment conducted by schools/colleges and it includes assignments, tests, projects and field studies, whereas external assessment are tests which are produced by the examining body away from the school/college at the end of course or module (DoE, 2006; Lubisi and Murphy, 2002; Mwebaza, 2010; Pretorius, 1998).

Cheung (2001) and Gultig (1998) distinguish among three assessment purposes: diagnostic assessment, formative assessment and summative assessment. Diagnostic assessment is used to identify the learner’s strengths and weaknesses, and to determine the learner’s prior knowledge, to determine whether a learner has the potential to be admitted into a particular learning programme. Formative assessment takes place during the process of teaching, and entails day-to-day assessment. It is designed to support the teaching and learning process, and assists in the process of future learning. Summative assessment takes place at the end of learning experience to determine the overall achievement of learners and learning success (Clark, 2012; Popham, 2008).

Internal assessment comprises of continuous assessment. Continuous assessment is “an ongoing process of gathering and interpreting information about students’ learning that is used in making decisions about what to teach and how well students have learned” (Olatomide and Oluwatosin, 2014:88). Atsumbe and Raymond (2012:71) define continuous assessment “as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account in a systematic way, of all his performances during a period of schooling”. CA therefore involves the use

of a variety of modes of evaluation for the purpose of guiding and improving students' learning and performance.

Continuous assessment may be either formative and summative depending on its use. It is formative when the results are used to inform educators and learners about a learner's progress and to improve learning, which is referred to as formative continuous assessment. It is summative when it is used to report the achievements of learners to others, rather than to inform the learning process which is regarded as summative continuous assessment (Nakabugo and Siebörger, 2001; Nitko, 1995). The study will focus on both the formative and summative use of ICASS in the NCV qualification.

Olatomide and Oluwatosin (2014) identify four characteristics of continuous assessment. Firstly, implementation of internal assessment is systematic which means that an operational plan should be designed. The plan should indicate what measurements are to be made of pupils' performance, at what intervals, and the nature of instruments to be used in measurement. Secondly, it must be comprehensive in scope as it is expected to use diverse approaches and tools like tests, examinations, projects assignments, observation, questionnaires and interviews to gather valuable information on learners. The use of diverse tools is because a wide range of learning outcomes such as skills and multiple forms of thinking should be assessed (Bell and Cowie, 1998; Atsumbe and Raymond, 2012). Thirdly, continuous assessment is cumulative and implies that any decision made on the learners at any point must take into account all previously taken decisions on them. It means that every score obtained should add up to the final score for summative purposes which then requires keeping of up-to-date records. The use of portfolios which reflect learners' true efforts, progress and achievements over a period is key in the implementation of continuous assessment (Maree and Fraser, 2004). Fourth, it is guidance-oriented which means that all data gathered on the learners should be used to identify the learners' strengths for reinforcement and their weaknesses for remediation so that they can be guided further on their academic and vocational aspirations, growth and development. Bell and Cowie (2000) indicate that the feedback obtained from this assessment can be used by teachers and students to revise classroom practices and to monitor own learning respectively.

The above characteristics (systematic, comprehensive, cumulative and guidance- or remedial-oriented) are important features of ICASS as prescribed by the NCV policies. For example, the implementation of ICASS requires each lecturer and each student to have a portfolio of evidence (PoE) file and a portfolio of assessment (PoA) file per subject respectively to keep records of students' performance.

2.4. Relationship between teaching, learning and assessment

Assessment can never be separated from the teaching and learning process (Meyer *et al.*, 2010). Assessment forms an integral part of any teaching and learning situation, and should not be regarded as a separate didactic activity. It should be perceived as a daily activity which teachers do or are supposed to do in order to determine whether effective teaching and learning has occurred and to plan future teaching and learning success (Meyer *et al.*, 2010).

Vandeyar and Killen (2007) assert that student assessment is embedded and practised in a particular curriculum which forms an inseparable part of a country's educational system. It needs, therefore, to be understood against the background of the development and within the realities of such a system, as assessment is no longer regarded as an 'add-on' to teaching and learning events, but as an integral part of these events (Meyer *et al.*, 2010).

Teachers must compile meaningful assessment tasks which have the potential to contribute to students' learning. Teachers must link assessment to the important learning outcomes and must also explain the purpose of assessment so that students can see the tasks as realistic and worthwhile (Vandeyar and Killen, 2007).

2.5 Differences between measurement, evaluation and assessment

According to Meyer *et al.* (2010), measuring involves using standard instruments such as rulers, scales or thermometers to determine length, weight and temperature in order to attach a numerical or quantifiable value to measurement. During teaching and learning, measurement has to do with quantifiable information. When measuring a learner's response, the teacher collects information relative to a predetermined standard, such as a

scoring scale. By applying the scoring scale, a quantitative value is attached to a learner's response and, in this sense, measurement forms part of assessment (Meyer *et al.*, 2010)

Vandeyar and Killen (2007) regard evaluation as the process of making judgements about or deciding on the worth of something and is concerned with the quality of a quantified or measured result. By interpreting the information gathered through measurement (scoring scale), the result is evaluated (Vandeyar and Killen, 2007). When marking students' responses, teachers allocate marks according to the scoring scale and rely on their professional judgement to value the student's achievement and conclude whether the student is 'competent' or not (Meyer *et al.*, 2010).

Assessment will be discussed briefly in this study as it has been defined already in detail in the previous sections of this chapter. Assessment in education is "the process of gathering, interpreting, recording and using information about learners' responses to an educational task" (Meyer *et al.*, 2010: 34). Most scholars regard evaluation as an umbrella term which includes assessment and measurement (Meyer *et al.*, 2010). Evaluation forms part of assessment and assessment is the practice of judgement, and the two concepts (assessment and evaluation) sometimes mean the same thing and more often used interchangeably (Meyer *et al.*, 2010). The summative purpose of assessment is judgmental as it determines whether or not a student should progress to the next level which serves as evaluation.

2.6 Steps involved in implementing continuous assessment

There are steps that should be followed when implementing continuous assessment. These steps entail the process of gathering, interpreting, recording, reporting and using information about student performance (Meyer *et al.*, 2010).

Data gathering is the first step and it is the essential starting point of any assessment procedure. It provides raw data/evidence of students' knowledge or understanding of a given task or their ability to perform a given task. Teachers gather evidence in the form of student's written or verbal responses to a particular question or by observing the execution of the task or procedure (Meyer *et al.*, 2010).

The second step is data analysis which involves analysing data or evidence provided by students (Meyer *et al.*, 2010).

The third step is data interpretation which means that a teacher must make sense of students' responses in order to be able to gauge their mastery of a given task. These two steps take place concurrently.

Recording is the fourth step which entails recording of analysed and interpreted data as documentary proof of students' achievement in a given task. Recorded achievement serves as reference points to guide future students' performance (Meyer *et al.*, 2010).

The fifth step is reporting or communicating students' achievement. Reporting or communicating students' achievement could be done in the form of formal report cards, or by disclosing students' achievement to students or parents verbally or in writing (Meyer *et al.*, 2010).

The sixth and last step is to use of information on students' achievement. Information on students' achievement should be used as a point of departure to diagnose barriers to learning and to move learning forward (Meyer *et al.*, 2010).

2.7 ICASS policies and guidelines

The NCV policy (2006) and the Subject and Assessment Guideline (SAG) documents (2007) of the DHET emphasize ICASS as a compulsory component in the NCV qualification. The final promotional mark in all NCV students is constituted by both the ICASS mark and the exam mark. According to the Assessment policy, a student without the ICASS mark will receive an 'incomplete' result and will not be considered for promotion to the next level. The ICASS guideline document (2014) which is reviewed annually by DHET provides guidelines on how ICASS should be conducted. It requires colleges to develop assessment policies, compile portfolios of assessment for both lecturers and students, to develop a plan for all ICASS, to ensure that tasks are of appropriate standards and accurate capturing and recording of marks amongst others. The above documents were consulted to guide the investigation of the study against the college's practices to implement ICASS.

2.8 Role players in the implementation of continuous assessment

Management of the implementation of internal assessment points out to a number of role players. They are: teachers, college management, government through the DHET, students, parents/guardians, Umalusi and the private sector. This study will focus on college management and lecturers as they are directly and actively involved with the implementation of ICASS. A brief description of Umalusi's role with regards to assessment at FET Colleges is also explained.

2.8.1 Lecturers

The terms 'lecturer', 'educator' and 'teacher' will be used interchangeably in this research report. As it has been alluded to in the introduction section of this chapter, the study draws from the experiences and perspectives on CA implementation of the OBE curriculum where the terms 'teacher' and 'educator' are used to refer to the personnel who deliver curriculum to students, whereas personnel doing the same job at colleges are referred to as lecturers.

Curriculum reforms directly affect lecturers, and it would be irrational and naive to expect lecturers to easily or without any objections accept such reforms (Bantwini, 2010). Vandeyar and Killen (2007) argue that the reluctance of lecturers to change their assessment practices in response to new policies and curriculum guidelines may be due to ingrained conceptions of assessment.

The knowledge, skills and experience that a lecturer possesses play a crucial role in the implementation of continuous assessment. Brown and Knight (1994) argue that certain teachers are the main barriers to continuous assessment when they lack the technical knowledge and skills to conduct continuous assessment, and when they fail to see the need and purposes of continuous assessment.

According to Heritage (2007), there are specific knowledge and skills which lecturers should possess to implement CA. Teachers should have the domain knowledge as well as the assessment knowledge. With domain knowledge, teachers should know and understand the concepts, knowledge and skills to be taught in the subject that they teach.

According to Hoadley and Jansen (2009), teachers' knowledge of what they are actually teaching – especially their content and conceptual knowledge – is the most important resource of all. Teachers' understanding of the subjects they teach influences their conception of assessment (Vandeyar and Killen, 2007). Regarding assessment knowledge, lecturers should be familiar with a range of assessment strategies, so that they can maximise the opportunities to gather evidence and so that the evidence and inferences drawn from it are of sufficient quality to enable them to understand where the learner is along the learning progression (Heritage, 2007). According to Nitko (2004), lecturers should understand the purpose, methods and effects of assessment so that they can integrate teaching, learning and assessing. It can be said that, when teachers know how to craft quality assessments, it will increase the quality of the teaching strategies employed.

Heritage (2007) indicates that there are three types of skills which lecturers require to implement continuous assessment. Firstly, they must be able to interpret evidence which entails the ability of teachers to draw inferences from students' responses. Secondly, lecturers should be able to match instruction to the gap such that they are able to translate their interpretations of the assessment results into instructional actions that are matched to the learning needs of their students. Nitko (2004) insists that when lecturers carefully define assessment tasks, they are clarifying what they want students to learn and as a result instruction is linked to the need for such training. Thirdly, lecturers should possess self-assessment skills which must be taught to students to enable them to assess their own learning and the learning of others. When students are aware of quality standards laid down by the lecturer or curriculum documents, they are able to compare their work to these quality standards and are able to improve their own work in the learning progressions.

The type of knowledge and skills described above bear relevance to what lecturers offering NCV programmes should have for effective implementation of ICASS. Educators cannot use assessment strategies which they do not understand or for which they lack skills and the effective use of any strategy is limited to the educators' ability to think about and control what they are doing (Vandeyar and Killen, 2007).

2.8.2 College management

College management has a major role to play in the implementation of continuous assessment. Management should execute the general management functions (planning, organising, leading and controlling, as pointed out by Machado (2008) and Strydom (2008)) in the implementation of ICASS. College management should provide a variety of resources (material, human, information and financial resources) and should also ensure that the resources are utilised efficiently and effectively to achieve college goals and in this instance – successful implementation of ICASS (Robbins and DeCenzo , 2004). According to the revised ICASS Guideline document (2014), College management is expected to; develop a policy for internal assessment which covers all aspects in the complete assessment process, compile an annual ICASS assessment plan and schedule for each subject which the College offers, design and moderate different assessment tasks and marking tools/memoranda, conduct assessment as per the annual subject assessment plan, conduct the subject level moderation on marked assessment of each subject as per the subject assessment plan, monitor the conduct and moderation of ICASS to ensure that the ICASS component is being implemented and to conduct verification of evidence and marks produced for the ICASS component.

Heritage (2007) indicates that apart from executing management functions and providing resources for the implementation of continuous assessment, college management should invest in high quality, sustained continuous assessment professional development programmes for lecturers so that they become better equipped to conduct ICASS.

2.8.3 Umalusi

The General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001, amended in 2008) gave rise to General and Further Education and Training Quality Assurance Council - Umalusi and mandated it to quality assure all exit point assessments and to approve the release of examination results. Quality assurance is “a process of ensuring that the degree of specified excellence is achieved, it accentuates the role of assessment in determining the learner achievement in terms of the stated outcomes and assessment standards” (Meyer *et al.*, 2010: 89).

Umalusi is responsible for the monitoring of assessment practices and processes in the education sector in order to endorse the quality of assessment. Umalusi quality assures both internal and external assessments of the NCV qualifications at all NCV levels through external moderation. Subject experts from Higher Education Institutions (HEI), TVET Colleges, provincial education departments and the private sector are appointed as external moderators to carry out Umalusi's function (Umalusi, 2013). Moderators are responsible for the moderation of a sample of final question papers, ICASS as well as the Integrated Summative Assessment Task (ISAT) in their respective subjects (Umalusi, 2013).

2.8.4 Other role players

Government i.e. DHET, parents/guardians and students are also role players in ICASS implementation (Heritage, 2007). These role players did not form part of the study. Although DHET provides funding to colleges for amongst curriculum delivery and resulting and certification of students, it is not directly involved in implementing ICASS. Parents/guardians should monitor and support students on their college work (Heritage, 2007). Parents/guardians did not constitute the unit of analysis of the study as they are also not directly involved with ICASS. Although students are active role players in ICASS implementation, they were not considered for the study as the study focused on how the implementation of ICASS is managed, focusing on institutional factors that constrain or enhance effective ICASS implementation.

2.9 Factors that affect the implementation of continuous assessment

As already stated in the introduction section of this chapter, not much has been documented on assessment of vocational qualification at VET colleges and as such the literature adopted in this study, is about CA implementation at schools. Since the purpose of the study is to investigate factors that constrain the implementation of continuous assessment in the NCV qualification which is modularised, outcomes-based and learner-centred to look at implementation of continuous assessment at schools in developing countries and also to examine the roll out of vocational education and training (VET) in other countries. It is important for this study to draw on experiences and insights from

these studies in order to learn from them as there maybe similarities on the factors and/or practices that promote or hinder the implementation of ICASS at TVET colleges.

2.9.1 Implementation of continuous assessment in developing countries

Before CA was introduced into the education system in most African countries, both primary and secondary schools based their assessment and promotion of learners from one class to another on the results of a single examination which came up at the end of each academic year (Atsumbe and Raymond, 2012; Nitko, 1995; Lubisi and Murphy, 2002). The introduction of CA and the implementation thereof, posed huge challenges for teachers in both primary and secondary schools in these countries as discussed below.

Studies conducted at schools in Nigeria after the introduction of CA in 1981 found that although there was an operational plan with standing rules on when to conduct CA as well as its frequency, most teachers were reluctant to conduct CA in line with the plan because if the plan was adhered to, teachers would become overworked due to more marking and record keeping (Olatomide and Oluwatosin, 2014). A study by Atsumbe and Raymond (2012) found that teachers did not use diverse instruments to cover the cognitive, affective and psychomotor domains of learners and only used examination papers, tests and assignments which covered the cognitive domain of learners. Due to large class size and inadequate facilities, it was found that teachers put down fictitious marks/grades in pupils' records to represent grades of test which were in actual fact not conducted and the marks were submitted to examination bodies as final CA scores (Olatomide and Oluwatosin, 2014). According to Olatomide and Oluwatosin (2014), the reason was that most teachers were not properly trained to teach subjects that they were teaching and as a result teachers merely filled in any marks against pupils' names for such subjects. Atsumbe and Raymond (2012) found that despite the emphasis that government places on CA, there was no financial or any other support offered by the government towards promoting CA. No provision was made for stationery and other equipment such as files and filing cabinets for record keeping which are necessary for the implementation of CA.

In South Africa, continuous assessment was introduced in schools by the national department of education through the provincial departments in 1995 (Nakabugo and

Sieborger, 2001). Studies conducted after its introduction found that most teachers viewed continuous assessment as an overload and a burden with too much paperwork noting that they were already struggling to cope with large numbers of learners in their classrooms which ranged from a ratio of one educator is to fifty students (1:50) and in extreme cases, the ratio was 1:80 (Bantwini, 2010; Lubisi and Murphy, 2002). Some teachers did not have an understanding of curriculum reforms which made it difficult for them to implement the reforms and some felt they were not getting enough classroom support from management (Bantwini, 2010). According to Pryor and Lubisi (2002), the system was dominated by the use of (admittedly teacher-produced) tests which were modelled on the matric examination question papers. They also found that teachers were forced by large number of pupils in classrooms to rely on assigning marks rather than providing quality feedback and it was only in the trial examinations scheduled in August where feedback was provided. It was also discovered that there was serious lack of capacity to implement CA among teachers. With regards to moderation, it was found that moderators did not conduct rigorous moderation on a colleague's work who was in turn going to moderate him/her on the same subject at a different level or on a different subject (Lubisi and Murphy, 2002).

In Ghana teachers struggled to implement assessment reform i.e. CA due to lack of teacher training, time and resources. It was also affected by large classes and irregular attendance (Pryor and Akwesi, 2006). A research conducted by Quanash (2005) found that teachers experienced a high level of stress in compiling tests, marking and recordings due to the number of assessments which pupils had to go through. There was also lack of emphasis on project work/practical work as most teachers were not trained on teaching and assessing the project work/practical work and instead used recall questions that are easier to mark. The study also found that there was lack of remedial instruction based on continuous assessment results which takes place in schools.

The main cause for poor implementation of CA in the above countries can be attributed to inadequate planning, lack of resources and poor infrastructure to support continuous assessment. Furthermore, lack of training for teachers; teachers teaching subjects that they are not qualified to teach and large class sizes compromised the implementation of CA.

As the NCV is also outcomes based and resource intensive like the OBE curriculum in schools and noting that the purpose of the study is to explore the factors that constrain or promote ICASS implementation at colleges as pointed out by Umalusi, the study will establish whether or not the same factors contributing to poor implementation of CA in schools lead to poor ICASS implementation at colleges.

2.9.2 Implementation of vocational education and training in other countries

The National Qualification Vocational (NQV) was introduced in the United Kingdom (UK) with the aim of equipping people with skills that were necessary to drive the economy (Wolf, 1998). The NQV is competence and outcomes based with clear and transparent outcomes and competences that must be achieved through teaching and learning. On the conduct of internal assessment, Konrad (2006) indicate that there was some sort of friction among teachers over assessment which was associated with a powerful feeling of being overwhelmed, and of insecurity, guilt, frustration and anger due to assessment demands as teachers were not adequately trained and prepared for the outcomes-based assessment. Eraut, Steadman, Trill and Porkes (1996) observed that most teachers made judgements on students' work without securing enough evidence and some teachers were also confused on how to use portfolio files for students' evidence.

The Botswana Technical Education Policy (BTEP) was introduced in 2000 in line with OBE curriculum policy document with the aim of aligning vocational education and training (VET) more closely to the needs of industry (Mhizha, 2013; Bennet, 2005). Akoojee, Gewer and McGrath (2005) found that there were poor facilities to implement BTEP, lack of commitment and low morale amongst teachers and that some staff required up-skilling to implement the programme.

A report released by the Botswana Training Authority in 2010 revealed that teachers still used the traditional assessment paradigms which were applied in previous curriculum and it was difficult for them to adopt new paradigms.

2.10 Theoretical framework

The theoretical framework underpinning the study is constituted by these elements; resources, planning and monitoring, use of different assessment instruments; record keeping; teacher assistance and remediation. These elements are discussed below:

2.10.1 Resources

Successful implementation of internal continuous assessment relies on the quality and availability of resources (DHET, 2014). These resources include; physical resources such as workshops, practicum or simulation rooms, which are equipped with latest technology; human resources i.e. the availability of qualified and experienced academics and, financial resources which are the funds allocated to buy equipment and consumables required for the conduct of ICASS (Bantwini, 2010; Jansen, 1998; McGrath *et.al*, 2006).

2.10.2 Planning and monitoring

Implementation of ICASS should be conducted in a systematic manner which means that an operational plan should be designed indicating the instruments to be used, names of assessors and moderators, dates on which instruments will be administered, marked and moderated and also when marks should be submitted (Olatomide and Oluwatosin, 2014). Management should monitor and ensure that the plan is adhered to (DHET, 2014).

2.10.3 Use of different forms of assessment instruments

ICASS is comprehensive in scope as diverse approaches and tools like tests, examinations, projects, assignments, observations, questionnaires and interviews should be applied to gather valuable information on learners. Diverse tools are used to cover a wide range of learning outcomes such as skills and multiple forms of thinking which should be assessed (Olatomide and Oluwatosin, 2014; Lubisi and Murphy, 2002).

2.10.4 Record keeping

Maree and Fraser (2004) indicate that continuous assessment is cumulative which implies that any decision made on the learners at any point must take into account all previously

taken decisions on them and as such proper records of students' achievement should be kept. Lecturers must keep a portfolio of assessment (PoA) files and students' portfolio of evidence (PoE) files for every subject they teach and for all students they teach respectively. The files should reflect students' true efforts, progress and achievements over a period are key in the implementation of continuous assessment (Olatomide and Oluwatosin, 2014).

2.10.5 Remediation

Continuous assessment is guidance oriented and therefore, data gathered on the learners should be used for identifying the learners' strengths for reinforcement and their weaknesses for remediation so that they can be guided further on their academic and vocational aspirations, growth and development (Bell and Crowie, 2000). Feedback from this assessment can be used by teachers and students to revise classroom practices and to monitor own learning respectively (DoE, 2006; Lubisi and Murphy, 2002).

2.11 Conclusion

From the above discussion, it is clear that the implementation of ICASS is dependent on the availability and quality of resources. Generally outcomes-based education, which includes VET, is a resource intensive curriculum which requires trained and competent educators/lecturers, physical buildings in the form of workshops and simulation rooms which are fully equipped for students to do practical work and a rigorous assessment regime. The implementation of continuous assessment in most African schools and as well as the roll-out of VET curriculum in other countries were confronted by similar challenges such as lack of appropriate resources and poorly trained teachers amongst others. This research therefore, examined the factors that continue to affect ICASS implementation and their link to the current study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research methodology used in the research and elaborates on the rationale for selecting the methodology. The chapter further gives a description of the research paradigm, research design, sampling and data collection instruments used. A brief discussion on validity and reliability of the study is presented in this chapter. Furthermore, the ethical considerations as well as the limitations of the study are also discussed. The study applied the qualitative techniques; interviews and document analysis. Lecturers and campus management team members i.e. senior lecturers, head of departments and campus manager at four of the five campuses as well as a college management official based at the head office were interviewed. Secondary data analysis was conducted by looking at Westcol's assessment policy, ICASS management plan, portfolio files of both students and lecturers and the recorded students' marks at two of the four campuses which participated in the study. It must be stated that the research relied much on the interviews with the college officials/staff already mentioned. This study entails a process of reasoning which draws a general conclusion from a set of premises based on experience and empirical evidence (Cresswell, 2013).

3.2 Research methodology

Research methods include a range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for explanation and prediction (Miles and Huberman, 1994). According to Cohen and Manion (1994), methodology refers to the techniques associated with the positivistic model which involves eliciting responses to predetermined questions, recording measurements, describing phenomena and performing instruments. Although the term methodology is applied to methods and techniques by social researchers, the methodological aspects of the study refer to the philosophy of science embedded both within these methods and within the researcher's approach to data collection and analysis (Mhizha, 2013). According to Robertson (1991:29–30), a research methodology “is a system of rules and

principles that guide a specific investigation as it provides guidelines for collecting evidence about what takes place and for explaining why it takes place, and it does so in a way that enables the researcher to check the findings”. Mhizha (2013) indicates that the method used should be scientific and specific to the questions and issues at hand, which should be generalisable to the research and also be relevant to future researchers.

The research methodology which is adopted in this study is the qualitative methodology. Silverman (2006:349) states “qualitative research studies what people are doing in their natural context”. The qualitative research methodology was selected as it was deemed relevant to the study as this methodology emphasises an understanding of the social world through an examination of the interpretation of that world by its participants (Bryman, 2012). The methodology was chosen so that the views, experiences and interpretation of those directly involved with ICASS could be explored to get a deeper understanding of the factors that strengthen or hinder effective ICASS implemented.

3.3 Research paradigm

As indicated above, the qualitative methodology was applied in this study. Neuman (2011) indicates that qualitative researchers use language of cases and contexts, employ bricolage, examine social processes and cases in the social context, and look at interpretations or the creation of meaning in specific settings. The above description of qualitative methodology by Neuman is supported by Silverman (2006:32) who states that “qualitative methodology offers researchers an opportunity to provide a deeper understanding of the social phenomenon that is being investigated”.

The qualitative research methodology is chosen because it stresses an understanding of the social world through an examination of the interpretation of that world by its participants (Bryman, 2012). According to Cresswell (2013), there is a need for a complex and detailed understanding of the issue which could be established by talking directly with people, going to their homes or places of work and allowing them to tell the stories unencumbered by what a researcher expects to find or what is read in the literature. The behaviour of members of a social group should be understood in terms of the specific environment in which they operate; in other words, in order to understand irrational

behaviour, we must understand the particular context within which that behaviour takes place (Bryman, 2012).

The context under which ICASS is being implemented and the roles, understanding and views of those involved (the lecturers and members of campus, as well as college management) were the focus of the study in relation to the 2014 Umalusi report. The study applied the qualitative methodology in order to identify factors that constrain and promote ICASS implementation and also how these factors constrain or promote the implementation by exploring the understanding and views of those involved in the conduct of ICASS.

3.4 Research design

Babbie and Mouton (2001) indicate that the key questions to be addressed when selecting the research design should be: “What type of study will be undertaken that will provide acceptable answers to the research problem or questions?” Or “What kind of evidence will be required to address research questions adequately?” The answers to these questions will suggest to the researcher the type of research design which will be appropriate for the study.

The research design which will be used in this study is descriptive study. Best (1970: 116–7) defines descriptive research as the “conditions or relationships that exist, practices that prevail, beliefs, point of views, or attitudes that are held, processes that are going on, efforts that are felt, or trends that are developing”. Cohen and Manion (1994) indicate that most educational research methods are descriptive in nature.

The descriptive study becomes relevant to this research not only because the research focuses on education, but mainly because the study intends to look at relationships that exist between college management and lecturers; practices that prevail, beliefs, point of views, or attitudes that are held; processes that are going on; efforts that are felt, or trends that are developing in relation to ICASS implementation by management as well as lecturers. This study investigated the factors that impede or promote successful implementation of ICASS in the NCV qualification by exploring management factors as well as lecturer factors which affect implementation of ICASS. The study further intends

to look at how ICASS implementation is managed by looking at the management functions (planning, organising, leading and controlling) and the allocation and utilisation of resources (human, financial, physical and information resources) in relation to ICASS implementation.

3.5 Sampling

According to Neuman (2011), the main purpose of sampling is to collect specific cases, events or actions that can assist in clarifying and deepening understanding about the phenomena being studied. Patton (1990) says that there are no rules for a sample size in qualitative inquiry as it depends on what the researcher wants to know, the research purpose, what will be useful, what will have credibility, and what can be done with the available time and resources. Creswell (2013) maintains that an important step in this process is to find people or places to study, and to gain access to and establish rapport with participants so that they will provide good data, the unit of analysis. Terre Blanche and Durrheim (1999) indicate that the unit of analysis entails who or what the researcher wants to draw conclusions about: the objects of the study. The unit of analysis for this study consists of campus management team members, college management members and lecturers, as they are directly involved with the conduct of ICASS. Other role players such as the DHET, parents/guardians and students did not take part as they are not directly involved with the management of ICASS implementation.

In this study, purposive sampling is applied. Bryman (2012) indicates that purposive sampling has to do with the selection of units (which may be people, organisations, documents, departments, and so on) with direct reference to the research questions being asked. According to Creswell (2013) when a researcher applies purposeful sampling, decisions should be made on three areas: Firstly, whom to select as participants; secondly, the specific type of sampling strategy, and thirdly, the size of the sample to be studied. Research questions must provide an indication of which category of people need to be the focus of attention and therefore become sampled (Neuman, 2011). The type of purposive sampling which will be applied in the study is what Bryman (2012) calls a generic purposive sampling in which a researcher establishes the kinds of criteria needed to

address the research questions, identifies appropriate cases and samples from those cases that have been identified.

As indicated already, the organisation or institution that has been selected for the purpose of this study is Westcol. The institution is a public technical and vocational education and training (TVET) college which is situated in the Gauteng province. The college is made up of five campuses. The unit of analysis was drawn from four campuses to cover a range of NCV programmes offered by the college. One campus was not selected for the study due to the distance from the researcher's workplace.

ICASS implementation rests mainly with lecturers and campus management members as well as college management and as such they are better placed to provide information about their experiences, requirements, successes and failures with regards to ICASS. Campus management should provide support to lecturers and also to ensure that lecturers implement ICASS in line with policy and guidelines. As it is the responsibility of college management to coordinate and oversee effective implementation of ICASS, it was vital to get college management's views, experiences and insights in this regard.

3.6 Data collection

There are two main types of data: primary data and secondary data (Zikmund, 2003).

3.6.1 Primary data

Primary data is "data gathered and assembled specifically for the research project at hand" (Zikmund, 2003:63). This type of data is collected by researchers on their own and responses come straight from participants in a study (Best, 1970).

3.6.1.1 Use of interviews for collection of primary data

Data was gathered from the participants through interviews. Bryman (2012) indicates that interviews in social research are applied so that the interviewer can elicit from the interviewee information which could be about interviewees' own behaviour or that of others, attitudes, norms, beliefs or values. Interviews enable participants (interviewer and interviewee) to discuss their view of the world in which they live and how they regard

situations from their own point of view (Cohen, Manion and Morrison, 2000:267). Opie (2004:106) states that “the use of interviews encourages respondents to develop their own ideas, feelings, insights, expectations or attitudes and in so doing allowing the respondents to say what they think and do with greater richness and spontaneity”. Patton (1990) argues that people are interviewed in order to determine that which cannot be directly observed as everything cannot be observed.

According to Creswell (2013), when choosing interviewees for data collection, it is important that the researcher considers the research question(s) which will be answered by interviewees, identify interviewees who can best answer these questions and decide on the type of interview which the study intends to apply.

Semi-structured interviews were applied in this research. According to Opie (2004) semi-structured interviews give a researcher an opportunity to follow up ideas, to probe responses and also to investigate feelings. “Semi-structured interviews are considered appropriate in eliciting specific information about policy implementation” (Mhizha, 2013:40). As the purpose of the research was to investigate factors that constrain or promote implementation of ICASS, informal interview was not relevant as there was a need to have predetermined questions as contained in Annexure A (Patton, 1990). Furthermore, the use of structured interviews which applies closed-ended questions would not have allowed the researcher to pursue other issues which were not anticipated when the interview schedule was prepared (Bryman, 2012). Participants were interviewed and were able to provide the researcher with insights, ideas and thoughts on the contributory factors to the current state of ICASS implementation and how it could be improved.

Audio-tapes and note-taking methods were used to record participants’ responses. With regards to note-taking, Arksey and Knight (1999:105) state that “it is cheap as you only need papers and pens”. The researcher designed a form containing sections or headings that reflect the main areas/sections to write key words from participants. Bryman (2012) argues that it is difficult to write down not only exactly what people are saying but also who says it when conducting interviews. An audio-tape was used to record participants’ responses to address this limitation. The transcripts from audio-tapes were used to provide a check against any bias or misinterpretation as indicated by Opie (2004).

3.6.1.2 Document analysis

Document analysis is regarded as an analysis of written material that contains information relevant to the study or research topic (Strydom and Delpont, 2005). According to Strydom and Delpont (2005), documents are classified under primary and secondary sources. Primary sources are original written material, whereas secondary sources are derived from someone else's interpretation. Both primary and secondary sources were consulted in the study. Primary sources consulted included the Westcol's assessment policy, the ICASS 2014 management plan, portfolio of evidence (PoE) files of students, portfolio of assessment (PoA) files and the students' record sheets of marks. The NCV policy (2006), the NCV Assessment policy (2007) and the Subject and Assessment Guideline (SAG) documents were consulted as secondary sources. Furthermore, the ICASS guideline document (2014) which details the roles of college management and lecturers, assessment structures which must be put in place, requirements for portfolio files and recording of students' marks was also consulted.

3.6.2 Secondary data

Secondary data is data derived from other sources such as books and reports and do not have a direct physical relationship with the event being studied (Zikmund, 2003). The limitation of secondary data is that of errors that occur when information is passed on from one person to another (Best, 1970). Books, electronic journals, academic articles, policy documents and reports were consulted during the study. The Umalusi report (2014), which necessitated the need for this study, was consulted. The literature review (Chapter 2) of this report provides in detail the secondary sources which were consulted for the purposes of this research. The steps in ICASS implementation which are, data gathering, interpretation, recording, reporting and use of information on students' performance as outlined by Meyer *et al.* (2010) were considered to investigate how ICASS is implemented at Westcol. According to Heritage (2007), educators should possess both the domain and assessment knowledge in the subjects they teach. The qualifications and experience of lecturers who teach and conduct ICASS in the NCV subjects at the college were looked into. The theoretical framework as provided by Olatomide and Oluwatosin (2014) consisting of resources, planning and monitoring, use

of different forms of assessment, record keeping and remediation was applied to guide the investigation at Westcol on ICASS implementation.

3.7 Triangulation

As data was gathered from semi-structured interviews and document analysis, triangulation was applied to present coherent findings. According to Arksey and Knight (1999), when triangulation is applied, data are obtained from a wide range of different and multiple sources using a variety of methods. Triangulation is used for two main purposes: for confirmation and completeness, as well as to reduce bias, and to overcome problems of validity (Arksey and Knight, 1999). Patton (1990:244) states that “multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective”.

It was important to obtain the views of the campus management and lecturers as active participants in the conduct of ICASS in order to understand what they consider as the factors that constrain ICASS implementation taking into account their context. It was also important to look at the portfolio files used to keep ICASS documents and for record keeping.

3.8 Data analysis

McMillan and Schumacher (1997:508) state that “data analysis in qualitative research consists of preparing and organising the data, reducing the data into themes through a process of coding and condensing the codes, and representing the data in figures, tables or discussion”. These authors further indicate that the process involves segmenting the data into units of meaning called topics and grouping the topics into larger clusters to form categories.

Bryman (2012) and Creswell (2013) present three types of coding, namely: open coding, axial coding and selective coding. The data collected in the study was coded and reviewed on three occasions using open coding, axial coding and selective coding. Open coding is the process of breaking down, examining, comparing, conceptualising and categorising data, and yields concepts which are later to be grouped and turned into categories

(Bryman, 2012). Axial coding is the second stage of coding which stimulates thinking about concepts or themes, links them and discovers key analytic categories (Neuman, 2011). Neuman (2011) mentions that axial coding involves linking codes to consequences, to context, to patterns of interaction and to causes. According to Bryman (2012:569), selective coding is “the procedure of selecting the core category, systematically relating it to other categories, validating those relationships and filling in categories that need further refinement and development”. It involves reorganising specific themes identified in earlier coding and elaborate more than one major theme (Neuman, 2011). After conducting analysis, data was presented in a narrative manner.

3.9 Validity

The validity of qualitative designs “is the degree, to which the interpretation and concepts have mutual meanings between the participants and the researcher” (McMillan and Schumacher, 1997:407). Mhizha (2013) argues that when designing the instrument for qualitative data collection, the researcher should ensure that what the researcher wishes to observe is clearly understood by participants.

Multi-method strategies were employed to enhance validity. McMillan and Schumacher (1997) argue that interactive researchers use several data collection techniques and select one as the central method. In this research, a semi-structured interview technique was the central technique which was applied and was complemented by document analysis. Data was collected from lecturers as well as from campus management members at the four campuses of the college after classes had ended to avoid disturbances of teaching and learning as per the time-table schedules and also clashes with other work-related commitments. Interviews were also conducted with the college management member after working hours. In all interviews, notes were taken and a tape recorder was also used to ensure that no information from participants was missed. Data was coded, analysed and presented in a narrative format.

3.10 Reliability

Reliability is regarded as the level of internal consistency or stability of the measuring devices over time. In addition, it concerns the consistency with which an instrument measures whatever it measures. Furthermore, reliability is the absence of errors of measurement in a measuring instrument (Bless, Higson-Smith and Kagee, 2006).

McMillan and Schumacher (1997) indicate that in order to enhance reliability, it is best to establish standard conditions of data collection. All subjects should be given the same directions and the same time frame in which to answer the questions, at the same time during the day. It is important to know whether there are any unusual circumstances during data collection, because these may affect reliability.

Bryman (2012) asserts that, although reliability and validity are analytically distinguishable, they are related because validity presumes reliability. This means that, if the measure is not reliable, it cannot be valid, but conversely a reliable measure is not necessarily valid. If the measure is not stable over time, it cannot provide a valid measurement (Bryman, 2012). All participants in the study were asked same questions as per their respective positions at campuses. Furthermore, clarity-seeking and/or probing questions were asked to ensure the data gathered was reliable.

3.11 Limitations of the research

According to Neuman (2011), there are a number of possible limitations for conducting research. These include scope, time, distance and finances.

The study was conducted at only one college out of a total of 50 public TVET Colleges in the country that offer NCV programmes. As pointed out by Bryman (2012), the scope of the findings of qualitative researchers is restricted. This is due to the fact that, in most instances, qualitative data gathering is applied with a small number of individuals, in a certain organisation or locality, and as a result the findings cannot be generalised to other settings. Conducting the study at one college minimised costs related to travelling, as well as the time required, as more time would have been required if the research were to be done at more than one college.

The researcher could not visit workshops and simulation rooms to observe the facilities and equipment available in these venues, due to time constraints and the researcher's limited knowledge of the equipment which should be available in the workshops. The researcher relied on the data gathered from participants, which may or may not necessarily give a true reflection of what was in these venues. In addition, the researcher allowed lecturer interviewees to choose the portfolios that were analysed, which is a limitation of this study as this could have compromised the trustworthiness of the data and the analysis due to potential bias in selection.

Another limitation is that the researcher is known to the management and to lecturers of the college as he used to work at the college as a campus manager. He is now working at the DHET Regional Office, and his roles and responsibilities include supporting and monitoring colleges on the development and implementation of policies and plans. As a result, it may have influenced how interviewees responded during interviews. Other role players such as the DHET, students and parents did not take part in the study considering that their insights into what constrain ICASS implementation would have been of great value to the study. The triangulation approach adopted in this study, whereby data was obtained from different sources served to a greater extent to mitigate the above limitations. Furthermore, the findings of the research were presented to the participants for them to confirm these findings to avoid any form of misrepresentation in the findings.

3.12 Ethical considerations

Ethics constitute what is or is not legitimate to do, or what moral research procedure entails (Neuman, 2011). According to Bless, Higson-Smith and Kagee (2006), research ethics prevent research abuses or causing any harm to participants. Bryman (2012) emphasises that identities and records of individuals should be maintained as confidential and that care is taken such that individuals are not identified or identifiable when findings are being published. The researcher requested permission from the principal through a letter (Annexure A) to conduct research at the college, and permission was granted (Annexure B).

Ethical issues as outlined by Bryman (2012) were considered from the beginning till the end of the study. These include voluntary participation and informed consent, anonymity, and confidentiality. Participants took part voluntarily and were told that they were free to withdraw from the study if they wanted to do so and that there would be no penalty for withdrawing from the study. Participants were assured of anonymity and confidentiality.

3.13 Conclusion

In this chapter, the research methodology, research paradigm and sampling were discussed. A description of data collection procedures and triangulation was also provided. Furthermore, issues of validity and reliability as well as ethical considerations were presented.

CHAPTER FOUR

DATA PRESENTATION

4.1 Introduction

In this chapter, following the qualitative methodology, data was collected through document analysis as well as interviews. Table 1 (on the following page) shows the profiles of the respondents that were interviewed. Document analysis was conducted at two of the four campuses which participated in the study. Two participants from each campus were asked to bring three portfolios of assessment (PoA) files and three portfolios of evidence (PoE) files for the three class groups they lecture, for analysis. A total of twelve subjects' PoA files and twelve PoE files were analysed. Respondents were asked to choose both (PoA and PoE) files from any of the two NCV subjects that they teach.

Table 1: Sites of interviews, codes and profiles of key interviewees

Site of data collection	Interviewee	Years of work experience
Campus A	A1	7 years
	A2	9 years
	A3	5 years
	A4	7 years
Campus B	B1	1 year, 6 months
	B2	8 years
	B3	9 years
	B4	9 years
Campus C	C1	4 years
	C2	2 years
	C3	9 years
	C4	9 years
Campus D	D1	6 years
	D2	2 years
	D3	9 years
	D4	9 years
Central Office E	E1	3 years

Source: Own research, 2015

4.2 Document analysis

The NCV is an outcomes-based education qualification and, just like in all other OBE programmes, efficient record keeping (especially of assessment records) is essential for the effective delivery of this qualification. The National Policy on the Conduct, Administration and Management of the Assessment of the National certificate: Vocational (2007) (also referred to as the ‘assessment policy’) provides a framework for how ICASS should be conducted and the documents which must be kept. In the main, these documents are: the lecturer’s PoA and a student’s PoE for every subject in every subject offered. The ICASS guideline document (DHET, 2014) indicates how both the PoA and the PoE should be arranged and organised, as well as what documents that should be kept in these files. The researcher compiled an instrument (Annexure C) which was used to conduct document analysis. The instrument was premised on the ICASS guideline document and was applied to determine if the college complied with the requirements of ICASS as per the guideline document particularly on the PoA and PoE files.

For accountability purposes, it is important that colleges organise both the PoA and PoE according to the guideline document and keep up-to-date records for external moderation and verification purposes by the DHET as well as Umalusi.

4.2.1 Lecturers’ PoA files

Portfolio files were sampled from two campuses: Site A and Site B. Each lecturer was requested to bring two PoA files, accompanied by one student’s PoE file, of any of the two NCV subjects that he/she was offering. A total of twelve PoA files and twelve PoE files were analysed using Annexure C.

According to the ICASS guideline document (2014:14), the lecturer’s PoA file must contain the following:

- lecturer information (name, qualifications, South African Council of Educators’ registration number, teaching experience and work experience in industries)
- contents page
- assessment guideline

- subject assessment plan
- all ICASS tasks and their accompanying marking memoranda/guidelines and list of resources required to complete the particular task
- a completed pre-moderation checklist for each of the ICASS tasks and their accompanying assessment tools/memoranda
- a completed post-moderation checklist once the task has been conducted and assessed
- the subject record sheet reflecting the marks achieved by students
- evidence of electronic capturing of marks and
- evidence of review – diagnostic and statistical analysis, including notes on improvement of assessment task for future use

Most PoA files contained information about lecturers (such as the name or initials and surname of the lecturer), but the files of only one respondent (C3) contained information on lecturer's qualification, work experience and teaching experience. All PoA files had a contents page, assessment guideline document, all ICASS tasks and the marking memoranda of each task. On moderation, pre-moderation instruments in four files were not completed. In two files, only one instrument for Task 1 was included whereas there were four tasks which had already been administered. All criteria in the instruments were ticked 'yes' and the section on recommendations and areas for improvement was not completed in all files. ICASS tasks were pre-moderated and approved with no recommended changes. Only two files did not contain post-moderation instruments for all tasks administered.

All except one PoA file had the completed record sheet for marks. Four files had the handwritten record sheet, four with electronic sheet of captured marks and three contained both handwritten record of marks as well as the electronic copy of captured marks. Document analysis process was conducted after all ICASS tasks were completed and as such most files had all the marks recorded on the record sheet, i.e. five tasks for vocational subjects and seven tasks for fundamental subjects except in three files wherein marks for only one task was captured. No evidence of review of tasks was found in all the PoA files.

4.2.3 Students' PoE files

Lecturers who deliver the NCV subjects must keep one PoE file for every student in each and every subject that they offer. The ICASS guideline document (2014:15) indicates that the PoE file must contain the following:

- student information (full name and ID number)
- declaration of authenticity form – duly completed (signed and dated) form
- a table of contents
- subject assessment schedule
- ICASS tasks and accompanying responses
- record of results and
- evidence of moderation

Most of the requirements of PoE files as per the ICASS guideline document were in place. Student details, including copies of identity documents, were kept in the files. Completed authenticity forms were presented in most of the files except in one file. Four files did not have a subject assessment schedule. No ICASS tasks were found in all files. Students' responses/scripts were available in all files. The completed record sheets for marks were found in most of the files except in one PoE. Although a record sheet was available in one file, there were no marks captured on the sheet, whereas in another file, only marks for two tasks were recorded, instead of five tasks considering the number of tasks already administered. Evidence of that moderation was conducted was found in one file.

The documentation contained in the PoA files and PoE files show that measures were put in place to support the efficient implementation of ICASS. As per the stipulation of the ICASS guideline document, college management designed generic templates and file dividers which were used by all lecturers when compiling portfolio files. The documents had been uploaded on the Quality Management System (QMS) of the college which is accessible to all lecturers.

4.3 Interview findings

The researcher designed an interview guide (Annexure D) which comprised of questions and was administered to all respondents, namely lecturers, members of campus management and a member of college management. Campuses that took part in the study represented different NCV programme offerings: business studies, engineering studies and agricultural studies.

4.3.1 Resource considerations

NCV programmes are resource-intensive, and successful curriculum delivery and assessment in the relevant programme is influenced by and dependent on the availability and quality of resources. These resources include human resources (lecturers – their experience and qualifications), financial resources (funds to buy required equipment and consumables) and physical resources (equipped workshops and simulation rooms for students to gain practical skills).

4.3.1.1 Human resources

The qualifications of lecturers offering NCV subjects varied. Of the twelve lecturers interviewed, only one lecturer has an honours degree, five had bachelor's degree, three had diplomas and three possessed certificates. All respondents are in possession of Grade 12/matric certificate, except for two who have N3 certificates and have completed artisan training. C4 indicated that before the introduction of the NCV, artisan training was a requirement for lecturers who teach in the engineering field, particularly in the workshops.

The years of experience in offering NCV subjects among respondents also differed. A total of nine respondents have been offering NCV subjects for more than five years, while three respondents had less than five years of experience in teaching NCV subjects. The most experienced respondents have more than nine years of experience, and have taught the NCV subjects and been involved with ICASS since the inception of the qualification in 2007, while the least experienced respondent has taught the subjects for a period of one year and six months.

It was gathered from interviews that some of the respondents taught subjects that they were qualified for or studied in their post-matric qualifications except for C2. C2 studied electrical engineering but was offering agricultural subjects. Some campus management members admitted that they sometimes lecture classes which they are not qualified to teach. “It is difficult to find a lecturer who is qualified to teach all the subjects, for example, I have a lecturer who is qualified as an artisan in motor mechanics – although most of the subjects he offers are in motor mechanics, I also use him for welding which he is not qualified in. We then offer him support and develop him in that subject,” says D4. In an interview, C4 said “It is difficult to find a lecturer to just come and teach electronics, hence we use an electrical engineering lecturer to teach Electronics, which is not his area of speciality.” C4 admitted that the lecturer is struggling to teach Electronics, hence, they had to make arrangements with a qualified electronics lecturer at Campus D to teach their students.

Campus management reported that they do consider a lecturer’s qualification when allocating subjects to lecturers. The shortcoming which was acknowledged by these members was that most lecturers in the engineering and agriculture programmes did not receive training as a teacher or lecturer, meaning they do not have a teacher’s qualification. Although it is a requirement for lecturers to have a teachers’ qualification to teach at TVET colleges, it was reported that it is difficult to find qualified people with such training or qualification. D4 added, “Remember that these lecturers are trained in trades as artisans and not teaching, and you can also check at other colleges and my guess is that they have similar situations.”

According to A4, more than ten lecturers out of a staff complement of 56 at Campus A do not have a teaching qualification. Campus management across campuses stated that the importance of teachers’ qualification for lecturers at TVET colleges cannot be overemphasised, as this qualification is a requirement for all lecturers to teach at TVET colleges. The teacher’s qualification offers lecturers with methodologies on how to teach students as well as how to administer different forms of assessment. Another point raised by E1 is that it is difficult for the college to find suitably qualified lecturers with a teacher’s qualification, let alone for engineering studies due to the under supply of

teachers. Even if the college appoints such lecturers, it is difficult to retain them due to high competitive salaries offered by industries. “They work at the college for a limited period of time before being approached by industries and, before you know it, they are gone” said E1.

In order to address this gap, the college offers lecturers bursaries through the National Skills Fund (NSF) to improve on their qualifications, particularly to do a teaching qualification. College bursaries are made available for lecturers to obtain teaching qualifications and for training lecturers on any curriculum/assessment-related course/programme. Both A1 and D1 confirmed that they have obtained the postgraduate certificate in education (PGCE) in the past two years from the University of South Africa through funding from the college. A1 further stated that he is currently registered for Bachelor of Education Honours (BEd – Hons) with the University of the North West and the college paid for his studies. C1 is currently registered for a PGCE with Unisa through a college bursary.

It was gathered from interviewees that, in order to improve the quality of ICASS, the college takes on lecturers for assessor and moderator training courses. These are unit-standard based courses and a certificate of competence is issued after completion. The assessor course equips lecturers with knowledge and skills on how to plan and conduct different forms of assessment while the moderator course builds lecturers’ competence on conducting quality moderation of assessment tasks. Out of the twelve respondents, five did both assessor and moderator courses, while four did only assessor training and the other three did not do any of the two courses.

Lecturers who did not attend assessor and moderator training courses have not been exposed to any form of support on the ICASS. In an interview on 20 October 2015, C2 stated, “I have to learn ICASS step-by-step by myself through making mistakes and learning from those mistakes. Nobody taught me how to conduct ICASS and I had to train myself. I have been on the list for assessor training for two years now and nothing has happened to date and yet I am expected to compile quality ICASS tasks”. C2 further elaborated by stating that there was no lecturer in the entire college who can teach the subjects he was offering as he was the only specialist in those subjects. D2 also indicated

that he has been on the list for assessor and moderator training for more than two years, and has not yet received such training.

4.3.1.2 Physical resources

As the NCV qualification is a vocational qualification with emphasis on skills acquisition, physical resources in the form of equipped workshops and simulation/practicum rooms are crucial for the successful delivery of the qualification.

The findings with regards to the availability of physical resources varied from campus to campus. Campus D was found to be the most resourced campus, while the other three campuses were found to be under-resourced or lacking resources completely. Both D1 and D2 indicated that the simulation room and the workshop, respectively, were fully resourced and whatever that the NCV curriculum required was in place. D1 stated that all the things which are required in the simulation room are in place and that they received 100% support from management for the resourcing of the simulation room. “I think my workshop is better-equipped than those of most of the colleges and whatever I request within reason is provided,” said D2. According to D4, the workshops were 100% functional and everything was in place, and the campus was in the process of seeking accreditation status from the Sector, Education and Training Authorities (SETAs).

There were concerns over the state of workshops at campus C. There was only one workshop available, which houses machinery and equipment for two engineering programmes – ideally there must be one for each of the programmes. According to C1, the workshop is not well-equipped for both the programmes and some of the equipment required for NCV programmes was not in place. The respondent further stated that some of the machines were very old and the campus is not keeping up with technological developments in the field of engineering. The available machines and equipment were not enough to cater for the number of students enrolled for these programmes. “In the workshop, you will find more than 15 students working on one machine, which is totally unacceptable” said C2. According to C3, it is not only workshops that are not fully equipped; students do not have personal protective equipment (PPEs) as required by the policy and go to workshops wearing “takkies” which is not allowed according to the

Occupational Health and Safety Act (No. 83 of 1993). E1 confirmed the current state of the workshop and stated that it was mainly due to financial constraints.

It was discovered from respondents from campus A and campus B that there were no simulation rooms at these campuses. Rooms have been identified to be converted into simulation rooms but they stood empty with no equipment available. One respondent (A1) mentioned that the curriculum she offers requires, among other things, that students use a cash register in the simulation room and the cash register was not available. Due to lack of the simulation room, A2 said that they sometimes request to use the administration offices for students to access a fax machine and computers to fax and to email respectively as part of their practical work component. When the office is busy, they are forced to postpone their ICASS. “One lecturer had to bring her old dilapidated fax machine from home for students to do faxing as part of their ICASS task,” said A2. B3 also confirmed that there is no simulation room for the Office Administration programme on the campus and they have to make use of the campus administration office for ICASS. It was reported that sometimes the office computers are offline on the dates students must do ICASS, or there is work that must be done in those offices and the ICASS is then postponed.

At one campus which offers Primary Agriculture programme, it was gathered from interviewees that there is no land and livestock available as per curriculum requirements. Curriculum documents for the programme dictate that land should be available to grow crops and to keep livestock. Campus management reported that they enter informal arrangements with local farmers for students to do their practicals at their farms. “The college does not have any formal agreements with these local farmers and some of these farmers are reluctant to allow students to do studies on their farms as they are worried about their livestock becoming case studies,” said B1 in an interview. This was supported by B2: “I go to farms and negotiate for my students to go and do their training and ICASS and that I have never used the college’s resources because they are simply not there.” Another challenge is that students have to be transported to the farms and create problems with other groups on the time-table. Students in the Agriculture programme attend classes for fundamental subjects together with Office Administration students. When students in agriculture programmes go to farms, those in Office Administration carry on with

Fundamental subjects and the lecturer has to do catch-ups with Agriculture students when they return from farms.

4.3.1.3 Financial resources

Respondents reported that campuses do not have budgets for curriculum delivery and ICASS and, as a result, there is no budget for a programme/department or a subject. Campuses do not participate in any discussion relating to budget. There is a centralised academic budget for the entire college. For any item required, it was gathered that the lecturer completes a requisition form and submits to campus management, who signs and sends it to another senior member of the campus management and then to the most senior management member of the campus for provisional approval. The requisition is then submitted to one college management member for final approval, who, depending on the availability of funds, approves and submit to the procurement division to order the item. Most respondents complained about the red tape and the delays in receiving whatever that they have procured. D4 acknowledged the red tape and the delays in procurement and indicated that in order the curb delays, lecturers are advised to complete requisitions prior to the commencement of each academic year and only some consumables should be requested in the current year. D1 indicates that “we put whatever we need and it either gets approved or declined and if we are lucky we will be told a reason that there are no funds available and in most instances we are not told anything.” According to B2, they never see a budget and sometimes they even buy packets of seeds from their pockets just for the sake of students.

Most of the respondents indicated that they sometimes do not receive items that they ordered and which has negative implications for curriculum delivery and ICASS. Another challenge was the delay in the procurement process. B1 says, “Procurement is a big problem. In Agriculture, we can only grow crops in a particular season and if there are delays it affects the whole production process.” C1 stated that procurement officials do not know what exactly is happening at campuses and refuse to purchase ICASS material yet they do not visit campuses to assess the appalling conditions under which ICASS is being carried out.

4.3.2 ICASS roll out

The college has instituted some structures to assist with the coordination and implementation of ICASS at the central office as well as at campuses.

4.3.2.1 Structures for ICASS implementation

(a) Assessment units

It was during interviews that the college has established assessment units: one at the central office and another at each campus with clear roles and responsibilities. Assessment units at campuses report to the one at the central office. The assessment unit at the central office is responsible for overseeing and coordinating ICASS implementation for the entire college. The unit develops a management/operational plan which indicates the names of lecturers responsible for setting and moderation of ICASS tasks, dates for submission of tasks for pre-moderation, dates on which tasks are to be conducted and dates for post-moderation, as well as dates for submission of marks for capturing on the Management Information System (MIS) of the college. The unit was also responsible for receiving ICASS tasks and marking guidelines from campus assessment units and to dispatch them to other campuses offering the same subjects.

E1 stated that assessment units at campuses are responsible for the coordination of the setting of tasks compiled by lecturers at that particular campus. After tasks have been compiled by campus lecturers, the units submit tasks to the assessment unit at the central office. The assessment unit at campuses also receives ICASS tasks from the central assessment unit which are to be conducted at a campus. The unit also compiles a campus timetable for the conduct of ICASS and ensures that marking, moderation of ICASS and submission of marks are conducted according to the plan.

Most respondents indicated that the establishment of these units at central office level and campus level assist with the planning and coordination of the ICASS process. Students doing same subjects across campuses are exposed to the same tasks. The management plan developed by the unit provides dates on which ICASS tasks are compiled, moderated and by when marking should be completed as well as dates on which marks are to be

submitted for capturing. Tasks are administered at the same time and same day at all campuses to avoid leakages of ICASS tasks. However, there are challenges associated with these structures. The challenge is that the management plan is not always adhered to by some of the lecturers. Some respondents complained that some lecturers submit their tasks late and in some instances the tasks submitted are not of appropriate standard even after being moderated. E1 stated that the units are under staffed and it was impossible for them to go through all the tasks to check if the tasks are of appropriate standards and also taking note that there are close to a hundred subjects across NCV programmes offered by the college. “We rely on moderators, who sometimes also disappoint us. The fact that there is no remedial action taken against those who do not comply worsens the situation”, said E1. E1 further stated that the names of lecturers who have either submitted tasks late and/or have compiled tasks of inappropriate standard were sent to management and to date, no action has been taken against those lecturers.

(b) Subject committees and campus assessment committees

A subject committee was constituted for subjects that are offered at more than one campus. The committee was responsible for the compilation of common assessment tasks (CAT) of the ICASS. A subject committee comprised of lecturers who offered the same subjects from all campuses of the college. The committee selected a subject committee head, assessors (lecturers who will compile ICASS tasks) and internal moderators. There were different views on the criteria used to select assessors and moderators among respondents. According to A1, as all lecturers in the committee are teaching the subject, there was no criterion followed to select assessors and moderators – anyone could be selected either to set or to moderate a task. According to A2, they considered the work load to avoid a case where one lecturer is overloaded by the number of tasks he or she has to set or moderate i.e. there should be equal distribution of work amongst lecturers. B3 mentioned that the allocation was done on rotational basis in order to give other lecturers a chance to also set the tasks. According to A3 and C4, they considered lecturer’s performance in the previous national final examinations. Lecturers who have produced good results were considered either to set or moderate ICASS. According to D1, they considered years of teaching experience and new lecturers are not assigned to compile or

moderate tasks. D3 regarded the process as developmental in the sense that those who did not set or moderate in the previous years will be afforded an opportunity in the following years to set or to moderate the tasks. Both A2 and D3 said that experience as a national examiner or moderator as well as involvement in the marking and moderation of scripts at national level was considered in the selection of lecturers who were to set and moderate ICASS.

The process on the selection of moderators also varied. In some subjects, a moderator came from a different campus than where the assessor was based. It was reported that this posed a huge challenge as ICASS tasks have to be transported or emailed back and forth between the assessor and the moderator. In other, subjects both the assessor and the moderator were from the same campus. In this case it was said that it fosters effective communication than if the moderator is based at another campus where they will have to communicate via emails which sometimes are not working. Apart from selecting assessors and moderators, subject committees also discuss topics to be covered to be covered in each assessment task as well as the weighting for each topic in the task.

Campus assessment committees are constituted for subjects that are offered at only one campus. The senior lecturer for the programme assumed the responsibility of the subject head, the lecturer who is teaching the subject becomes the assessor and another lecturer in the division is chosen as a moderator. Most respondents said that the moderation in these subjects is mainly done for compliance checks as some moderators were not necessarily experts in the subjects. This is confirmed by what C2 said ‘there is nobody in this college who can tell me that the task is not up to standard as I am the only one in the entire college qualified and teaching the subjects’.

The purpose of putting up of these committees is to ensure that ICASS tasks are compiled and moderated by experts chosen from a pool of subject lecturers. Students’ results obtained from standardised tasks are more reliable than in a case where each campus sets its own tasks. If each campus compiles its tasks, the quality of tasks could vary and the results obtained cannot give a true reflection of students’ performance at entire college. There are problems associated with these committees. Delays when setting, moderating and submission of tasks by some of the lecturers is a major concern. If one lecturer fails

to submit on time, it affects all campuses. Furthermore, some lecturers prefer setting ICASS tasks for their own students because they can set according to their pace and that of the students. A management/operational plan forces some lecturers to rush through and to cover a particular section of curricula which is part of the ICASS task before the assessment date regardless of whether or not students understood the topics covered.

4.3.2.2 Planning for ICASS

The assessment unit at central office developed a management plan which was forwarded to campuses through the campus assessment unit for the attention of all lecturers. The plan indicates the dates for the following:

- (i) subject committee meetings
- (ii) setting of tasks
- (iii) moderation
- (iv) submission of ICASS tasks to central office

E1 reported that the assessment unit is responsible for developing the assessment plan for the college indicating the dates on which ICASS tasks were to be conducted. The assessment plan is presented in the subject committee meetings and was also forwarded to campuses. In line with the assessment plan, the subject committees will then develop the subject assessment schedule which was kept in the students' PoE file in line with dates on the college assessment plan.

These plans are sent to campuses before or at the beginning of the fourth quarter of each academic year i.e. in September. Subject committee meetings took place in October after the commencement of the final examinations. The setting of ICASS tasks as well as the moderation thereof was completed before the college is closed for the academic year. Respondents acknowledged that most of ICASS tasks are available at the beginning of the following academic year although some are not due to failure by some lecturers to meet deadlines.

Some of the respondents complained that the timing for the meetings and setting of tasks posed a huge challenge. They mentioned that there are lot of activities which took place

at the same time. They stated that they are expected to invigilate the writing of national examinations, conduct internal marking, attend training and are expected to set, type and moderate ICASS tasks during same period. Due to time constraints and overload, the quality of tasks was, in certain subjects, compromised. A3 said that some lecturers do ‘cut and paste’ from previous tasks in order to meet the submission deadline. Although the campus appoints external invigilators and uses students-in-training (SIT) or interns for invigilation so that lecturers could focus on ICASS, it was found that this was not the case at all campuses such as campus B and campus C. The complaint by most lecturers about the period at which ICASS tasks are compiled and considering the activities they are involved in during the same period could be contributing towards late submission of tasks and poor quality tasks.

4.3.2.3 Setting and pre-moderation of ICASS tasks

All respondents, except some members of campus management and college management were involved in ICASS at both levels i.e. setting and moderation of ICASS tasks. Respondents said that curriculum documents i.e. subject guidelines and assessment guideline documents were considered when ICASS tasks were compiled and also during moderation. “We follow the assessment guideline to ensure that the subject outcomes (SOs) as well as the learning outcomes (LOs) for the topics are covered”, said B2. Over and above curriculum documents, A2 indicated that they also look at past national examinations question papers so that they can pitch ICASS tasks at the same standard as that of the national question papers.

The college has appointed students-in-training (SITs) at some of its campuses. Over and above performing administration related function at the campus, they also assist lecturers with typing ICASS tasks and marking guidelines of those lecturers who are not computer literate. The lecturers were responsible of ensuring that the typed version was correct before submitting to the assessment unit. SITs only assist when they have time as they are not primarily appointed to assist with ICASS.

However, some respondents indicate that the quality of ICASS tasks sometimes is compromised by time constraints. Respondents complained that they had to set the tasks,

invigilate examinations and conduct internal marking which result in some assessors doing 'cut' and 'paste' from previous tasks or giving same tasks administered in the previous years.

Respondents confirmed that pre-moderation is conducted by internal moderators i.e. lecturers who are selected in the subject committees to moderate the tasks to ensure that the tasks are of appropriate standard. A college template is completed during the pre-moderation process. Moderation was met with mixed feelings amongst lecturers. Most respondents indicated that some moderators do not do justice to the process of moderation. According to D1, some moderators just do it for compliance sake. They tick "yes" or write "well done" on the comments section of the instrument even when the task or memorandum is not of appropriate standard. According to A3 and D1, some lecturers take it personal when their tasks are not approved or rejected by moderators. They complain that the moderator has some personal issues with them, hence the task was rejected. Overall, most lecturers took it positively when the task was declined or rejected by moderators because the moderator gave reasons why and would provide corrective measures to bring the task up to standard. D2 states, "The interaction with my moderator is developmental as he assists me to pitch up to the required standard for the sake of the students because if ICASS tasks are poor, chances are that they will fail at the end of the year". Overall, eight respondents indicated that they have at some stage received and administered ICASS tasks which were of poor standard though the tasks were moderated. D2 stated that he administered "one paper that was a complete mess and that the paper was moderated at another campus".

The admission by lecturers that due to time constraints they fail to set quality tasks and have at some stage administered a task of inappropriate standard is of great concern considering that lecturers should conduct themselves in a professional manner in the work that they do. Furthermore, the quality assurance process i.e. internal moderation which is embedded in the system to ensure that the tasks are of appropriate standard, seemed to be ineffective. Given that there are no consequences for ineffective assessors and moderators, the college indirectly promotes this situation. The Assessment policy (2007) states that failure by lecturers to comply with ICASS requirements, constitute misconduct and such

lecturers should be dealt with in terms of the Employment of Educators Act as amended. It is important that the management of Westcol follow the provisions of this act.

4.3.2.4 Conduct of ICASS

Most respondents reported that ICASS tasks are conducted according to the assessment plan and the assessment schedule. A time-table is drawn so that all CATs are administered on the same date and time across all campuses. The nature of the task determines how and when the task is conducted. It was reported by interviewees that for practical tasks, students conduct them during their periods and/or during their own time at the campus or at their homes. A week is allocated for these tasks and lecturers will decide on the actual date. A member of the campus management team indicated that formal tasks (tests) are administered on a particular date as per the plan during the first period(s) across campuses. Students are expected to continue with classes after writing the tasks. At the three campuses, respondents indicated that students do not come back to class after sitting for the tasks whereas at Campus B, students' attendance was good even after students sat for the formal test. E1 stated that for internal examination, a whole week is assigned for students to write the task. Students write internal examination for one or two subjects in each day and as they are doing seven subjects. Some respondents were not happy with time allocated for formal tasks as well as the internal examination. They felt that too much of tuition time is lost due to the conduct of ICASS considering the curriculum that has to be covered. No tuition takes place during the ICASS week and some respondents felt this was unacceptable as no provision for assessment week is made in the DHET academic calendar for colleges. C3 indicated that according to the calendar, ICASS should be conducted during tuition time. The college assigns the whole week for ICASS and a time table is drafted for CATs to be written at the same time at all campuses. This is contrary to what the DHET calendar prescribes. E1 stated that they have to ensure that students doing the same subjects across campuses are exposed to the same standard of tasks. In order to avoid leakages of tasks and discussion amongst students of different campuses, tasks must be conducted on the same day and same time at all campuses.

Other than tasks being of inappropriate standard as reported by some respondents, there were other difficulties experienced during the conduct of ICASS. According to A3, most

of the time registration period is prolonged due to a number of reasons which include; delays in the release of results by DHET and students protests which delay the commencement of classes by in most cases a week. Despite all these, the assessment plan dates remain fixed and tasks still have to be conducted on the predetermined dates and most lecturers would have not covered all the topics. Lecturers then focus on the subject outcomes (SOs) and learning outcomes (LOs) which are covered in the task and leaving out other important outcomes due to limited time available. Both A2 and D4 confirmed that sometimes a task is just not available at the campus from the college assessment unit particularly, if the task was set and moderated by another campus. In such a case, senior lecturers request a subject lecturer to set another task and ask one of the lecturers to moderate the task. The quality of the task is compromised as a result as the task has to be compiled within a short space of time to ensure is ready on the date it is supposed to be written. A3 and C3 said that sometimes the task and the memorandum were incomplete with some of the pages missing or the answers contained in the marking guideline are incorrect.

Although tasks were conducted according to the management plan, most respondents felt a week should not be assigned for ICASS. Some respondents indicated that the management plan is fixed and did not accommodate potential factors which may affect the plan. B2 said “”For example, if there were delays in issuing text books to students or there was a students’ protest at one of the campuses, the plan remains intact and lecturers only teach those topics covered in those tasks which are to be conducted. Some respondents complained that in terms of the ICASS guideline document, there is no mention that a week should be allocated for conducting ICASS tasks. They complained that allocating the whole week for ICASS tasks takes away time for teaching and learning and should therefore be conducted during class periods.

4.3.2.5 Marking and post-moderation of students’ work

Respondents indicated that ICASS tasks are compiled together with their marking guidelines. According to four respondents involved in CATs, memorandum discussion meetings are held after the conduct of formal tasks and internal examinations. In these meetings, the marking guideline is discussed and other alternative responses if, any, are

added to the marking guideline. Lecturers mark students' work in line with the marking guideline. Most respondents indicated that they do not only rely on the marking guidelines but, consider alternative student's responses as well. D2 mentioned that he does not follow the marking guideline word for word, but if a student shows some degree of understanding in his/her responses, he will give credit to the student. According to B2, most students are not first language speakers of English and have to translate from mother-tongue then to English when responding to questions and such is considered during marking.

“As there are three of us offering the subject, we prefer the question-by question marking for the internal examination. This means that one lecturer will mark only one or two questions for all the scripts whilst others will focus on the rest with each marking specific question(s),” said B3.

Respondents reported that post moderation is conducted and a post moderation instrument is completed during the process of moderation of marking. Senior lecturers at each campus appoint moderators to moderate the marking of students' answer books. Unlike in pre-moderation where moderators could come from different campuses, moderators who conduct post moderation are campus based to avoid transportation/movement of scripts from one campus to another for moderation. A minimum of 10% of answer books is moderated. As B3 and C3 indicated, the 10% is constituted of students with lower performers, those who performed on average and those who performed well. Responses on the quality of post moderation varied from respondents with most respondents stating that post moderation just like pre-moderation, is done for compliance's sake in most instances. Some moderators just ticked 'yes' column on the instrument without really doing a thorough job. A2 further said that if you check on the scripts, you will see that some moderators just placed ticks and wrongs as markers did on students' scripts. The comments sections on the instruments are not completed and some moderators just write 'well done'. Most respondents attributed the conduct of moderators to too much work that they have to do. After marking ICASS tasks of quite a number of class groups, they are expected to moderate immediately some scripts i.e. 10% in other subjects.

Some respondents felt that moderation in its entirety i.e. pre-moderation and post moderation is not conducted effectively at the college. They stated that the fact that

moderators just tick “yes” against each criterion on the instrument and that a section on areas of improvements or recommendations were not being completed confirms this assertion. E1 pointed out that lecturers raised complaints to management about tasks of poor quality which are compiled by some lecturers and management promised to look into it but to date, no action has been taken against any assessor or moderator.

4.3.2.6 Recording and capturing of students’ achievements

Students’ achievements are recorded on the record sheets contained in both the PoA file and the student PoE file after post moderation has been completed. Marks are submitted to the administration/examination unit for capturing on the management information system (MIS) called Coltech. Marks are submitted as per the dates on the management plan for submission of marks. In order to ensure the accuracy of marks captured, lecturers receive printouts from Coltech of marks captured and compare against the ones on the mark sheet. Lecturers sign the printout to confirm that the captured marks are correct i.e. are the same as those on the mark sheet. If there are mistakes on the printout, the lecturer will correct and submit back for capturing and will again receive a printout form Coltech to verify if marks have been corrected and then sign off.

4.3.2.7 Remediation

The ICASS guideline (2014) document requires colleges to do remediation after each ICASS task has been conducted to inform and influence classroom teaching and learning. An analysis of student performance in each topic/LO should be conducted in order to identify areas which students struggled with and/or those areas that students did well. On areas that they did not do well, remediation should take place so that students can perform better in those areas.

It was discovered from through interviews that remediation at the college is not structured or formalised. Lecturers decide on whether or not to do remediation with students. E1 stated that during committee meetings, lecturers are informed that they should do remediation, but no one is assigned remediation to check whether or not remediation is taking place. Campus management reported that there were no formal plans for remediation and it was not included in the ICASS management plan. The reason given by

college management is that assessment units were understaffed and it was impossible for them to plan and monitor remediation. E1 said in future, each campus will be required to plan and to monitor the implementation of remediation. Most respondents said that they do revision immediately after they have completed the marking of each of the ICASS tasks. They go through the task and the marking guideline so that students could see where they went wrong or made mistakes and to correct those mistakes.

Other respondents mentioned that they do arrange for remedial classes that take place after college hours during the week, on Saturdays and also during college holidays in order to deal with topics which most students struggled with in the tasks. These arrangements are due to the big scope of the curriculum that needs to be covered and hence remediation could only be done after college hours. The problem experienced was that students do not attend the remedial sessions which take place after college hours, on weekend or during holidays.

College management indicated that for problems related to English, Mathematics and personal problems, students are referred to the Student Support Services (SSS) division for assistance. Campuses have a programme called “Readers are Leaders” which assist students experiencing problems in Maths and English. It was further reported by college and campus management members that for personal problems, students are assisted by SSS officers and referrals to psychologists and/or other professionals are made for problems that SSS officials are unable to deal with. The SSS unit monitors students’ class attendance and also formulates and implements interventions to curb students’ absenteeism. However, considering poor students’ attendance and high drop-out rate reported by respondents, it could be said that the unit still has to do more in this regard.

4.3.3 Challenges experienced with ICASS roll out

The following were some of the factors raised by participants when implementing ICASS.

4.3.3.1 Increased lecturers' workload

The implementation of ICASS entails amongst others activities involving the setting and moderation of tasks, marking and the moderation of marking, keeping of records through PoA and PoE files and the conduct of remediation which lecturers should do.

All respondents at campuses A, B and C complained about the amount of work associated with ICASS as a result of the PoA and PoE files which must be kept. They felt that there is just too much paper work which takes most of the teaching and learning time. C2 complained, "We were promised SITs to assist with the administration part of ICASS, particularly PoE files, but to date we have not yet seen them." E1 said that the college did not have money to appoint the number of SITs requested by campuses. The few that were appointed should assist lecturers as and when they are not busy with their administration work.

"I am doing 6 different vocational subjects across NCV Levels which means is 6 x 5 tasks which equals to 30 tasks that I must administrate. The class groups range from 27 to 35 students per class which creates a lot of marking. Furthermore, I must keep a PoA for each student per subject and subject PoA with lots of documents that must be kept in these files. It is a lot of work," said C2.

Some of the respondents stated that they are expected to set and moderate ICASS tasks at the same time when they will be invigilating and also conducting internal marking of external examination. They felt there was just too much which had to be done at the same time. They mentioned that due to time pressure to meet deadlines, the quality of ICASS and marking and the moderation thereof could be compromised.

At campus D, respondents did not raise any concerns over the ICASS process. Lecturers are not involved with PoA files. After completion of marking, students' tasks are given to the senior lecturers and the senior lecturers together with SITs will record marks in the PoE files and also file tasks accordingly. For lecturers who do not want or cannot type ICASS tasks and marking guidelines, they give the tasks to senior lecturers who will assign an SIT to do the typing.

4.3.3.2 Poor students' attendance of classes

All campuses except campus B indicated that they were experiencing a problem regarding poor student attendance which negatively affect ICASS implementation. Respondents felt some students do not come to college due to various reasons. According to B2, students do not come to class because they cannot cope with the NCV curriculum. Students were referred to college by schools as they were struggling with the school curriculum and when they got to college and realised that the curriculum is pitched at a higher level, they then do not come to college and eventually drop out. B3 stated that the campus caters for most students from poor families and as the campus is situated in town, they sometimes do not have money for transport. Transport allowance which is part of their bursary scheme is paid late in the year and sometimes they even get it in the following year which defeats its intended objective. According to D2, students do not take their studies seriously because they do not pay even a single cent. The bursary covers everything; tuition fees, books, transport and sometimes even accommodation which is basically free education and some students end up not being serious about their education.

B2 said, "I can only teach and assess students if they are in class, look at my class, it is empty and even if I want to teach, who do I teach. I cannot teach them outside the classroom or go to their homes to teach them and when they fail, I must account why they failed."

In order to address students' attendance problem at colleges, DHET introduced the Attendance and Punctuality Policy in 2014. When respondents were asked whether or not they were implementing the policy, most respondents indicated that they could not apply the policy as they were still to be taken through the policy by management. Most respondents agreed that the implementation of this policy will assist the college to curb absenteeism at campuses and to improve the number of students who complete ICASS tasks and as well as for remediation purposes.

4.3.4 Conclusion

The chapter gives a descriptive analysis of the data which was gathered in this research. It considered and synthesised the views of different participants with the findings from documentary analysis.

CHAPTER 5

DATA ANALYSIS

5.1 Introduction

As outlined in chapter 1, the purpose of this study is to explore the factors that constrained the implementation of ICASS at Westcol as reported by Umalusi in its 2014 report.

This chapter aims to provide an in-depth analysis of data with regard to the factors that affect ICASS implementation from data presented in Chapter 4. According to Holstein and Gubrium (1995), data analysis is about putting the descriptions into groups and summarising them such that a coherent framework is provided. This must cover and explain those areas of the social world that the interviewees are portraying (Holstein and Gubrium, 1995).

Qualitative data analysis was applied in this research to analyse data. Qualitative data analysis assists to verify a sequence of events leading to the research problem, in this case, the factors that constrain or enhance the implementation of ICASS as a curriculum requirement of the NCV qualification. The section attempts to analyse the results of the research by stating the findings from interviews and document analysis and compressing the findings into themes. The findings are then linked where possible to the literature review and the researcher's opinion is presented. Since the NCV is a new qualification, and ICASS in particular is a new requirement, some of the responses could not be linked to literature.

The findings on ICASS are discussed in relation to the theoretical framework which underpins CA implementation as suggested by Olatomide and Oluwatosin (2014). According to Olatomide and Oluwatosin (2014), the implementation of CA in OBE relies on resources. The ICASS process is systematic, comprehensive, cumulative and guidance-oriented. It is envisaged that the discussion of results would address the research questions which attempt to explore the factors and their underpinning causes that constrain the implementation of ICASS.

5.2 Factors that constrained the implementation of ICASS

The findings of this research confirmed that the same factors that constrain the implementation of ICASS in colleges, constrained ICASS implementation at the college. However, the research focused on the causes rather than the factors themselves. Furthermore, other factors (such as, poor class attendance, lack of remediation and increased lecturers' workloads) were raised by participants as some of the factors that hinder ICASS implementation. The factors are discussed below:

5.2.1 Lack of resources

According to Van der Waldt and Du Toit (1997), the ability of an institution to provide certain services and/or products to the public is determined by the availability of resources. ICASS implementation is influenced by and dependent on the availability of resources and the effective utilisation thereof (DoE, 2006). Resources include human resources, material resources, financial resources and information resources (Strydom, 2008). It is therefore, important that these resources are in place for the college to effectively implement ICASS, as lack of resources will compromise ICASS implementation.

5.2.1.1 Unqualified and under-qualified lecturers

Research findings show that some lecturers who offer NCV programmes at Westcol are either under-qualified or unqualified, which poses a huge challenge for effective teaching and learning, as well as the implementation of ICASS. According to A4, for a lecturer to be regarded as qualified, he or she should have a minimum of a three-year qualification and should have studied the subjects he/she teaches up to a second-year level. If the qualification is not in education, a lecturer must also have a teaching qualification, usually a certificate in education. This is in line with the assertion by Heritage (2007) that teachers should have both the domain knowledge and assessment knowledge, or in other words, lecturers must be the masters of the subject content, demonstrate an understanding of the knowledge and skills to be taught in the subject, and possess the assessment knowledge. In terms of assessment knowledge, lecturers should be equipped with a range of

assessment strategies to maximise opportunities for evidence gathering, and to maximise the evidence and inferences drawn from the evidence.

As most respondents indicated, it is difficult to find lecturers with the teachers' qualification in the engineering and agriculture fields. Of the six lecturers interviewed in these two programmes, none had a teachers' qualification and only one was studying towards the qualification. Furthermore, two respondents had an N3 qualification, which is equivalent to the NCV qualification they were teaching. It was also discovered from the findings that the college experiences difficulties in attracting and retaining lecturers in these programmes. As the college's salary is lower than what industries pay these professionals, they choose industries over the college. Salaries of Westcol lecturers are paid by the DHET in line with predetermined salary scales and as such the college cannot increase a salary to beat what an industry is offering for the services of such individuals.

Although lecturers teaching business studies subjects and fundamentals subjects met this requirement, there were some without teachers' qualification. According to A4 and C4, the main reason for appointing lecturers without a teaching qualification was that there was generally an under-supply of qualified teachers in the country, let alone lecturers to teach VET subjects. Most young people do not choose teaching as a profession when they go to tertiary institutions. If they do not find jobs after completion of their studies, they then apply to become lecturers at the college, particularly if they have studied the subjects which the college is experiencing lecturers' shortages. Interviews are conducted and the successful candidate is appointed without a teacher's qualification. Such a lecturer will study for a teachers' qualification while lecturing at Westcol and the college pays for his/her studies. Most lecturers currently teaching at campuses went through the same process.

It was also discovered that there were lecturers who taught subjects that they were not qualified to teach. At campus C, a motor mechanical engineering lecturer was teaching a subject called Welding, while at campus D, an electrical engineering lecturer taught Electronics which they were not qualified to teach considering their area of specialisation. Various reasons were given as to why some lecturers were teaching subjects which they were not qualified to teach. Firstly, lecturer/student ratio of 1:35 was not met and therefore

another lecturer could not be appointed and the college cannot lay off the existing lecturers them off. Secondly, when the NCV was introduced, there were new subjects which the current lecturers were not qualified to teach, and the college had to deploy some of the existing lecturers to teach those subjects. Thirdly, when a lecturing post is advertised for a particular programme, they look at the subjects which a particular lecturer is going to teach which sometimes it is an abnormal combination. A4 attested to this fact by stating that at some stage they were looking for a lecturer to teach Mathematics and English L2. At campus B, a mechanical engineering lecturer was allocated to teach subjects in the agriculture programme. This was because engineering lecturers were in excess and the only space available for him to be accommodated was in the agriculture programme which was recently introduced at that campus.

It could be said that some lecturers did not have both the domain knowledge and the assessment knowledge as emphasised by Heritage (2007). Lack of the two forms of knowledge amongst some lecturers, do not only compromise the conduct of ICASS but, also teaching and learning. As Vandeyar and Killen (2007) points out, a teachers' understanding of the subjects they teach influence their conception of assessment.

5.2.1.2 Lack of physical resources

According to DoE (2006), NCV programmes aim to equip students with necessary knowledge, practical skills, applied competence and understanding required for employment. The material resources as outlined by Machado, Strydom and Cant (2008) should be in place at colleges if the above aim is to be realised.

The findings point to a general lack of physical resources at the college for teaching and learning as well as assessment. Although campus D did not experience major challenges with resources, the other three campuses grossly encountered a problem of non-availability or lack of resources. It was discovered that there were no simulation rooms at campuses or the equipment required for students to gain practical experience or for their skills to be assessed. The fact that some lecturers at campus B had to bring some equipment (fax machine and a cash register) from home for students to do ICASS shows the seriousness of the problem. This is also substantiated by the fact that lecturers at both

campus A and B had to arrange to use the campus administration offices for students to fax, email and scan documents as part of ICASS. It was also discovered that ICASS is sometimes postponed when administration personnel have too much work. According to DoE (2006), all campuses offering NCV programmes should have simulation rooms for students to do the practical component of the programme to obtain skills.

Financial constraints are the main reasons why there were no simulation rooms and equipment at these campuses. As E1 indicated, they could not afford to build and equip simulation rooms at all campuses at once due to limited funding; hence, they started with campus D and equipped the workshop and simulation rooms in 2014. It was gathered from respondents that the challenge at campus A is that there is no space/venue which could be converted into a simulation rooms. All venues are fully utilised as classrooms and a study centre. As indicated by A4, there is a need to erect a new building to serve for simulations and currently there is no space where such a building could be erected, let alone the budget. E1 also confirmed that there are no plans in the college to erect new structures in the coming three years as the college intends to refurbish and renovate existing structures and to equip them, not only for curriculum delivery and ICASS, but also to obtain accreditation status from SETAs. According to E1, the college is looking at purchasing a site next to campus A to either move the Tourism students to the new site where their simulation will also be built. The move of tourism students to a new site will create space at the campus for some classrooms to be converted into simulation rooms.

The absence of simulation rooms at the two campuses implies that the college is being of disservice to most of its students as they are being deprived of being taught and assessed on the practical components of the curriculum. While the researcher acknowledges the plans which are in place to build and equip simulation rooms, the crux of the matter is that there are students in classrooms who should be afforded an opportunity to the practical component presently as required by the NCV curricula.

It was also discovered that there was only one workshop available to cater for both the electrical engineering and mechanical engineering programmes at campus C, which made it impossible for lecturers and students to work. The workshop is not fully equipped and contains old equipment that is not in line with those in the world of work. Furthermore,

the equipment available in the workshop is not enough to cater for all students enrolled as it was gathered that 15 students are made to work on one machine at a given time which is practically impossible. Another finding was that students accessed the workshop without personal protective equipment (PPE) which is against the Occupational Health and Safety Act. The curriculum documents require that each programme have its own fully equipped workshop and that students wear PPEs (as opposed to wearing 'takkies' in the workshop).

The main contributory factor to the prevailing conditions at campus C was, again, lack of funds. E1 stated that the focus of the college in 2015 was on campus C to ensure that the workshop is fully equipped to gain accreditation by SETAs. There are no plans to build another workshop, due to lack of funds, but instead to equip the existing one for both the programmes. Since the NCV qualification emphasises skills acquisition, the lack of equipment at the workshop jeopardise students' opportunities to acquire those skills. Due to lack of a fully equipped workshop, students cannot be taught to acquire particular skills as required by the curricula, and assessment of skills cannot take place as a result.

The lack of land or a farm for the primary agriculture programme as required by the curriculum posed a huge challenge at campus B. Campuses that offer the Primary Agriculture programme should have a farm to grow crops and to keep livestock (DoE, 2006). B4 indicated that they had land next to the campus where they used to grow crops and to keep livestock as required by the primary agriculture programme, but the land has since been taken over by the provincial department of education and a boarding school has been built on that land. E1 stated that the college has acquired another site with enough land to accommodate primary agriculture students in 2017. Only students in Hospitality and Office Administration will remain at the campus. In order to mitigate the challenge, informal arrangements were made with local farmers to allow students to complete ICASS. It was found that some farmers did not want students to do practicals at their farms, particularly with their animals. Other farmers are productivity-driven and as a result did not have time for students to learn and do assessment. A study conducted in Ghana by Pryor and Akwesi (2006) found that, to a large extent, teachers struggled to implement CA due to lack of physical resources required for the use of diverse

assessment instruments applied in CA. According to Jansen and Christie (1999), schools and classrooms should be functionally structured and operational to ensure that all learners achieve the required outcomes as stipulated in the curriculum documents. The learning environment should be encouraging and enable learners to achieve the required outcomes. It could be concluded that lack of physical resources impacts negatively on the creation of such a learning environment which results in students failing to achieve the learning outcomes specified in the curriculum.

5.2.1.3 Lack of financial resources

Jansen and Christie (1999) point out that the implementation of OBE requires a substantial amount of money as teachers have to be retrained and that new assessment criteria and procedures should be developed. As pointed out earlier, the absence of fully equipped simulation rooms and workshops at some campuses is attributed to lack of funds. In 2009, the Minister of Higher Education and Training, Dr Blade Nzimande, stated the department does not have enough funds to cater for all colleges' needs and colleges should form partnerships with the private sector to obtain additional funding. The White Paper on Post-School Education and Training (PSET) encourages TVET colleges to form these partnerships to bridge the financial gap currently being experienced. E1 stated that currently, DHET does not give funding to colleges for capital projects such as buildings and so the college has to get that funding elsewhere.

It was discovered that the curriculum budget is centralised and is managed from the office of one member of college management. Campuses do not have specific budgets allocated to them for curriculum delivery or for ICASS. Whenever lecturers request teaching and learning or ICASS material, they have to complete a requisition form which is sent through other offices up to the DPA. Requisitions could be approved or declined by the procurement office depending on the availability of funds. Most of the respondents indicated that they do not receive the teaching and learning material which they order and are, in most instances, told that there are no funds available.

Public TVET colleges receive financial subsidies from government to run their affairs. Matea (2013) indicates that R1.9 billion was spent from 2006 to 2009 for infrastructure,

acquisition of equipment, development of the new curriculum (NCV) and the skilling of the human resources as part of the recapitalisation of the TVET colleges. Although the recapitalisation grant was offered to colleges in preparation of the new NCV qualification from 2006 to 2009, it is clear that some colleges which did not benefit from the grant or the grant did not cover some of the infrastructure needs of some colleges, hence the prevailing conditions i.e. lack of simulation rooms and fully equipped workshops at colleges like Westcol. According to the Westcol's 2014 and 2015 annual reports, for the 2014/15 financial year the budget allocation for the college was R160 833 000 and it increased to R167 302 000 in the 2015/16 financial year. The assessment manager indicated that the provisional allocation for the college for the 2016/17 is R174 611 000. A huge percentage of the budget goes to staff salaries while the remaining percentage is for goods and services. In the 2014/15 financial year, the allocation for staff salaries was R135 393 000 while the allocation for goods and services was R25 440 000. The subsidy constitutes 80% of the total college budget and the 20% comes from students' fees. Most students' fees are paid through National Student Financial Aid Scheme (NSFAS) from the department. It is from the allocation of goods and services budget that, among others, the college should build simulation rooms and workshops, and buy equipment for the workshops and simulation rooms. It could be said that the budget allocation for the college is not enough to meet the infrastructure needs of all campuses in one year and it is therefore important for the college to prioritise its infrastructural developments. As pointed out by the Minister of the DHET, college funding is limited and colleges should form partnerships in order to generate additional funding to be able to effectively deliver on their mandate. Needless to mention that lack of material have a negative impact on teaching and learning as well as on ICASS.

5.2.1.4 Stringent procurement process

In cases where the requisition was approved, the procurement process was found to be stringent as respondents waited for long periods to receive the material. This was attributed to the lack of knowledge by procurement officials, as, for example, sometimes lecturers had to source three quotations themselves to give them to the procurement office to place orders for the material required. Delays in procurement cause problems for

ICASS. Some dates for ICASS were postponed while awaiting the material to be delivered first before the ICASS could be conducted. Despite the college requesting all requisitions to be submitted in the last quarter of the year for the following year, most lecturers did not comply with this request, hence sometimes there were delays in the delivery of what has been requested.

5.2.2 Poor quality of ICASS tasks

Interviewees reported that some of the ICASS tasks which are compiled and administered at the college are not of appropriate quality. This is attributed to a number of reasons. Lecturers are concerned about the period in which they are expected to compile the ICASS tasks i.e. in October and November of each year. They complained that during that time they are expected to invigilate external examinations, mark students' scripts and also compile ICASS tasks. They felt that there is a lot happening at the same time which compromised the quality of ICASS tasks as they are rushed to meet the deadlines in the midst of all what needs to be done at the same time. All lecturers interviewed participated in both the setting and moderation of ICASS tasks. Although they did indicate that they follow the curriculum documents when setting or moderating tasks to ensure that the tasks are of appropriate standard i.e. to ensure reliability and validity of tasks, they admitted that they did at some stage administered tasks which are of poor standard mostly – easy to mark tasks which involved 'cut and paste' from previous tasks. This is supported by what Quanash (2005) discovered in Ghanaian schools, which is that some teachers used recall or knowledge testing questions which are easier to mark, and avoided project/practical work as these tasks are demanding on marking. Some teachers gave recall questions because they are not trained to set project/practical work. Some of the tasks received were incomplete with some pages missing either on the task or the marking guideline. The finding is supported by Pryor and Lubisi (2002) who maintain that the CA system in schools is dominated by the use of tasks which are copied from previous tasks or examination papers due to large number of students in the classroom. This assertion is supported by Atsumbe and Raymond (2012) who argue that teachers did not give assessment instruments that cover the cognitive, affective and psychomotor domains of learners due to large class sizes and inadequate facilities. The quality of internal

moderation is also a cause for concern. Moderation is a quality assurance process and moderators should ensure that tasks comply with the quality standards as contained in the curriculum documents. The fact that some of the tasks contained easy to mark questions, amongst other things, rendered the moderation process questionable.

5.2.3 Incomplete portfolio files

The NCV assessment policy (2006) and the ICASS guideline document (2014) stipulate how the ICASS portfolio files must be structured. The documents further indicate information as well as the documents which must be included in these files. As pointed out by Maree and Fraser (2004), the use of portfolios which reflect students' true efforts, progress and achievement over a period is key in the implementation of ICASS. The findings revealed that, although both PoA and PoE files are kept, some of the documents and information which should be kept in these files were missing. In some of the PoA files, it was found that some of the tasks, moderation instruments and the electronic record sheet are not kept in the files. Although the college did provide templates for lecturers to complete, some of the sections on these templates are not completed. The incomplete sections include the lecturers' details, comments or recommendations on pre- and post-moderations and marks for some of the tasks on the mark sheet. In the PoE files, it was found that, although there is some compliance with the policy as well as the guideline document, not all the marks are recorded on the record sheet. Meyer *et al.* (2010) emphasise the importance of efficient record keeping as documentary proof of students' achievement in a given task. Failure by some lecturers to keep the documentation and information is inconsistent with the ICASS requirement as prescribed by the NCV policy and the ICASS document. Unfortunately, as E1 indicated, there are no consequences for lecturers who do not keep their files up to date; hence, there is a recurrence of such every year

5.2.4 Lack of remediation

All data gathered on ICASS should be used to identify students' strengths for reinforcement and weaknesses for remediation so that the gaps identified can be addressed. The assertion is supported by Bell and Crowie (2000) who indicate that

feedback obtained from ICASS should be used by teachers and students to revise classroom practices and to monitor own learning respectively. The research finds that the conduct of remediation is not formalised or structured. Remediation is done after tasks are marked during class period, some scheduled it in the afternoons, some on Saturdays and others during college holidays. College management is more concerned with ensuring that the required number of tasks as per ICASS document are conducted than ensuring that remediation takes place. Remediation is initiated by college lecturers and is seen to be an afterthought activity and not as part of the ICASS process. The HoDs and the assessment manager indicated that lecturers are informed during committee meetings to do remediation, but it is not included in the management plan and they do not monitor its implementation. However, remediation is part and parcel of the ICASS process and should be conducted. According to Nakabugo and Siebörger (2001), ICASS is both formative and summative. It is formative because the results are used to inform educators and learners about a learner's progress and to improve learning. It is summative as it is used to report the achievements of learners to other stakeholders such as parents, employers and management. Lack of remediation implies that the formative purpose of ICASS to inform and improve learning is not realised.

5.2.5 Poor student attendance

Most of the respondents indicated that the conduct of ICASS is heavily jeopardised by poor student attendance. Students' absenteeism is attributed to a number of factors. Firstly, it can be attributed to the nature of students admitted at the college, as most college students doing NCV had failed at school and were referred to the college because they could not cope with the school curriculum. When they discover that the NCV curriculum is even more demanding than the school curriculum, they do not attend classes. Although the college has established students' support services (SSS) units at campuses to deal with students' problems and to provide academic support to those who are struggling, only a few number of students make use of the SSS services; hence, the high absenteeism rate particularly at NCV L2. Secondly, it can be attributed to the admission requirement to the NCV programmes. The minimum admission requirement for NCV L2 is Grade 9. Some of the respondents said that some students were not mature enough to

cope with college life where, unlike in a school setting, supervision is limited. Most students do come to campus but do not go classes. Thirdly, some students do not take their studies seriously. Some respondents indicated that most students receive bursaries which cover everything: tuition fee, books, transport and accommodation allowances, and so some do not attend classes because they do not pay a cent towards their education. Fourthly, delays in the payment of transport allowances to students who rely on the allowance for transport to college. Most students came from poverty stricken families in the neighbouring townships and need the allowance for transport to the college and allowances are in most cases paid out late around June. Fifth, some students did not attend classes due to drug and substance use. This is supported by Orisatoki, Jayaraj and Oguntibeju (2008), who indicate that class absenteeism is a negative result of drug use and is partially to blame for the poor academic performance displayed by students.

The researcher's view is that colleges should put measures in place to improve student attendance. Such measures could include the development and implementation of an attendance policy to deal with students who continuously fail to attend their classes.

5.2.6 Lecturers' increased workload

The findings revealed that, with the introduction of the NCV qualification at colleges, lecturers' roles became multifaceted which is not the case with Report 191 programmes. Apart from teaching and conducting assessments, lecturers are now expected to keep portfolio files – particularly PoE files – for each and every student. Lecturers teach a minimum of six groups with an average of 35 students in a class group. A total of seven tasks and five tasks for fundamental subjects and vocational subjects respectively must be conducted as per the ICASS policy. This implies that a fundamental subject lecturer marks 1 470 ICASS tasks a year while a vocational subject lecturer marks 1 050 student tasks a year on average (notwithstanding that Level 3 and Level 4 class groups are smaller as not all students at Level 2 progress to senior levels). Most lecturers argued that there is a lot of work in the NCV programme, particularly, for marking and recording of marks. With regard to portfolio files, six PoA files should be kept if a lecturer was offering six different subjects or same subjects on different levels while a total of 210 PoE files for each student

should be kept to for the 1 470 ICASS tasks for fundamental subjects and 1 050 tasks for vocational subjects. Most lecturers felt that there is too much administrative work involved on the keeping of files and ensuring that they are up to date. This view is supported by Nakabugo and Siebörger (2001), who indicate that most teachers viewed CA as an overload and a burden with too much paperwork. Lubisi and Murphy (2002) argue that most teachers also struggle to cope with large numbers of students over and above the paperwork. Quanash (2005) points out that most teachers are experiencing high levels of stress caused by the high number of tasks they have to compile and mark, as well as recording the marks of the large groups of students they are teaching. Although no respondent said that he or she suffered from stress in implementing ICASS, they all complained about the workload.

5.3 Factors that enhance the implementation of ICASS

Apart from the above challenges in 5.2, it was gathered from interviewees that the college has introduced some measures to enhance ICASS implementation. These measures are discussed below:

5.3.1 Establishment of assessment structures

The establishment of the assessment structures (assessment units at central office and at campuses as well as subject committees and campus assessment committees) is an important step towards a coordinated approach in the implementation of ICASS. Assessment units develop a management/operation plan which indicates dates for subject committee meetings and dates on which tasks should be submitted, as well as dates on which tasks should be conducted. This view is in line with an assertion by Olatomide and Oluwatosin (2014), who point out that internal assessment should be done in a systematic manner implying that an operational plan should indicating how ICASS implementation process will unfold be designed. The assessment unit also plays a vital role in coordinating the submission of tasks from assessors and moderators as well as the dispatch of tasks to campuses on time. Subject committees promote teamwork among lecturers from different campuses who offer the same subjects. The subject committees meetings afford lecturers an opportunity to share best practices on teaching methodologies and approaches to

certain aspects of the curriculum and also how to conduct assessment. The research findings reveal that the committees are not effective and functional as expected, for example, there are some tasks which are of inappropriate standard which are set and moderated by committee members. These committees should be strengthened to do their work and to be supported to overcome the challenges currently experienced. such as late dispatch of tasks to campuses and incomplete tasks being sent to colleges

5.3.2 Appointment of students-in-training

The appointment of students-in-straining (SITs) to do administrative work and to assist with the typing of ICASS tasks, recording of ICASS marks, and for keeping PoE files up to date is an important initiative by the college. SITs help to reduce lecturers' workload and burden particularly the administrative part of ICASS. Some of the SITs are also used during invigilation so that lecturers could be afforded time to work on ICASS tasks. However, not all campuses had SITs and therefore lecturers still had to administrative part of ICASS and endure the burden associated with ICASS. The appointment of SITs should be strengthened to cover all the campuses.

5.3.3 Training and development

Some lecturers at the college are unqualified and/or under-qualified to teach the subjects that they offered which implies that they could not teach properly and also be able to compile quality ICASS tasks. This view is supported by Brown and Knight (1994) who argue that certain teachers are the main barriers for continuous assessment when they lack technical knowledge and skills to conduct continuous assessment and also when they fail to see the need and purposes of continuous assessment. Lecturers should have the domain knowledge i.e. knowledge and skills to teach in the subject as well as the assessment knowledge i.e. knowledge about a range of assessment strategies to gather evidence and inferences drawn from it (Heritage, 2007). In order to address the lack of domain knowledge and assessment knowledge, the college awards bursaries to lecturers to study further at institutions of higher learning to improve their qualifications in the subjects they teach. The college further arranges and pays for assessor and moderator courses for

lecturers to attend in order to gain knowledge and skills to compile quality assessment tasks and to conduct internal moderation of appropriate standard.

5.4 Conclusion

The research reveals that though there are a number of factors that constrained the implementation of ICASS, there are also notable factors that facilitate the implementation of ICASS. What has emerged strongly in the study is the lack of resources and capacity to implement ICASS. Unavailability of resources or, in some cases, availability of limited resources (physical and financial) pose a huge challenge for the college to implement ICASS. Lecturers struggle for various reasons to effectively implement ICASS due to factors that, to a large extent, are beyond their control. Apart from lack of resources, some lecturers themselves are unqualified or under-qualified for the subjects which they are teaching and have to compile tasks for those subjects. Most lecturers felt that there is too much work based on the number of tasks that should be marked including the record keeping of students' achievements in the portfolio files. Poor class attendance by students is also presented as another factor that hinders the successful implementation of ICASS. In trying to address some of these challenges, the college offers bursaries for lecturers to improve their qualification, has appointed SITs to assist with filing of PoEs and to put assessment structures in place to coordinate the implementation of ICASS. The next chapter presents recommendations for effective ICASS implementation.

CHAPTER SIX

SUMMARY AND RECOMMENDATIONS

6.1 Introduction

The chapter, firstly, presents a summary of the findings and, secondly, makes recommendations based on the findings. The recommendations could be applied for future implementation of internal assessment of an outcomes-based curriculum at other educational institutions. Furthermore, a brief discussion on future research recommendations and conclusion follows.

The focus of the research was on the factors that constrained the implementation of the ICASS component of the NCV qualification at colleges and how these factors impacted on the effective implementation of ICASS. The research adopted the qualitative methodology and data was collected through document analysis and semi-structured interviews. The literature on management, implementation and assessment of CA of the OBE curriculum was reviewed, noting that the NCV qualification is a new qualification and not much has been written on ICASS. A theoretical framework was developed to guide the investigation and analysis of the study. The elements of the framework (resources, planning and monitoring, use of different forms of assessment, record keeping and remediation) were applied in the study. The participants in the study were lecturers, campus management members and a college management member.

6.2 Summary of the findings

The study was conducted at Westcol TVET College which consists of five campuses. Nine lecturers, three senior lecturers and four HoDs from the four campuses participated in the study. The researcher took a sample which is representative of all the NCV programmes which were offered by the college; hence, a sample was drawn from four campuses. The programmes were selected so as to gain an understanding of how ICASS is implemented across programmes and campuses. Relevant official documents for ICASS, such as the NCV policy, NCV assessment policy, ICASS guideline document Subject Guideline document and Assessment Guideline document, were consulted and

provided a framework for understanding ICASS and how it should be implemented. The documents formed the basis for document analysis which was conducted in the study. The Umalusi 2014 report on the state of ICASS implementation at colleges was also consulted. A summary of the research findings is presented below.

6.2.1 Lack of and inadequate resources

The NCV qualification by its nature is resource-intensive. The research findings and analysis have shown that the implementation of ICASS at the college was greatly compromised by the lack of resources. It was found that some of the lecturers who offer NCV subjects did not have a teacher's qualification and some were teaching subjects that they were not qualified to teach. Most of these lecturers were offering engineering and agriculture programmes. This was attributed to, among other things, failure by the college to attract suitably qualified lecturers as the college could not afford their salaries. The research also found that there were no simulation rooms at two campuses to teach and assess students on practical work. A workshop at one campus was used for both electrical and mechanical programmes and this workshop was not fully equipped for both programmes which is against the NCV policy. There was also no land available for the Primary Agriculture programme for farming purposes at one campus which is not in line with the programme requirements. It was discovered that the curriculum budget for the college was centralised and campuses were to complete requisition forms for ICASS material and to submit to central office for approval and procurement. The requisitions were sometimes declined due to unavailability of funds. All of the above had a negative impact on the implementation of ICASS as it involves assessing practical skills which should be taught and assessed in the workshops and simulation rooms.

6.2.2 Stringent procurement process

The research findings have shown that there were problems with the college's inflexible procurement processes. The first problem involved is the red tape that is followed in procuring the ICASS material. Lecturers had to complete a requisition form and submit it to the senior lecturer. From the senior lecturer the form was submitted to the HoD, to the Campus Manager, to the Deputy Principal: Academic, to the finance department and then

to the procurement office, which took weeks for a requisition to be processed and the material to be received. Secondly, the procurement officials lacked knowledge on some of the ICASS material which was asked for by lecturers. In such cases the procurement officials requested lecturers themselves to source three quotations and to submit the quotations to them – causing delays. However, the above is also attributed to non-adherence to schedules. The assessment manager prepares a schedule indicating dates on which campuses should submit requisitions and some lecturers do not adhere to the schedule and place orders late and still expect the material to be delivered on time to meet ICASS dates. There are no actions taken against such lecturers hence this was recurring every year. Needless to mention, this had a negative impact not only to the assessment plans as dates had to be rescheduled, but more importantly, on the quality of ICASS as lecturers had to rush to complete ICASS to meet deadlines set by DHET.

6.2.3 Poor quality of ICASS tasks

The quality of ICASS tasks compiled in certain subjects was found to have been of poor quality. This could be attributed to the following: the college had some lecturers who were under-qualified and/or unqualified due to amongst others; the college could not attract and retain lecturers due to low salaries paid and the unavailability of qualified lecturers in the labour market. Lecturers who could not set quality ICASS did not have both the assessment and subject content knowledge in the subjects they taught. Unavailability of simulation rooms, land and inadequate equipment in workshops implied that lecturers could only set and assess students on the theoretical component and not the practical component due to unavailability of resources or limited resources. Furthermore, a plan to have lecturers to compile and moderate ICASS tasks at the time when they are expected to do invigilation and marking of external examination was of great concern as it exerted pressure on lecturers. Due to time pressures, some compiled mainly theoretical (knowledge-based) tasks which were easy to mark, leaving out high demanding questions associated with intensive marking. The quality assurance process embedded in the ICASS process i.e. internal moderation was found to be ineffective as poor ICASS tasks were administered due to the same reason Setting of practical tasks was avoided as there were no simulation rooms and limited equipment in the workshop.

6.2.4 Incomplete portfolio files

Outcomes-based programmes require that portfolios which reflect students' true efforts, progress and achievement over a period of time be kept. The PoA and PoE files were kept by lecturers as dictated by the curriculum documents. However, it was discovered in some files that some of the documents which should be in the PoA files were missing and in some instances not completed. These documents included: ICASS guideline documents, pre- and post-moderation instruments and record sheets. In the PoE files, it was found that the marks recorded on the mark sheet did not correspond with the number of tasks/scripts in the PoE files. Record keeping of student achievement for each and every task completed by a student is important in ICASS implementation process and it is for this reason that proper records as per NCV assessment policy are kept.

6.5.5 Poor student attendance

The implementation of ICASS at the college was negatively affected by students' poor attendance of classes, particularly on days when ICASS tasks were to be administered. Various reasons were raised as contributory factors to poor class attendance, including the following: (i) some were not adequately prepared for ICASS tasks; hence, they avoided sitting for some of the tasks, (ii) some could not cope with the curriculum demands as they found the curriculum to have been pitched at a higher level, (iii) the low level of students' maturity to adapt to college where there was limited supervision by lecturers, (iii) lack of transport money due to late payment of transport allowances by the college, (iv) lack of commitment by some students due to tuition fees being paid by NSFAS, and (v) drug and substance abuse. The research found that some lecturers felt frustrated by poor students' attendance which they must report and account for to senior management.

6.2.6 Increased lecturers' workload

Lecturers complained about the amount of work associated with the implementation of ICASS. The research found that most lecturers had a high number of students in their classes, which implied a lot of marking of students' work. On average, a fundamental subject lecturer marks 1 470 tasks while a vocational subject lecturer marks 1 050 tasks a

year. Over and above marking the ICASS tasks, they still have to mark the Level 2 and 3 scripts for external examinations as Level 4 is marked externally. The lecturers also felt that there was too much administrative work in relation to portfolio files and the documents therein which must be kept up to date throughout the course of the year. Most lecturers felt that teaching/tuition time was compromised as more attention was given to ICASS. The setting and moderation of these tasks was a concern for most of the lecturers considering that it is done during marking of external examination as well as invigilation of external examinations. On one hand, management regards this period as ideal to set and moderate assessment tasks as lecturers are no longer teaching. On the other hand, most lecturers viewed it as poor planning on the side of management as it coincided with internal marking and invigilation.

6.2.7 Lack of remediation

The research findings revealed that the implementation of remedial intervention after the conduct of each assessment task was not formalised and structured. It was incumbent upon a lecturer whether or not to do remediation. Some lecturers conducted remediation in the classrooms during class period and others after college hours, while others did it on weekends and during college holidays. There was no evidence found in the form of class registers for remedial sessions which were taking place after hours, on Saturdays or during college holidays.

6.2.8 College strategies to improve ICASS implementation

In attempt to improve the implementation of ICASS, the college had, firstly, established assessment structures: assessment units and the subject committees. The assessment unit was responsible for the development and coordination of the ICASS plan, as well as ensuring that the dates for the setting and moderation of ICASS tasks, submission and dispatch of ICASS tasks to campuses, marking and post-moderation of students' work and the submission of marks for capturing were adhered to. The subject committees were responsible for among others: choosing who was to set and to moderate the tasks, the topics to be covered in those tasks and the weighting for the topics in each of the tasks. Secondly, the college appointed SITs to assist lecturers with the typing of the ICASS tasks

and the marking guidelines to further assist with the administrative work associated with portfolio files, i.e. the recording of marks as well as putting students work in the PoE files. Thirdly, the college invested in the training and development of some of the lecturers. The college offered bursaries to some lecturers to improve their qualifications, particularly those lecturers who did not have a teachers' qualification. Furthermore, some of the lecturers were also taken for assessor and moderator courses at the expense of the college to improve their assessment and moderation knowledge and skills.

6.3 Recommendations

6.3.1 Strengthen capacity building initiatives for ICASS implementation

The college should strengthen capacity for ICASS implementation. According to Morgan (1993), capacity building is the ability of individuals, groups, institutions and organizations to identify and solve development problems over time. The implementation of ICASS relies on the availability and the quality of resources. The resources include physical resources, human resources and financial resources. It came out strongly in this research that there was lack of or inadequate resources available for ICASS implementation. The research revealed that there were no simulation rooms, and inadequate infrastructure and equipment in the workshops at some campuses, including the absence of a farm for the Primary Agriculture programme. It was further discovered that some of the lecturers were either unqualified or under-qualified to teach the subjects they were offering which may have resulted in poor ICASS implementation. It is, therefore, recommended that college management should prioritise and ensure that physical resources required as outlined in the NCV curriculum documents are in place for teaching and learning as well as ICASS. Although it is recommended that the college should strengthen its recruitment and selection process to ensure that qualified and competent lecturers are appointed at the college, it is also recommended that training and development of existing lecturers should be strengthened. Lecturers who are either unqualified or under-qualified should be given first priority when awarding bursaries before bursaries are awarded for Honours and Master's degrees. The same should apply

when selecting lecturers for assessor and moderator courses. Those without teachers' qualification should be given first preference.

6.3.2 Establish and strengthen partnerships and linkages

According to the White Paper on Post School Education and Training (2013), curriculum delivery in programmes providing vocational training requires close cooperation between education and training providers and employers. Apart from forming partnerships with industries and businesses, the college should form partnerships with organisations/institutions such as other TVET colleges and higher education institutions (HEIs). Partnerships with industries and businesses will assist both lecturers and students by exposing them to the latest infrastructure and equipment at workplaces and, in particular, allow for some practical ICASS to be conducted in the workplace. The White Paper further emphasises the crucial role that SETAs must play in facilitating such workplace learning for both students and lecturers. Partnerships with other TVET colleges will go a long way in ensuring that lecturers not only share best practices but, more importantly, enabling cross-moderation to take place in those subjects and programmes which are only offered at one campus. HEIs could assist in building capacity among lecturers through training and development, and sharing of facilities. The reasons why the college does not have such partnerships varied. The college does not have dedicated office personnel to form such linkages and partnerships and relies on SETAs to bring partners. Local businesses are concerned about profit and do not have time to train students and lecturers. DHET should fund colleges to establish such offices and to exert pressure on SETAs to fast track partnerships between the college and industries

6.3.3 Conduct monitoring and evaluation of academic practices

The Further Education and Training Colleges Act (2012) requires the college council of every TVET college to establish a monitoring and evaluation committee to monitor and evaluate the academic operations of the college. Currently, the committee does not exist at the college due to limited personnel. Schwella, Burger, Fox and Muller (1996) indicate that monitoring is done to ensure that a project is progressing as intended and that it complies with conditions of approval which may be imposed. Cloete and Wissink (2000)

point out that evaluation is done to measure progress towards the achievement of objectives. Schwella *et.al.* (1996) indicate that evaluation is done to determine whether an organisation or programme is fulfilling its obligations. It is important for the college to set up a monitoring and evaluation committee or to increase the number of personnel in the assessment unit to conduct monitoring and evaluation. With the current staff of three officials, the assessment unit is over-stretched with management of ICASS, and cannot conduct monitoring and evaluation of ICASS. The committee should, among other things, monitor teaching and learning practices, implement ICASS, investigate challenges experienced and seek strategies to address those challenges. Furthermore, the committee should report to college management and college council so that barriers for ICASS implementation are addressed expediently.

6.3.4 Knowledge management

Knowledge management (KM) involves a process of creation, sharing, and distributing knowledge within an organisation (Ruggles, 1998). Morgan (1993) indicates that knowledge management exposes individuals to potentially useful information and facilitates the assimilation of information. According to Tiwana (2002), the primary goal of KM is to facilitate application of fragmented knowledge through integration to address problems within an organisation. As pointed out by Tiwana (2002), management should identify knowledge that is critical to the college and the business, align college strategy and knowledge management, analyse existing knowledge in the college, design a KM platform, implement leadership and reward structures needed to make KM work, and evaluate KM initiatives to ensure that there is return on investment.

The college has assessors and moderators who are qualified and experienced, as far as ICASS is concerned. There are no platforms arranged for these lecturers to empower or to train new or unqualified lecturers on assessment practices. These lecturers could be used to train other lecturers, particularly newly appointed lecturers, in how to compile ICASS tasks, including how to set quality tasks, how to moderate and how to organise portfolio files. The college should create knowledge repositories so that lecturers can leverage the know-how, experience and judgment regarding ICASS that resides within

the organisation (Ruggles, 1998). College management should organise sessions/workshops facilitated by these experienced lecturers and give these lecturers incentives as they refuse to do it for free.

6.3.5 Further research

The ICASS component in the NCV qualification is critical, not only because it constitutes the final mark in determining whether a student passes or fails the subject, but assesses the practical skills and competencies that could not be assessed under normal sitting examinations conducted at the end of the year or course. A comprehensive study should be conducted to determine why there is lack of or limited resources at colleges which hamper the delivery of the NCV curriculum as well as the implementation of ICASS. The study should focus on financial resources, physical resources and why colleges have unqualified and under-qualified lecturers offering subjects. As colleges receive funding from different sources such as government subsidies, students' fees and donors, the research could be conducted at colleges to gather information from lecturers, college management and the DHET. This will assist in determining what needs to be done to ensure that effective teaching and learning in the NCV curriculum takes place and that ICASS is efficiently implemented at colleges.

6.4 Conclusion

In conclusion, the research findings confirmed that the factors that constrain ICASS implementation at most colleges, constrain ICASS implementation at Westcol. The factors include lack of or inadequate physical and financial resources, as well as unqualified or under-qualified. Regarding assessment elements, the interviewees confirmed that some ICASS tasks were of poor quality in terms of cognitive levels, contained inadequate marking tools/guidelines/memoranda, incomplete portfolios, poor or lack of internal moderation and poor record keeping. Apart from confirming what was contained in the Umalusi report, the research also found that remedial interventions after ICASS was conducted were not structured and in some subjects were not conducted at all. Poor student attendance also had a negative impact on the implementation of ICASS. However, the establishment of assessment structures such as assessment units and subject

committees, appointment of SITs and the training and development programmes offered to lecturers as an attempt by the college to enhance ICASS implementation at the college is commendable. In order to improve effective ICASS implementation, the college should build its capacity, form partnerships, knowledge management and conduct monitoring and evaluation of ICASS. Given the importance of ICASS component in the NCV qualification in the assessment of practical skills which cannot be assessed under written examination conditions and its contribution to the final promotional mark, it is crucial that ICASS is effectively and efficiently implemented at TVET colleges.

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ANNEXURE A: LETTER OF REQUEST TO THE COLLEGE PRINCIPAL

2015 Sep 09 07:22AM Westcol CEO 0116924080

page 1



07 September 2015

Mr Louis Coetzer
Principal/CEO: Western College
P/Bag x17
Randfontein
1760

Dear Sir

This letter serves to confirm that Sebetlene S, student number 589540 is currently registered for the Master of Management in the field of Public and Development Management (MM P&DM) at the Wits School of Governance. As part of the requirements to complete the Masters degree he has to submit a research report. The working title of his research is Management of the Implementation of Internal continuous assessment at Western College.

The research may include one or more of the methods of interviews, questionnaire studies, focus group discussions, documentary analysis. The research will culminate in writing his research report.

We request your assistance with regard to data collection for research purposes towards his Master of Management Degree. This information will only be used for research purposes.

Yours sincerely

Helen Mzileni
Manager: Academic Delivery Unit
Wits School of Governance
Tel: 011 717 3562 | fax: 086 55 33375
E-mail: Helen.Mzileni@wits.ac.za

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2 St David's Place, Johannesburg 2050, Parktown, South Africa
admissions.wsg@wits.co.za (Email 1), shortcourses.wsg@wits.ac.za (Email 2)
+27 11 717 3520 (Telephone)

ANNEXURE B: PERMISSION TO CONDUCT RESEARCH



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



westcol
Western College for Technical, Vocational Education and Training

• Corporate Office Park Address: 42 Johannesburg Street, SANDFONTEIN, Private Bag 317, SANDFONTEIN, 1700 • Tel: (011) 890-4021 Fax: (011) 890-4000 • e-mail: info@westcol.ac.za

Ms Helen Mzileni

29 September 2015

Manager: Academic Delivery Unit

Department of Public and Development Management

Wits School of Governance

University of the Witwatersrand

2 St David's Place

PARKTOWN

Johannesburg

2050

Dear Ms Mzileni

I hereby give my permission that Mr Selaelo Sebetleng, Student Number 589540, conduct research at Westcol in order to complete his research report to fulfil the requirements of the Master of Management degree.

Westcol will assist Mr Sebetleng with all the necessary documents and will avail its staff in order to ensure that the research be expedited.

My best wishes accompany Mr Sebetleng.

Regards

Kind Regards

Mr LSD Coetzer

PRINCIPAL

CEO/EMEMO/2015 Page 1

College Council

Aid Faith Lungile Mankhiza (Chairperson), Mr Neil Ross MacGonagle (Vice-Chairperson), Mr Louis Coetzer (Principal and Executive Member), Mr Johan Jooste (External Member), Mr Marius van der Merwe (External Member), Mr Ruanne van der Merwe (External Member), Mr Thabisa Mankhiza (External Member), Mr Tshilo Mankhiza (External Member), Mr Tshilo Mankhiza (Academic Board Representative), Mr John Kankhiza (Support Staff Representative), Mr Thabisa Mankhiza (Academic Staff Representative) and SRC Representative

ANNEXURE C: DOCUMENT ANALYSIS INSTRUMENT

SUBJECT AND LEVEL: _____

NAME OF LECTURER: _____

A LECTURER'S POA FILE			
Item(s)	Yes	No	Comments
<ul style="list-style-type: none"> • Lecturer information (Name, qualifications, SACE No. teaching experience and work experience) 			
<ul style="list-style-type: none"> • Content page 			
<ul style="list-style-type: none"> • Assessment guideline 			
<ul style="list-style-type: none"> • Subject assessment plan 			
<ul style="list-style-type: none"> • All ICASS tasks and memoranda and resources required 			
<ul style="list-style-type: none"> • Completed pre-moderation checklist for each task 			
<ul style="list-style-type: none"> • Completed post-moderation checklist for each task 			
<ul style="list-style-type: none"> • Subject record sheet for marks 			
<ul style="list-style-type: none"> • Electronic sheet with captured marks 			
<ul style="list-style-type: none"> • Evidence of review 			
B STUDENT'S POE FILE			

Name of student: _____

ID NO: _____

Item(s)	Yes	No	Comments
<ul style="list-style-type: none">• Student details (Name & Surname, ID No. (copy))			
<ul style="list-style-type: none">• Declaration of authenticity			
<ul style="list-style-type: none">• Table of content			
<ul style="list-style-type: none">• Subject assessment schedule			
<ul style="list-style-type: none">• ICASS tasks responses (script, booklet, computer printout)			
<ul style="list-style-type: none">• Record of results			
<ul style="list-style-type: none">• Evidence of moderation			

ANNEXURE D: INTERVIEW SCHEDULE

SEMI-STRUCTURED INTERVIEW

Respondent Number: _____

Name and Surname: _____

Thank you for agreeing to participate in the interview: A tape recorder will be used to record your responses and also note taking

The information gathered from this research will be kept confidential and will be used for the purposes of this research only.

Please feel free to respond and engage and where the question is unclear ask for clarity.

D1 Lecturers and Senior Lecturers

- 1 What is your area of specialisation?
- 2 What are your qualifications?
- 3 Which NCV subjects and levels do you teach?
- 4 How long have you been in this position?
- 5 Explain the process followed in the implementation of ICASS.
 - (a) Planning for ICASS
 - (b) Conduct of ICASS
 - (c) Record keeping and reporting on ICASS
- 6 What is your role in the ICASS process?
- 7 How are students' results obtained on ICASS used?
- 8 What type of support is provided by management on ICASS?
- 9 What kind of challenges do you encounter in the implementation of ICASS?
- 10 What should be done to overcome these challenges and difficulties?

D2 Heads of Department and the Assessment Manager

1. What is your current position at the campus?
2. What is your role in the implementation of ICASS?
3. Explain the criteria applied for appointing lecturers who set and moderate ICASS tasks.
4. What resources are available for ICASS implementation at the college?
5. What type of support is given to lecturers in ICASS implementation?
6. What are the challenges experienced in ICASS implementation?
7. What should be done to address these challenges?